FEATURE STORIES

51 THE FUTURE OF FINANCIAL AID
58 REDEEMED BY OUR CONFUSION:
   A CONVOCATION ADDRESS BY WILL SPEERS
66 WE STAND TOGETHER

TALK OF THE T-DOCK

2 WELCOME FROM LIZ
10 HEAD OF SCHOOL’S MESSAGE
12 IN THE CLASSROOM
24 GO SAINTS!
32 CREATIVE CAMPUS
36 AROUND CAMPUS
49 RECOMMENDED READS

CAN’T HELP BUT CONNECT

72 NOXONTOWN NAVY COMPETES AT
   HENLEY 2017 by John Fass Morton ’65
74 CLEANING HOUSE, LOOKING BACK
   by Marshall Craig ’62
79 CAN’T HELP BUT CONNECT
86 CELEBRATING A LIFE: HENRY HERNDON ’48
88 IN MEMORY
92 THE LAST WORD by Arthur Haycock ’59

(Photography teacher Joshua Meier snapped this photo of a “murmuration”
over the SAS cornfields on his way into work one morning this fall.)
The day of the state cross-country meet, Dean of Students Will Robinson texted me a photo of Ann Yancey Bassett ’19 and Leandre Pestcoe ’19 (left) and added, “Remind me to tell you the story of these two great Saints.” In the photo, both girls are smiling, cheeks flushed from the race and the cold, in their SAS sweatshirts and running shorts, and holding out their scratched-up, bloody and bandaged right shins. Turns out Leandre and Ann Yancey got tripped up while coming down a narrow incline on the course. Since a tumble of this kind adds precious seconds to one’s race time, “a lot of cross-country runners would have just said ‘Okay, I’m done’ at that point,” Will explained a few days later. “But these two girls pulled each other up, made sure the other was okay, and then ran the rest of the race side-by-side. They looked so happy and proud coming across the finish line.” Their willingness to keep going helped St. Andrew’s place fifth out of 18 teams at the state meet. It was, Will noted, a great example of the perseverance, the grit, and the “togetherness” of the girls cross-country team.

This fall, we witnessed this way of being and competing across all our sports teams. Many teams saw their hard work in practice pay off in great successes throughout the season—read our team recaps on page 24—but all faced moments of frustration, defeat, and hardship, and in every instance, we watched (and cheered) as Saints came together to help each other through those moments. We saw this on October 12, when the girls varsity volleyball team was down two sets to Sanford School, and found the will to come back and win three sets in a row and the match—thanks in particular to 20 assists from Captain Noor El-Baradie ’19. We saw this in the five seniors—Will Gray ’18, Christian Doucette ’18, Ben Covell ’18, Dylan Torrance ’18, and James Doucette ’18—who competed ferociously on the boys cross-country JV team all season, even though many of them had run for the varsity squad in years past. “The leadership of these seniors throughout this season was vital to the success of the whole team,” said Head Coach Dan O’Connell. And we saw this on November 15, when the boys varsity soccer team, who had been the number one seed in the state tournament, experienced a heartbreaking semifinal loss, after three rounds of penalty kicks, to Caravel Academy. We watched, stunned, as the boys literally sprinted to lean on one another, to cry and hug and get through that moment together. They did their traditional end-of-game run across the field and back with tears in their eyes— together. As a team.

This is what St. Andrew’s athletics is all about—not just individual athletic achievements or crushing the competition (although that’s part of it), but the way that our athletes “stand together” in the high and low moments of each season. Athletes displayed their commitment to this powerful athletic culture last spring in their student-led “We Stand Together” campaign, which you can read more about on page 66. This way of being asks students to consider how they can best contribute not only to the team they’re on, but to that team’s legacy and future. As Athletic Director Al Wood asks Saints athletes at the beginning of each season: How will St. Andrew’s remember you? It’s a question that, of course, applies to more than just athletics, and one that we hope our students continue to ask themselves long after they’ve become alumni.

All my best,

Liz Torrey
Director of Communications
etorrey@standrews-de.org
Mission Statement of St. Andrew’s School

In 1929, the School’s Founder, A. Felix duPont, wrote:

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

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

Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. We expect our faculty and staff to make our students’ interests primary, to maintain professional roles with students and to act as role models at all times, to set and maintain healthy boundaries with students, to encourage student autonomy and independence, to act transparently with students, and to support each student’s developmental growth and social integration at the School. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

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

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

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew’s historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.
Although this may look like your typical “day school” scene—students waiting to board the bus at the end of another school day—what you see here is a quintessentially St. Andrew’s moment: students waiting to board the bus on a Saturday evening for the 2017 Frosty Run. Students have been participating in this SAS tradition for nearly 30 years; it involves the entire student body boarding school buses to descend on local Wendy’s establishments (typically one Form per Wendy’s) on the first Saturday night of the school year. Once at a Wendy’s, everyone enjoys a Frosty (or two, or three) and lots of SAS chants. Photo by math teacher Bowman Dickson.
Students begin to gather around a freshly made bonfire on the Friday night before Homecoming. The Student Athletic Committee organized this “Sports Bonfire,” at which each fall team performed in a dance or skit, and student-athletes cheered, sang, and passed around spirit sticks. It was freezing that night, but school spirit kept everyone warm (including Alex Stoleson ’19, second from right, who elected to wear shorts).
Nick Loh ’19 rehearses one of Beethoven’s string quartets in the Warner Gallery with instrumental music teacher Fred Geiersbach (Enok Choe ’19 and Noelle Yoo ’18, not pictured, rounded out the quartet). Geiersbach sometimes has his students rehearse in the gallery so that they can be musically inspired or influenced by the pieces around them. The sculptures on display in the background are by current parent Lilla Matheson Ohrstrom P’20, whose show “Truth and Tales” ran in the Warner Gallery until late November. Read more about Geiersbach’s recent chamber music performances in Italy on page 21.
“At St. Andrew’s, anything is possible.”

As this edition of the St. Andrew’s Magazine goes to press, I find myself in my office preparing for a Memorial Service celebrating the life and leadership of Hick Rowland ’58, Trustee Emeritus and former President of the Board. Hick died in November following a tragic car accident.

This magazine features Hick Rowland’s final visit and talk at St. Andrew’s (on page 86), his memorable remarks shared at the October Memorial Service for his friend and fellow Trustee Emeritus and former Board President Henry Herndon ’48. As you read Hick's brief speech, you will recognize his distinctive voice, full of humility, humor, vitality, and appreciation for his mentor Henry Herndon.

As I think about Hick Rowland and my experience working beside him here at St. Andrew’s, I return over and over to a statement he made to me over 20 years ago. “At St. Andrew’s,” Hick said that day, “anything is possible.” It was a great statement and a great leadership challenge for me to ponder, especially as I began to think about the next stages in this great experiment in education that began in 1929. Hick’s words reminded me that St. Andrew’s has the mission, responsibility, and potential to create its own distinctive form of educational and leadership excellence. Why not dream big? Why not strive to be the best small boarding school in the world? Why not work to strengthen a school that intentionally seeks to enact and explore a public purpose of service to the nation and the world?

Over the last three years, St. Andrew’s has been designing a strategic plan to strengthen this school of hope and transformation. Over the next few magazines, we will be sharing aspects of the draft plan, explaining how each pillar seeks both to honor our traditional mission and spirit and respond to the challenges and opportunities of the 21st century. This fall 2017 issue of the magazine features financial aid as an essential pillar of the School of the past, present, and future.

Over the past two decades, I have helped to lead two significant capital campaigns designed to improve and strengthen St. Andrew’s mission, performance, and deserved reputation as a great school. In each campaign, we have found significant support for both capital and planned gifts designed to strengthen our financial aid program. As we contemplate a new campaign, its first pillar will be the cultivation of gifts in support of financial aid.
I know each one of the readers of this magazine knows both the history and the power of our financial aid program, but for a moment I want to try to put this program’s ambition and influence in perspective. For nearly 90 years, St. Andrew’s financial aid program has defended the spirit of St. Andrew’s in the following ways:

- Financial aid changed the trajectory of lives in every decade of the School’s history, providing financial assistance and the St. Andrew’s opportunity for students who needed help with tuition payments.
- Financial aid changed the nature, character, and culture of St. Andrew’s, providing opportunities for students from different backgrounds, cultures, races, religions, social classes to live together in community.
- Financial aid changed the fabric of life in our democracy and in the world, as our graduates found that their St. Andrew’s experience opened doors to undergraduate, graduate, professional, personal success, and fulfillment.
- As America in the 1960s and 1970s began to dream of schools and communities that brought students together in community because of the human lessons, experiences, and understanding diversity could provide, the financial aid program at St. Andrew’s enabled the School to explore this new America and new world in exciting and compelling ways.
- The financial aid program became one of the central and essential reasons why all students and families chose St. Andrew’s — students in the 21st century, full pay and financial aid, alike, seek the diversity within community St. Andrew’s provides.
- The financial aid program became the most important reason why great teachers accepted our invitation to become part of the faculty. Teachers want to be part of a movement that provides quality education to all, regardless of financial circumstances.
- Our financial aid program led inexorably to St. Andrew’s desire to provide opportunities for underserved students in Delaware — in that spirit, we founded the Delaware College Scholars program and provided the setting for its powerful program.

In the 21st century, a robust and generous financial aid program not only assures a school of essential dialogue, diversity, and energy; today, a powerful financial aid program gives a school the opportunity to be highly selective in admissions, educationally excellent in its programs, and ambitious in its desire to be a community that launches leaders dedicated to a public purpose.

The time has come to put Hick Rowland’s promise to the test. What St. Andrew’s needs to do now is to raise funds specifically for financial aid. Throughout our history, general endowment funds have supported not only our ambitious educational program, but also our commitment to financial aid. At present, our financial aid program supports 47 percent of our current student body: average grants are $44,847; 76 percent of our full tuition of $58,710. The program makes the St. Andrew’s experience possible for students from every socioeconomic class in America and this year, for students from 26 states and 18 countries. With the expertise of our admissions staff, St. Andrew’s has made particular commitments to middle class families, a group often denied financial aid support.

However, only 10 percent of our $6.5 million financial aid program comes from dedicated financial aid funds in our endowment, as compared to nearly 50 percent or more at our peer schools. What that statistic means is that other schools have made an enduring commitment to financial aid. St. Andrew’s at this point cannot assert that we have protected financial aid in perpetuity.

We believe that because St. Andrew’s was the first American boarding school founded on the promise of financial aid, because we need to protect forever this core promise and tradition, and because St. Andrew’s seeks to sustain and strengthen its commitment to provide high quality education to all, we must embark upon a campaign as ambitious as the program we now honor. I personally want the legacy of financial aid assured at St. Andrew’s for our next one hundred years. I look forward to sharing that vision with you in the coming months.
New Faculty Can’t Help But Connect

PAM BROWNLEE
DIRECTOR OF COUNSELING

PREVIOUSLY: Counselor at St. Andrew’s, 2003-2015; yoga teacher, private practice, 2015-2017

INTERESTS: Hiking, walking, swimming; being with family and friends; cooking and entertaining; using humor and creative writing to get through tough times; teaching yoga/meditation to people of all ages

WHY I WORK WITH STUDENTS: My job as a counselor allows me to support and guide students to find their voices and reach their true potential. It is an honor to sit with students at their most vulnerable times and join them on their journey through the sometimes-turbulent adolescent years. I learn from them every day.

GOALS FOR THIS YEAR: One of my goals is to integrate counseling, mindfulness, and yoga to create a sense of balance and lifelong strategies for students to use for years to come. Another is to get to know the faculty and students on a personal level, and to laugh often!
ELIZABETH BARRON
FRENCH
DORM PARENT ON LOWER MEIN

PREVIOUSLY: Taught at Wake Forest University

INTERESTS: Theatre, music of many genres, and stand-up comedy

WHY I TEACH: I’ve been teaching for a number of years, and I still get chills of joy from the experience. I love learning, and I value encouraging a love of learning in the people around me. I’ve always tended to feel things deeply, and I expect that this plays a role in my wanting to be another listening ear for young people navigating the intense excitement, inevitable disappointment, and inspiring growth that are part of the adolescent years.

GOALS FOR THIS YEAR: One of my goals for this year is to listen to my students and get to know them so that I can meet them where they are with readings, literature, news, films, and TedX talks in French that speak to them in ways that motivate them to want to understand more. To quote E.M. Forster: “Only connect!”

DEVIN DUPREY
DIVERSITY EDUCATION
COLLEGE COUNSELING
DORM PARENT ON UPPER MEIN

PREVIOUSLY: Post-Placement Counselor for boarding school students at Prep for Prep

INTERESTS: I love to travel, spend time with my family, cook, and play board and party games.

WHY I WORK WITH STUDENTS: I want to foster an environment that allows young people to discover their passions and actualize their potential.

GOALS FOR THIS YEAR: Build strong connections with students. Make sure that Mein Hall is “home” for all of its residents.
ASHLEY HYDE
PHYSICS

PREVIOUSLY: Physics and astronomy teacher at Harrow School in England

INTERESTS: Travelling the world, learning to speak Greek, friends and family, my rescue cat, movies, rock concerts

WHY I TEACH: I love to share my passion for science and for life in general. In school, I had a wide range of both excellent and terrible teachers, so I know what a huge difference it makes.

GOALS FOR THIS YEAR: 1) Be an awesome role model for female scientists at St. Andrew’s! 2) Use more technology in my classes—there are so many great online teaching tools out there.

WILL REHRIG
PHYSICS, CHEMISTRY
CROSS-COUNTRY
DORM PARENT ON SCHMOLZE

PREVIOUSLY: Norfolk Naval Shipyard as an Assistant Shift Test Engineer

INTERESTS: Running, playing with my dog Nahla, reading, ice hockey, camping and hiking

WHY I WORK WITH STUDENTS: I was drawn to teaching at St. Andrew’s because of the experience I had when I was a student here and the incredible opportunity for growth and development the faculty provided me. Teaching allows me to share my passions for learning, science, engineering, running, and residence life with students, and to provide current students the same opportunities for growth and development. Teaching allows me to continue learning every day from students, and to continue to pursue my own love of learning.

GOALS FOR THE YEAR: I want to challenge students to go beyond memorizing or simply reciting what the teacher has said and to think critically for themselves and develop their problem-solving and problem-finding skills. I want to continue to ensure living on dorm is an authentic experience where students learn outside of the classroom about the world, our community, each other, and themselves and continue to develop skills like personal responsibility and community respect.
STEPHEN MUFUKA
RELIGIOUS STUDIES
SOCCER, TENNIS
DORM PARENT ON VOORHEES

PREVIOUSLY: Collier Public Schools, Naples, Florida; United States Marine Corps

INTERESTS: Tennis and soccer

WHY I WORK WITH STUDENTS: Reflecting on my own life, I am profoundly grateful for the inspiration received from two of my high school teachers who challenged me intellectually and cultivated a sense of service which I carry with me to this day. The time I spent living in nine countries across five continents heightened my interest in the social sciences and provided me with a unique perspective of the ideas, beliefs, and events that shape the world. I believe this knowledge is best shared with the future leaders of the world.

GOALS FOR THIS YEAR: My leadership philosophy ties directly into my two goals for this year: know your students and know your job. In regards to the first goal, there is a great quote, “nobody cares how much you know until they know how much you care.” I believe the time I spend as a dorm parent, coach, and classroom teacher will help me get to know my students as individuals with unique hopes and dreams. In regards to the second goal, I feel it is important that teachers seek constant improvement, and to that end I plan to visit and observe my colleagues’ classrooms throughout the year in order to identify best practices.

CHRISTOPHER SANCHEZ
SCIENCE, MATHEMATICS
CROSS-COUNTRY, SWIMMING

PREVIOUSLY: Teaching assistant at the University of Delaware

INTERESTS: Swimming, running, hiking; traveling; Broadway theatre; stand-up comedy; coffee

WHY I WORK WITH STUDENTS: During my college career, I was certain that I wanted to do scientific research for the rest of my life. Every class I took, I learned how much physics we don’t know. There are still so many unanswered questions! But, after reflecting on how my time and energy could best be utilized in terms of my career, I came to the realization that it would best be spent promoting scientific literacy, scientific thinking, and scientific discovery to younger students.

GOALS FOR THIS YEAR: Build meaningful connections with faculty and students. Make learning math and science challenging, engaging, and fun!
St. Andrew’s was honored to welcome Civil Rights Movement leader Diane Nash to Engelhard Hall on Friday, October 27, where she delivered St. Andrew’s annual Levinson History Lecture. Nash helped to found the Student Nonviolent Coordinating Committee, one of the most important organizations in the Civil Rights Movement of the 1960s; was leader of the student sit-in movement in Nashville that desegregated that city’s downtown in 1960; organized the Nashville group that took over the Freedom Rides after the attacks in Anniston and Birmingham in 1961; and was a key figure in the Birmingham campaign in 1963 and Selma in 1965—work for which she received the Southern Christian Leadership Conference’s Rosa Parks Award for Leadership. Dr. Martin Luther King, Jr. called her the “driving spirit in the nonviolent assault on segregation at lunch counters.”

“Diane Nash has offered America the highest and most courageous kind of service possible,” said History Department Chair Emily Pressman in her introduction of Nash. “Deeply committed to the power and promise of nonviolence, she has put her life on the line over and over to push this country and her fellow Americans to actually realize and live up to our best ideals and principles. I can’t imagine more important service, as a citizen and a patriot, than that. It is the most special privilege—one for which I am so very grateful to the Levinson family—to be able to introduce Ms. Nash, one of my great heroes, to the whole St. Andrew’s family tonight.”

Nash spoke to a packed hall of students, faculty, and friends, and in her talk shared the philosophy and strategy behind the American Civil Rights Movement, and how students can apply those ideas to their own work for social change in the 21st century. Using the term “agapic energy” to describe the force behind nonviolent resistance—a term she came up with herself, using the Greek word *agape*, which means “brotherly love” or “love for humankind”—Nash explained a few of the principles of agapic energy in action. “The first principle is that people are never your enemy,” she said. “Unjust systems, unjust economies, attitudes, racism, sexism, ignorance—those are the enemies. If you recognize that people are not the enemy, you can love them and respect that person at the same time that you attack the attitude or the action of that person.”

“Another basic principle of nonviolence is that oppression always requires the cooperation of the oppressed,” Nash continued. “It’s a partnership. If the oppressed withdraw their participation from the oppressive system, that system will fail. The day the blacks in Montgomery decided that there would no longer be segregated buses in Montgomery, it took change on the part of the whites. The day the blacks decided there would no longer be segregated buses in Montgomery,
Before we met you, we loved you

there were no longer segregated buses in Montgomery.”

Earlier in the same week, David Levinson ’53, who endowed the Levinson History Lecture, spoke with students at School Meeting about the deep mid-century segregation of Middletown, and his family’s effort to combat bigotry and racist practices in the area. “Schools and churches were segregated, and after dark, even the sidewalks were segregated,” Levinson recalled. “African-American people did not come into the white part of town after dark, but occasionally, well into the night, an African-American man would come to father’s office door at the side of our house.” Levinson never knew why these men visited his father’s house, but 40 years later, his father, a veterinarian, revealed to Levinson that they had been seeking recently discovered penicillin to treat sick family members. “There was no doctor within 25 miles of Middletown who would treat an African-American patient,” Levinson continued. “[My father] could not let the citizens of our town suffer from serious illness, or even to die, without antibiotics that were readily available to me, for use on animals. So [he] was giving penicillin to the African-American population of town secretly.”

Nash shared some of her own experiences with segregation, noting that, when she moved to Nashville from Chicago, she found she was more outraged by segregation than her peers, perhaps because she had not grown up quite so immersed in it as had Nashville’s longtime residents. “The south side of Chicago was segregated, but it did not have overt segregation like the southern United States had,” Nash recalled. “When I obeyed segregation rules, it felt like I was agreeing that I was too inferior to go through the front door, or into certain restaurants, libraries, swimming pools, hotels, and so forth.” She also outlined six steps for organizing a successful nonviolent activism campaign for any cause, and, after she concluded to a resounding standing ovation, took questions from students.

“I’d like you to know that our contemporaries had you in mind,” Nash said at the close of her talk. “There were a number of times that we knew if we continued marching, there might be a mob, or perhaps the state police. There was a good chance that someone would be killed or seriously injured, and understandably people sometimes got very afraid. On several occasions, I recall when someone would burst into tears, super-afraid and freaked out, and the person next to them would put their arm around that person’s shoulder and say, ‘Remember, what we are doing is important. We are doing this for generations yet unborn.’ I’d like you to know that before we met you, we loved you. We were trying to bring about the best society we could for you to be born into and to come of age in. Future generations are going to look to you to do the same.”

St. Andrew’s Levinson History Lecture was endowed by David N. Levinson ’53 P’05 and his family to provide an annual lecture in history, politics, economics or related social science fields. Past lecturers have included Micah Levinson ’05, Instructor of Political Science at UNC–Chapel Hill; William Casey King, Executive Director of the Yale Center for Analytical Studies; Ilan Berman, Vice President of the American Foreign Policy Council; and Daniel Pipes, President of the Middle East Forum.
The Anja S. Greer Conference on Mathematics and Technology, held at Phillips Exeter Academy, was the absolute best way to be introduced to the problem-solving methods that we use for the lower level math at St. Andrew’s. I was able to experience the class from the perspective of the student; and to get a feel for how the structure of the class works hand-in-hand with the concepts we want students to grasp. My experience allowed me to think in new ways about how to better support my classes and students, and how to allow them to excel. My biggest takeaway from the conference is that there are always many ways to “do” a math problem, and that it is my opportunity as a math teacher to show, model, and teach my students how to struggle with a problem and find their own unique way of solving it, rather than to simply teach them the “correct” way to solve a problem.

—Amanda Gahagan, Math Faculty

At the Stanley King Counseling Institute, one of the mantras was “Don’t just do something, sit there.” I often feel like with the hectic pace of boarding school life and the billion different hats that we wear as faculty members, that we are programmed to go from problem to problem trying to fix things, but often, just sitting there and listening to a student does far more good than giving mediocre advice or trying to help them fix a problem that they really need to fix alone. The practical nature of the program helped me see that listening is not a mysterious entity, but rather a learnable skill, with concrete methods, and nameable maneuvers (paraphrasing, summarizing, naming the source of feelings, clarifying questions, and joining). With the intimacy of our advising program, and with a large group of eight advisees this year, I am so excited to try and put these skills to practice and develop a part of my teaching that I think I have struggled with in the past.

—Bowman Dickson, Math Faculty

I was able to attend the Citizen’s Climate Education International Conference in Washington, D.C., with two St. Andrew’s students, Dianna Georges ’18 and Cierra Martinez ’20. At the conference, we participated in Climate Advocacy Training, where we practiced communicating and sharing bipartisan solutions to climate change across the political spectrum. We also learned about the effects of climate change on our physical and mental health and the actions that students across the country are taking to address climate change through our legal system. On the last day of the conference, we had the chance to talk with both Republican and Democratic congressional representatives about the urgency of the climate crisis and potential ways we can move forward. I feel that this conference has allowed me to become better connected with educational resources about climate change, more knowledgeable about how to speak to those who are unconvinced of the importance of the issue, and more able to empower our students to educate their elected officials about the topic.

—Diana Burk, Director of Sustainability
Teaching

With the funding I received from St. Andrew’s this summer, I was able to purchase materials, such as quality oil paint, good brushes and canvas, that allowed me to create a series of works that developed my interest in “plein air” painting and led to a culminating exhibition in Wilmington this fall at the Blue Streak Gallery. My explorations involved pushing color choices to the point where I was creating images that invited the viewer into narrative possibilities rather than distant, objective descriptions of a particular space. I was after poetry and the funds provided by the school made this goal a real possibility.

—John McGiff, Art Department Co-Chair

In June, I began working towards a master’s of Education in Educational, School and Counseling Psychology, with an emphasis in positive coaching, from the University of Missouri. This summer, I completed three courses (Resiliency, Grit and Mental Toughness; Psychology of the Injured Athlete; and Administration of Athletics Programs), and am enrolled in three courses this fall: Sport and Applied Coaching Psychology; Positive Psychology; and Character and Ethics in Sports. My goal is to carry a full load this academic year and graduate at the end of next summer. I am confident that these courses will not only benefit my work with my athletes, but also my work with students whom I teach and advise. The presumption is that a teacher or coach is a subject-matter expert; what I believe distinguishes a good teacher/coach from a great teacher/coach is the ability to effectively motivate and coach students toward maximizing their potential. I already feel better equipped to work with students and athletes who are experiencing physical or emotional injury, and I have a better understanding of how to increase their resiliency in the classroom and on the sports field.

—Mike Mastrocola, Math Faculty, Varsity Volleyball Head Coach, Varsity Baseball Head Coach

I participated in a weekly online course called “Active Teaching in the Latin Classroom.” Sponsored by the Paideia Institute for Humanistic Study, the ten-week class focused on developing active learning strategies to engage and inspire students. The class was comprised of four middle and high school teachers from around the country and was facilitated by a veteran Latin instructor from Kentucky. We learned strategies that can be implemented in all levels of Latin, but I was particularly interested in refining my methods for Latin 1, which I am teaching this year. I spent a lot of time thinking about the first few weeks of class when students are learning the basics. Not only was I able to ask questions and share my ideas, but I was also able to practice specific strategies that I implemented on day one of the school year. One of my goals this year is not to overwhelm students with the details of grammar; instead, I hope to keep my grammar lessons to six minutes or less. If I’m successful, I’ll have more time for speaking, listening, and writing activities, all in Latin. I think my enhanced approach will bring more energy and creativity into the Latin 1 classroom.

—Phil Walsh, Classics Faculty
This summer, [Religious Studies teacher] Jason Kunen and I attended the Center for Spiritual and Ethical Education’s Institute for Teaching the World’s Religions in Chicago, IL. This institute brings together middle and secondary school teachers to discuss theories, methods and obstacles in the teaching of major religious traditions. This year’s conference centered on the themes of “Islam in the West” and “Religion and Ecology.” During our discussions of Islam, there was a general consensus among teachers that we ought to help students move away from the post-9/11 view of Islam as a religion of violence. Through emphasis on the scriptures (Quran) and the early reported accounts (Hadith) of the prophet Muhammad’s life, a more accurate narrative arises of Islam; a narrative of Islam that emphasizes shared origin, identity, and deep connections with the Judaic-Christian faiths. As a result of what we learned at this conference, and in collaboration with the St. Andrew’s Religion Department, both Jason and I have incorporated content into the Religious Thought curriculum that is designed to help students identify and wrestle with their preconceived notions, stereotypes, and fears concerning different religions. My goal as a religion and philosophy teacher is to encourage students to recognize their inherent biases in order to more fully employ their critical thinking skills.

—Stephen Mufuka, Religious Studies Faculty

Over the course of my ten days at the Bread Loaf Writers’ Conference, held at Middlebury College in Vermont, I attended various readings and agent/editor meetings, as well as daily craft lectures on all genres of writing, many of which will directly influence the manner in which I go about teaching here at St. Andrew’s. The most beneficial part of the conference was my time in workshop. My workshop leader, Lan Samantha Chang, is not only a fiction writer of national reputation, she’s also a seasoned teacher. For the past dozen years, Sam has chaired the world-renowned Iowa Writers’ Workshop, so she’s personally instructed and shaped some of contemporary American fiction’s most prominent voices. My time with Sam afforded me great editorial guidance on my own fiction as well as the chance to witness the manner in which a more experienced workshop leader manages their classroom. My favorite of Sam’s practices was her method of framing a discussion of a workshopper’s submission. Whereas many workshop leaders stand back and allow their students to set the day’s agenda—diving right in, say, to what did and didn’t quite work—Sam employed a more specific structure. At the start of each critique, she went around the table and asked each of us to give a detailed synopsis of the piece, as well as a specific encapsulation of what each submission was truly about. This seemingly simple exercise was actually quite challenging, and having ten different people explain in rapid succession their take on the piece’s structure and heart immediately and clearly illustrated what was most memorable and most compelling about a piece, and it did so in a way that set us up for a very focused, very deliberate discussion. Employing this strategy in my own workshops this year will, I hope, lead to more precise discussions and push my students to work to articulate the various driving forces and emotions comprised in their own submissions and in those of their peers.

—Will Torrey, English Faculty
This past summer, St. Andrew’s Director of Instrumental Music was invited to spend three weeks in Orvieto, Italy, as the guest soloist for the Orvieto Festival of Strings—and his trip provided much-needed musical reinvigoration for the 2017-18 orchestra season at St. Andrew’s. “It was a musician’s spa vacation if ever there was one,” said Geiersbach. “I spent my days surrounded by outstanding musicians and rehearsing before attending almost nightly concerts, some as a performer and some as a listener.” Geiersbach performed a flute recital in Sant’Agostino Church in Orvieto on August 11, performing with festival pianist Marco Grisanti as well as cellist and St. Andrew’s alum David Agia ’06. Geiersbach is not only a flutist; he plays all string instruments, and was thus also invited to play violin with the festival orchestra. “It was a luxury to have the time to focus on just two instruments for a while,” says Fred, who teaches almost every single instrument played by students at St. Andrew’s (students can also sign up for private lessons with individual instructors). “Working with Marco, who is chamber music professor and head of piano accompaniment at the Santa Cecilia Conservatory in Rome, was a great delight,” Geiersbach added. “He and I are already planning our next program. And to perform with David and to see him perform in his string quartet was also a teacher’s dream realized: David has really become a maestro of the cello.”

Fred was invited to be a part of the festival thanks to St. Andrew’s cello instructor George Atanasiu (who was Agia’s first cello teacher). George is the festival’s music director, and also teaches at Rowan University in New Jersey.

The orchestra, though small, was very accomplished and gave excellent concerts in Orvieto’s Duomo, as well as in other beautiful churches in three castle towns near Orvieto. In the town of Preggio, Fred performed with Grisanti and Lenuta Ciulei as soloist in Bach’s Brandenburg Concerto No. 5. “Playing Vivaldi concerti in 14th century Italian churches gave me a new understanding of these pieces from an acoustic point of view,” Geiersbach said. “The sounds and smells of these spaces will keep bringing me back for more connection to the past.”

While in Italy, Geiersbach made day trips to Rome and Florence in addition to soaking in the cobblestoned roads of Orvieto. From his room in the Hotel Oasi Dei Discelopi, he could gaze out on vineyards and groves of olive trees and mountains. Great long meals and afternoon naps were also a wonderful antidote to the frenetic American lifestyle. Spending time every evening on the terrace talking late into the cooling evening, Fred had to press his French into service after decades of disuse. “I found myself after three weeks having increased comprehension of Italian, German, and Roumanian, the languages spoken by the maestri at my table,” Geiersbach recalled. “But I now want to speak more languages and become a citizen of the world.”

This summer opportunity to grow as an artist was subsidized by the festival and in part by St. Andrew’s. “I am extremely grateful both to George Atanasiu and to St. Andrew’s for making it possible to make so many new friends in such a gorgeous part of the world,” he concluded.
1 Phil Walsh’s English 4 students discuss Kazuo Ishiguro’s *Never Let Me Go* in the Warner Gallery. The sculptures on display are by current parent Lilla Matheson Ohrstrom P’20.

2 Davis Scott ’19 makes a point about *Hamlet* to his discussion partners Sharon Williams ’19 and Xander Atalay ’19 in their English 3 class.

3 Enok Choe ’19 debates the primary causes of WWI with his Advanced Study: 20th Century History classmates. Students worked in groups to argue for one of four different possible causes (alliances, imperialism, militarism, and nationalism) before a faculty arbitrator.

4 These are the faces of IV Form students playing a round of “Freudian Jeopardy” in Wellness class with Associate Director of Counseling Lindsay Roznowski (not pictured).

5 Intro Bio student Nick Lilley ’21 films a bacterial reaction taking place under his microscope.

6 Environmental Science students Elisa Davila ’18 and Kennedi Brooks ’18 check the live traps their class placed around campus to sample the diversity of small mammals on the Front Lawn and in the meadows and woods nearby (animals are released unharmed).

7 Jolie Chin ’18, Noelle Yoo ’18, and Nick Wilmerding ’19 get excited about an experiment in their Advanced Study Biology class.
GO SAINTS!

BOYS CROSS-COUNTRY
CAPTAINS: Alex Horgan ’18, Dylan Torrance ’18, Alec Barreto ’18

After placing second in the Delaware Independent Schools Conference Championships and third in the New Castle County Championships, the fastest team in St. Andrew’s School history continued at their breathtaking pace by placing second overall in the Division II State Championship meet on Saturday, November 11. Finishing with 59 total points, the Saints were led by Captain Alex Horgan ’18 who capped off his incredible SAS career with another brilliant race, finishing third place amongst 174 runners with a time of 15:57. This time, a personal best for Horgan, cements him as one of the greatest cross country runners to ever don the red and white; he now owns the third and fourth fastest race times in School history. For these efforts, Horgan received the Lifetime Achievement Award from Saints boys cross-country coaching staff. Coming in second place for the Saints and 10th overall at the state championship meet was Tad Schiebe ’19. Scheibe, who was awarded All-Conference and All-County honors for his performances the previous two weeks, set a personal record by finishing in 16:35, and earned Third Team All-State honors.

“The team accomplished so much this season,” said Head Coach Dan O’Connell. “They won the Lake Forest Invitational (22 teams), Middletown Invitational (16 teams), Killens Pond Invitational (22 teams), and finished third in the Joe O’Neill Invitational (36 teams) and in the New Castle County Championship (30 teams). Every varsity runner saw significant improvements in his PR. Mid-season, they broke the School record for varsity team time, then broke their own record twice more later in the season. In this last race of their careers, Co-Captains Alex Horgan ’18 and Alec Baretto ’18 would again set new PRs for themselves and help the Saints break the team time school record for the fourth time this season, with a team time of 16:42. To put the 2017 team in proper context, consider the team-time of the 1988 State Champions—18:09—almost a minute and a half slower than the Saints ran in this year’s state championship meet. These Saints can really fly.”

ALL-CONFERENCE
Alex Horgan ’18, Tad Scheibe ’19, Carson McCoy ’19, Blake Hundley ’20

ALL-COUNTY
Alex Horgan ’18, Tad Scheibe ’19, Blake Hundley ’20

ALL-STATE
FIRST TEAM: Alex Horgan ’18
THIRD TEAM: Tad Scheibe ’18

TEAM AWARDS
LIFETIME ACHIEVEMENT AWARD: Alex Horgan ’18
COACHES AWARD: Alec Barreto ’18, Will Gray ’18
JV COACHES AWARD: Ben Covell ’18, Christian Doucette ’18
MOST IMPROVED RUNNER: Trey Ketzner ’21

GIRLS CROSS-COUNTRY
CAPTAINS: Elisa Davila ’18, Alex Hopkins ’18

Under the guidance of Head Coach Jennifer Carroll, St. Andrew’s girls cross-country team continued to cement itself as one of the top programs in the state with their strong finishes in both the DISC Championship meet and the Division II State Championship meet. Racing to a second place finish
in the DISC meet, the Saints were led by Emma Tapscott ’18, their most consistent performer during the 2017 season. Tapscott placed seventh overall with a time of 21:24, and for her strong performance earned All-Conference honor. Building off of their strong conference race, the Saints finished fifth overall in the Division II State Championship meet. With this result, the Saints have now finished in the top five in the state for six consecutive seasons. Pacing the Saints during this race was Charlotte Gehrs ’20, who saved her best race for last, running to a time of 20:15. With this time, the 2016 Saints rookie of the year finished 14th overall amongst 149 runners, adding Third Team All-State honors to an already impressive resume. A host of runners from the class of 2018 were right behind Gehrs, capping off their careers with memorable races as well. All-Conference performers Tapscott and Captain Elisa Davila ’18 each broke the 21:00 mark, with Tapscott finishing second for the Saints in 20:28 (18th overall) while Davila came in third with a time of 20:48 (23rd overall).

**ALL-CONFERENCE**
Emma Tapscott ’18, Elisa Davila ’18

**ALL-COUNTY**
Emma Tapscott ’18

**ALL-STATE**
THIRD TEAM: Charlotte Gehrs ’20

**TEAM AWARDS**
MVP: Emma Tapscott ’18
COACHES AWARD: Elisa Davila ’18, Alex Hopkins ’18
JV COACHES AWARD: Lian Bourret ’18
MOST IMPROVED RUNNER: Sarah Bruno ’21

**FIELD HOCKEY**
CAPTAINS: Alex Cameron ’18, Gillian Simpler ’18
RECORD: 3-11-1

St. Andrew’s field hockey program finished their season with a 3-11-1 record, with conference wins coming against Wilmington Christian and Sanford School. The team’s record does not reflect the preponderance of talent on the 2017 squad, which was led on offensive attack by Captain Alex Cameron ’18 contributing five goals and handing out four assists on the year. Cameron, with her team-leading 14 points, was recognized by the DISC coaches and received Second Team All-Conference honors for the second consecutive year. Finishing off these assists from Cameron was classmate Annie Roach ’18, as she finished the season with three goals. Leading the midfield for the Saints was first-year member of the varsity program Josie Friedli ’20, who was able to impact games on both ends of the field. For her strong play, Friedli was awarded First Team All-Conference honors. Anchoring the Saints defense were three All-Conference performers: Captain Gillian Simpler ’18, Nancy Tucker ’19 and goalie Lacy Grice ’18. Simpler, awarded First Team honors for the second consecutive season, could be found winning her one-on-one matchups at center back while also making contributions on the offensive end, adding an assist against Tatnall School. Tucker ’19, a third-year member of the varsity program, received Second Team honors for her play at left back, helping the Saints record four shutouts on the year. Goalie Lacy Grice ’18 continued to impress in goal as she recorded eight or more saves in six contests, and 120 saves on the season, receiving Honorable Mention All-Conference honors.

**ALL-CONFERENCE**
FIRST TEAM: Gillian Simpler ’18, Josie Friedli ’20
SECOND TEAM: Alex Cameron ’20, Nancy Tucker ’19
HONORABLE MENTION: Lacy Grice ’18

**TEAM AWARDS**
MVP: Gillian Gimpler ’18
MOST IMPROVED PLAYER: Mia Beams ’19
COACHES AWARD: Abigail Hummel ’18
JV COACHES AWARD: Sylvia Reed ’19
FOOTBALL

CAPTAINS: Will Weaver ’18, Ryan Godfrey ’19, Arthur Potter ’19
RECORD: 4-5

St. Andrew’s varsity football team finished the regular season with a 4-5 record, their best record since the fall of 2012. Averaging 16 points per game, the offense was led by First Team All-Conference fullback Jarred St. John ’18, who rushed for 672 yards on 136 carries with nine touchdowns. Quarterback and captain Arthur Potter ’19 helped balance the Saints offensive attack, throwing for 629 yards and three touchdowns on the season. Potter’s main target was Adrian Watts ’20, who was selected First Team All-Conference with 22 catches for 214 yards and two touchdowns. Tight end John McKee ’18 was a threat as well, catching six passes for 80 yards with one touchdown and proving to be a valuable run-blocker, earning Honorable Mention All-Conference recognition for his efforts. Helping protect Potter and pave running lanes for St. John was a strong offensive line led by Captain Ryan Godfrey ’19, an Honorable Mention All-Conference selection at offensive tackle.

Defensively, the Saints created havoc all year long as they scored five defensive touchdowns, forced 18 fumbles and intercepted six passes. Anchoring the defensive front from his tackle position was St. John as he recorded 17 tackles for loss and scored two defensive touchdowns off of fumble recoveries. The linebacking core featured Godfrey and Watts, who both took home All-Conference honors. Godfrey, a First Team selection at his middle linebacker spot, paced the defensive unit with 78 total tackles, five fumble recoveries and three touchdowns. Watts, an Honorable Mention pick at his outside linebacker position, added 67 total tackles, ten tackles for loss and four sacks on the year. Helping out these linebackers in the run game was safety Theo Jaffe ’19, a First Team All-Conference selection. Jaffe recorded 70 total tackles, 15 of them behind the line of scrimmage. Lining up next to Jaffe at free safety was Potter, who received Honorable Mention accolades with a team-leading three interceptions. Cornerbacks Lamar Duncan ’20 and Tim Odutola ’20 were steady all year long, with Duncan adding two interceptions and Odutola recording one. Punter Baylen Manocha ’18, averaging 32 yards per punt, was selected First Team All-Conference at his position.

ALL-CONFERENCE
FIRST TEAM: Jarred St. John ’18, Baylen Manocha ’18, Ryan Godfrey ’19, Theo Jaffe ’19, Adrian Watts ’20
HONORABLE MENTION: John McKee ’18, Arthur Potter ’19, Ryan Godfrey ’19, Adrian Watts ’20

TEAM AWARDS
ROBERT M. COLBURN AWARD: Jarred St. John ’18
VIRGINIA DIGENNARO AWARD: John McKee ’18
MVP: Jarred St. John ’18
MOST IMPROVED PLAYER: Tim Odutola ’20
DEDICATION AND COMMITMENT AWARD: Will Weaver ’18, Zadoc Bond ’21

BOYS SOCCER

CAPTAINS: Evan Murray ’18, Robbie Turnbull ’18
RECORD: 14-1

St. Andrew’s boys soccer team had another remarkable season in 2017 as they finished 14-1 during the regular season, went undefeated in conference play (10-0) and received a first seed in the state tournament, where they advanced all the way to the state semifinals, losing to eventual state champion Caravel Academy in penalty kicks by a score of 7-6. Offensively, the Saints averaged 3.25 goals per contest and outscored their opponents 52-8. Leading this charge was captain Robbie Turnbull ’18, scoring...
a team-high 15 goals and distributing nine assists. For his efforts, Turnbull was selected both First Team All-Conference (for the second consecutive year) and First Team All-State.

Ben Horgan ’19, who could be found controlling the middle of the pitch for the Saints throughout each contest, was awarded First Team All-Conference and Third Team All-State honors for his impressive play as he added five goals and one assist on the year.

While their offense shined bright, the Saints were equally impressive on the defensive end as they held opponents to eight goals on the year. Anchoring this unit was Captain Evan Murray ’18 and classmate Warrington Webb ’18. Both defenders, known for their speed and tenacity, were critical in limiting scoring chances for the opposition, and both earned All-Conference and All-State honors. Goalkeeper Rick Townsend ’18 was steady all year, recording ten shutouts on his way to First Team All-Conference honors. Looking ahead, St. Andrew’s appears ready for another run at a third consecutive conference title as they will welcome back 15 members from the 2017 squad and will look to add a few members from a strong JV program that went 10-3-2.

“So much love for this team,” said Turnbull after the team’s final game in the state tournament. “Nothing can break the special bond between every guy who has played St. Andrew’s soccer. To the alums who shaped it, thank you, and to the future, embrace this experience. There is nothing else like it.”

ALL-CONFERENCE
FIRST TEAM: Evan Murray ’18, Robbie Turnbull ’18, Warrington Webb ’18, Ben Horgan ’19
SECOND TEAM: Jamie Rowley ’19, Steven Ding ’20, Zach Tull ’20

ALL-STATE
FIRST TEAM: Evan Murray ’18, Robbie Turnbull ’18
SECOND TEAM: Warrington Webb ’18
THIRD TEAM: Ben Horgan ’19

TEAM AWARDS
MVP: Evan Murray ’18
COACHES AWARD: Robbie Turnbull ’18, Quentin Abramo ’18
MOST IMPROVED PLAYER: Ethan Paradee ’20
JV MVP: Theo Taylor ’21
JV GOLDEN BOOT: Matt Lilley ’21
JV MOST IMPROVED: Michael Kwashie ’20

VOLLEYBALL
CAPTAINS: Sam Mayo ’18, Noor El-Baradie ’19
RECORD: 8-7

St. Andrew’s volleyball program continued their resurgence during the 2017 season, almost tripling their win total from last season as they finished with an impressive 8-7 record under the strong leadership of Head Coach Mike Mastrocola and captains Sam Mayo ’18 and Noor El-Baradie ’19. Leading the Saints attack was third-year setter El-Baradie, who dished out 210 assists on the year, averaging 14 per contest. El-Baradie saved her best performances for the most crucial games, as she combined for 55 assists in the Saints’ two wins against conference rival Sanford School. Finishing off the majority of these assists from El-Baradie were Emily Paton ’20 and Lila Feldmann ’20. Paton, a second-year member of the varsity team, paced the team with 102 kills, averaging 6.8 per match. Feldmann, a newcomer to the varsity program, added 56 kills on the year. For their efforts, both Paton and El-Baradie received All-Conference honors.

ALL-CONFERENCE
SECOND TEAM: Emily Paton ’20
HONORABLE MENTION: Noor El-Baradie ’19

TEAM AWARDS
MVP: Noor El-Baradie ’19 and Emily Paton ’20
MOST IMPROVED PLAYER: Kate Paris ’19
JV MVP: Margaret Flynn ’18
JV MOST IMPROVED PLAYER: Sharon Williams ’19

For more fall sports stories, visit standrews-de.org/scores.

A CORRECTION: In our 2017 Spring Review issue, on page 27, we noted that both Annie Roach ’18 and Louise Stilwell ’20 played at first singles on the varsity tennis team. This is incorrect; Annie played at first singles and Louise played at second singles.
In early October, St. Andrew’s hosted the first annual First State Basketball Coaches Clinic. Proceeds from this event were donated to hurricane relief charities. The clinic was designed to provide professional development for basketball coaches in the tri-state area, and coaches from all levels of the sport were in attendance to listen and learn from the great lineup of speakers. The following five Division 1 coaches joined us for the clinic to spread their knowledge of the game: Martin Ingelsby, Head Coach, University of Delaware; Mitch Henderson, Head Coach, Princeton University; King Rice, Head Coach, Monmouth University; Ashley Howard, Assistant Coach, Villanova University; and the legendary Phil Martelli, Head Coach, St. Joseph’s University.

University of Delaware Head Coach Martin Ingelsby led off the clinic with great energy and wisdom, breaking down the different elements of UD’s motion offense and spacing. Coach Ingelsby carefully explained in detail the different options of their motion offense, which he first learned from working closely under Mike Bre, a former UD head coach and now head coach at University of Notre Dame. “Listening to Ingelsby is like listening to your friendly neighbor explain their secret recipe,” said St. Andrew’s boys varsity basketball Head Coach Terrell Myers, who organized the clinic. “He was personable and honest, and with this approach, UD will definitely be on the rise this season.”

University of Princeton Head Coach Mitch Henderson followed Ingelsby with his version of the motion offense. Henderson had the pleasure of playing for the legendary Pete Carroll at Princeton and played on the Princeton team that beat UCLA in the first round of the 1996 NCAA tournament. Coach Henderson’s version of the motion offense emphasized the importance of passing and utilizing your best player at the high post to make plays. “The importance of the basics and the detail in which they were explained was refreshing,” Myers noted. (St. Andrew’s alum Myles Stephens ’15 plays guard at Princeton.)

Two-time MACC Coach of the Year King Rice of Monmouth began his session with his philosophy on coaching, which stresses the importance of playing fast and having fun. “We didn’t start winning until we started having fun,” Rice explained.
Basketball Coaches Clinic
Proceeds to Benefit Hurricane Relief

While winning on the court, Coach Rice helps his players in the classroom. All 21 of his senior players have graduated on time, and the team’s GPA rose from 2.4 to 3.1 in his first three years. Coach Rice also stressed the importance of reaching players, rather than stressing Xs and Os. Once Rice began his basketball portion of the clinic, which covered the fast break offense and “playing fast,” he explained that committing to playing fast means that you are agreeing to relinquish control to your players and that you are okay with letting them get busy. King ended his session by explaining that a good coach tries to reach all players, not just the top guys. (St. Andrew’s alum Austin Tilghman ’14 plays guard at Monmouth.)

Villanova Assistant Coach Ashley Howard explained Villanova’s switching defense. “Coach Howard’s defensive talk brought an energy to the clinic that captivated the coaches in attendance and had everyone in the building ready to dive for loose balls,” Myers said. Coach Howard’s energy was infectious, and the volunteer players from Goldey Beacom College connected with Coach Howard. Toughness and communication were the key speaking points in every drill. Coach Howard finished with a 1-on-1 drill that brought his talk full circle. The players were forced to communicate, compete, and play tough. At the end of the session, Coach Ashley and the players were drenched in sweat from 40 minutes of Villanova-style defense.

The legendary 2004 National Coach of the Year Phil Martelli finished the clinic by covering “How to Run a Practice.” Coach Martelli introduced ten strategies for an effective practice. He asked the group, “How many coaches here use a whistle to run practice?” Martelli explained that the players need to learn to respond to the coach’s voice. “During a game you can’t blow a whistle,” he said. “We’re not playing an outside sport.” Over the course of his talk Martelli emphasized the importance of utilizing appropriate consequences, rather than punishing your players, as the best way to build a team.

“Each of these coaches has a tremendous amount of experience coaching at the highest level of basketball, and we are thankful to have had them take part in our first annual coaches clinic,” said Myers. “You’re never too old or too wise to learn, and if you attended the clinic, you are sure to have left with an abundance of knowledge.”

TALK OF THE T-DOCK
GO SAINTS MOMENTS

1 Jamie Rowley ’19 low-fives Quentin Abramo ’18 after Quentin scored one of his two goals during a boys varsity soccer at-home win against Wilmington Christian School on October 19.

2 Elisa Davila ’18 congratulates Emma Tapscott ’18 during the medal ceremony at the Delaware Independent School Conference (DISC) meet on October 25. Saints girls cross-country finished second at DISCs and had four runners place in the top 12. Emma led the way for the Saints, placing seventh in the meet with a time of 21:24, followed by Elisa, who finished tenth overall with a time of 21:51.

3 Members of the boys varsity football team perform a choreographed dance at the fall sports bonfire the night before Homecoming and their Cannon Game against Tatnall.

4 The boys and girls cross-country teams gather for a family photo after the DISC meet at Tatnall School.

5 Girls varsity field hockey head coach Viviana Davila gives her girls a pep talk during halftime of their October 3 win against Sanford School.

6 The JV boys cross-country team gathers in a huddle before their race at the Middletown Invitational, which was held this year on St. Andrew’s trails. The School hosted 14 teams and more than 1,000 runners and spectators.

7 Girls varsity volleyball teammates Stella Zhou ’18, Margaret Flynn ’18, Catherine An ’18, Katherine Gao ’18, and Sam Mayo ’18 line up for a photo on the team’s Senior Day.
“Broken Land, Still Lives” Examines American Division

“Broken Land, Still Lives,” an exhibit by photographer Eliot Dudik, was on view earlier this fall in the Warner Gallery, and the artist joined us on campus on September 22 to speak at the show’s opening. The exhibit featured large-format landscape and portrait photography, both of which center around Civil War history. Dudik’s landscapes capture Civil War battlefields and locales (Harpers Ferry; Antietam; Lookout Mountain; Chickamauga, GA) in their current state. “My goals are to create landscapes that come alive with the acts of war, and cause, at least, contemplation of the nature of being American,” Dudik explained. His portraits feature Civil War reenactors after their moment of “death” on the battlefield.

Dudik originally became interested in the men who participate in weekend Civil War reenactments during the 150th anniversary of the conflict, when he met a reenactor who “wept and recounted the stories of all his ancestors killed or wounded in conflicts dating to the Civil War,” Dudik recalled. “I have since learned that the motivations compelling reenactors are incalculably convoluted, but generally involve preservation of history and appropriate honor for the fallen.” Dudik’s portraits attempt to capture not only the reenactor himself, but the reenactor’s performance of death. “The idea of controlling one’s death, choosing when and where to perform and re-perform one’s demise, is a fascinating study in psychology and consciousness,” Dudik said. “These portraits provide a sense of the diversity of actors existing in this community, many of whom devote their lives to this performance, and strive to immortalize them in a fabricated state of tranquility as they hover above the ground they fight for.”

“Eliot’s work is not only interesting in terms of his style and process—he still photographs with large format film cameras—but maybe more so because of the issues he is addressing through the images,” said photography teacher Joshua Meier. “By utilizing scenes and events from a time in American history when our country was literally divided, Eliot is shining a light on our current social and political landscape and the divisions that are unfortunately still as present today as they were 150 years ago. Eliot’s images remind us that many of the dark spots in our history are not relegated to our past.

“By engaging with this work, our students begin to understand the complex ways in which art deals with
current and pressing issues in society, and how artists use visual language in order to communicate their thoughts and concerns,” Meier continued. “They gain insight into how a body of work comes to be, and how artists go about making their work out in the real world.”

“It was interesting to hear about the connections that Dudik drew between his work and the current political and social climate when he was discussing his inspiration for the project,” said photo major Francesca Bruni ’18. “It really made me think about what messages I want to explore and send through my future work.”

“The current political divide in this country is not dissimilar to that of mid-nineteenth century America, and current political and cultural polarization in the United States seems to have blinded citizens to the effects of historical schisms: divisions that, having not been recognized and resolved, led to the horrific and devastating events of the American Civil War,” Eliot said. “These photographs are an attempt to preserve American history—not to relish it, but recognize its cyclical nature and to derail that seemingly inevitable tendency for repetition.”
1 Andrean Ensemble members Ellie Beams ’21, Emma Tapscott ’18, Cindy Lay ’18, and Althea Clarke ’19 pose for a photo during rehearsal in Engelhard.

2 Pia Mozdzanowski ’19 and Dustin Fang ’20 enjoy some warm fall weather and Chamber Music class on the terrace of the Arts Center.

3 Thomas Cunningham ’19 works on a painting in a sunny Arts Center studio.

4 III Form students glaze and fire raku pottery in their Intro to the Arts class.
At School Meeting, Santiago Brunet ’18 offers a preview of his performance as Sir Simon, the title ghost in *The Canterville Ghost*, the School’s fall play production. View photos of the play on page 43.

Michael Kwashie ’20 picks at the electric guitar in his Jazz Improvisation class.
jumping into pond day
Over the last weekend of September, we celebrated the School’s commitment to sustainability and the stewardship of our 2,200 acres with our annual Environmental Lecture and Pond Day. On Friday, September 29, we welcomed environmental activist Vernice Miller-Travis, who gave a talk to the School community in Engelhard Hall on her work for environmental justice and equitable development.

As the principal of the environmental consulting group Miller-Travis and Associates, she advocates for sustainable economic development and community revitalization strategies and policy. In 1988, Miller-Travis became involved in an investigation of a sewage treatment plant planned for her West Harlem neighborhood, and out of that activism founded WE ACT for Environmental Justice, a community organization that fights against environmental racism and works to build healthy communities of color. You can watch Miller-Travis’s talk at standrews-de.org/livestream.

“Miller-Travis addressed the intersection of many of the issues our country is facing right now: the environmental crisis, a resurgence of racism and nativism, and inequities in how environmental problems affect our country,” said St. Andrew’s Director of Sustainability Diana Burk. “Her talk empowered our students to find a way to make a difference in others’ lives through hard work, data, and courage. She also urged our students to be civically engaged and informed citizens.”
Dean of Teaching and Learning Elizabeth Roach agreed. “In her powerful and inspirational talk on Friday night, Miller-Travis charged our students to think about ‘what [their] contributions are going to be’ to make the world a better place,” Roach recalled. “She began by saying that ‘In the spaces you are in, you can do things that fill your soul and fight toxic injustice. Anything you can imagine, you can do.’ As she exhorted the youth in the room to find their passions, become activists, hear and listen to the narratives of people other than their own, and vote, all I could think about was our immense responsibility as teachers to prepare our students to do this essential work. We need to teach them, according to Miller-Travis, how to do research; how to make sure data is correct; how to interpret data; how to tell the story that is incontrovertible; how to be creative, clear-thinking, and informed; how to respond with tenacity and courage to frustration, adversity, fear, and intolerance. She reminded me that

2017 Pond Day Activities

Andy Goldsworthy-inspired nature art
Nature photography class and exhibition
BioBarge tour of Noxontown Pond
Fishing on Noxontown Pond
School beehive care tutorial
Trail maintenance and trail blazing the remainder of the South Pond Trail
One-day waste audit
Learning about the Lenape Native Americans (who lived along the local Appoquinimink River)
Topic-based discussion groups:
- An Examination of the Flint Water Crisis
- Exploring the Intersection between Women’s Health and Environmentalism
- Exploring the Unequal Costs of the Environmental Crisis: A Discussion of Class, Race, and Disasters
Kayaking and canoeing
Trail hikes and runs
Mindfulness nature awareness walk
Road biking around SAS farmlands and discussion of impact of Middletown’s development on local farmers
there is a direct line between what we are doing every day in each of our disciplines and the future lives of our students as citizens and activists.”

The following morning, the entire student body headed out into the fields and forests of St. Andrew’s to celebrate the School’s annual “Pond Day” (formerly known as Environmental Orientation). Students participated in outdoor activities that allowed them to explore the campus, and to reflect and discuss Miller-Travis’s talk. The goal of Pond Day is to encourage all students to fully take advantage of all the natural resources available on our 2,200-acre campus during their time at St. Andrew’s.

“Now in its third year, Pond Day emerged as a new School tradition as an important expression of the connection of the land, Noxontown Pond, and sustainability initiatives within the School, nation, and world,” explains Head of School Tad Roach. “We see the 2,200 acres of campus, woodlands, farms, and water as both the literal and metaphorical expression of an education tied to principles of preservation, exploration, conservation, generosity, and grace. Therefore, we seek each year to welcome an environmental leader or thinker on an autumn Friday night and follow up with a Saturday morning of exploration, reflection, and renewal.”

“Because we knew Miller-Travis would give a powerful talk about environmental justice on Pond Day, members of the faculty led outdoor discussions on a variety of topics related to that subject,” said Burk. “Faculty covered topics such as the intergenerational inequity of climate change, the lack of diversity in the environmental movement, the water crisis in Flint, Michigan, and the unequal consequences of disasters like Harvey, Irma, and Maria. These important discussions combined with the 30 different activities led by faculty on our pond, trails, and rivers on our campus—all on what felt like the first fall day of the year—made for a meaningful morning for our entire community.” •
PARENTS WEEKEND

OCTOBER 20-22, 2017
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ST. ANDREW’S MOMENTS

1 Two sets of SAS sibs—Logan ’20 and Alex Cameron ’18 and Alex ’21 and Isabel Austin ’18—dressed as Harry, Hermione, Ron, and, well, we’re not sure who Isabel is, but no doubt she is magical.

2 Topher ’20 and Abigail Hummel ’18 pose with their parents Dan and Lairsey Hummel and the family dog and horse at the School’s Blessing of the Animals service on the Front Lawn.

3 Pia Mozdzanowski ’19 soaks up the sun in front of the Arts Center.

4 Members of the Honsel Advisory (captained by Director of College Counseling Jason Honsel and Associate Director of Admission Kristen Honsel) gather for pumpkin-carving fun in late October.

5 Residents of Lower Moss celebrate the birthday of Miles Abney ’20 with cake and loud singing.

6 Students of the “Roz” Advisory (chaired by Associate Director of Counseling Lindsay Roznowski) pose together with Luke and Ben Roznowski after a dinner function.

7 Student volunteers pose during the Delaware Special Olympics Fall Festival, held at St. Andrew’s in late October. More than 500 athletes came out to compete in flag football, soccer, volleyball, and bocce during the one-day event.
On the first Friday of the school year (after an inspiring convocation address by Will Speers, which you can read on page 58 of this magazine) teachers and students gathered in small groups to discuss the 2017 summer reading books. This year’s summer reading assignment asked students to read three books from a list of texts, both fiction and nonfiction, from a wide range of subject areas, recommended by faculty members. “It was a fun, relaxing, and lively way to celebrate the opening of the school year and our lives as readers and ongoing learners,” said Dean of Teaching and Learning Elizabeth Roach. Here are just a few of this summer’s “recommended reads,” and students’ reactions to them.
Recommended Reads

Station Eleven by Emily St. John Mandel

*Station Eleven* is a beautiful genre-bending novel about a Shakespeare troupe traveling around in a dystopian world after a devastating flu wipes out a large portion of humanity as we know it. Wounded through the story is a very cool comic-book-esque saga. Far more important than the dystopian or science fiction tag is the exploration of the humanity of the characters, the gorgeous prose, and clever atemporal storytelling—one of my favorite books I have ever read!

—Bowman Dickson, Math Faculty

Persepolis by Marjane Satrapi

*Persepolis* is a memoir of her childhood in Iran during the Islamic Revolution. Years ago, when I first opened this book, I knew I was entering a world I knew very little about—I’d never been to Tehran and I’d never been in the midst of a political revolution. Yet, this is exactly what drew me in. The images are bold and simple and work beautifully with the text to bring Marjane’s feelings of wonder, confusion, and tension to life. I immediately connected with her universal questions on identity, gender, and freedom. She is puzzled by the newly required “veil.” She questions why the maid cannot eat dinner with her family. While her parents protest and demonstrate against the new government, she leads neighborhood “marches” with her young friends. She wonders why her neighbors are missing, why her uncle is imprisoned, if her father is truly a hero, why her imagining of god looks so much like Karl Marx. What is most exciting to observe is how Marjane actively engages in the world around her and finds ways to rebel.

—Neelima Reddy, English Faculty

Steve Jobs by Walter Isaacson

It’s more than a book about one of the most interesting and complex pioneers in American history; it’s a book about the qualities necessary to persevere through human and professional failures and to lead people to achieve things few would believe possible.

—Will Robinson, Dean of Students

My Brilliant Friend by Elena Ferrante

Ferrante (a pen name—in fact, no one actually knows her real identity) has said that she likes to write narratives “where the writing is clear, honest, and where the facts—the facts of ordinary life—are extraordinarily gripping when read.” Indeed, I have never read a writer who is so raw, so candid. Set in Naples, Italy, her novels explore, in vivid detail, the complexities of friendship, love, motherhood, family, and identity. From page to page, Ferrante takes her reader on a ride of real-time psychological and emotional upheaval: rage, tenderness, lust, abuse, betrayal, violence, and loyalty. The great news is that after you finish *My Brilliant Friend*, you can stay in Ferrante’s tumultuous world for three more captivating novels in this series.

—Elizabeth Roach, Dean of Teaching & Learning

I had the opportunity this past summer to select four books of my choice from an incredibly diverse and well-crafted list that was comprised of each St. Andrew’s teacher’s favorite read. I picked Mrs. Roach’s suggestion: Elena Ferrante’s *My Brilliant Friend*. When I arrived at the follow-up discussion at the beginning of school, I was eager to share my appreciation of Ferrante’s beautiful articulation, yet did not expect to unveil the larger themes of a woman grappling with her identity in comparison with the binding social constructs of her neighborhood. Sitting around the Harkness table, discussing our mutual love of Ferrante’s depiction of such a real and relatable world, I realized the energy we all were demonstrating stemmed from the fact that we chose to engage in this particular book. I will continue to refer to the larger recommended list when I crave an interesting read.

—Ryann Schutt ’18
If you’re a member of the St. Andrew’s family, you know this much is true: the essence, the foundation, the spirit of the School emerges from our financial aid program.

Perhaps you’re able to recite portions of the School’s founding mission: St. Andrew’s exists not just to provide a secondary education of the “highest standards”; it exists to make this educational opportunity available to students “at a minimum cost”—or, as we began to say in the early 1980s, “regardless of means.” Any student able to be admitted to St. Andrew’s on her own merit pays only the amount of tuition her family is able to afford, with the remainder covered by a grant from St. Andrew’s. A student’s socioeconomic status is irrelevant to his ability to attend St. Andrew’s.

This admission and financial aid model was revolutionary in American education when St. Andrew’s opened its doors 88 years ago. When St. Andrew’s founder A. Felix duPont decided to make this equality of opportunity “more than an empty phrase” with his initial endowment gift of $1 million back in 1929, he did so because of a suggestion from then-presiding Delaware Bishop Philip Cook. Bishop Cook had attended the General Convention of the Episcopal Church in the fall of 1928, and through conversations with Episcopal school headmasters and teachers from around the country had discovered that the nation’s Episcopal schools uniformly charged high tuitions “beyond the reach of families of moderate means.” Many of the educators imagined the “almost unlimited opportunity” of an Episcopal school “where the tuition could be kept at a moderate price.”

Upon his return to Delaware, Bishop Cook shared this idea of an affordable church school with Mr. duPont, who responded by noting that “such a plan would call for a very considerable endowment, and that he was quite willing to provide it.”

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“The endowment was always supposed to be the instrument that would lead the School to have this very generous and powerful financial aid program,” explains Head of School Tad Roach. “That was why Mr. duPont endowed the School in the first place. There’s actually a really interesting moment where our first Headmaster, Walden Pell, when he heard about the endowment, he immediately feared that the School would be a privileged place. Then, when he heard that the money wasn’t designed for privilege but was designed for opportunity—that’s when he signed up and became the School’s first Headmaster.”

Mr. duPont’s original gift of $1 million (equivalent to a little over $14 million in 2017 dollars) has grown, in combination with additional gifts from the duPont family members over the years, to more than $140 million today. The School’s total endowment stands at more than $190 million, thanks to an additional $50 million in gifts to the endowment made by alumni and parents in recent decades. “I think there’s a view out there that the duPont family provided the necessary funding to sustain the School in perpetuity,” says Director of Advancement Will Mitchell. “There’s a conception, or really, a misconception, that St. Andrew’s is ‘all set.’”

St. Andrew’s is one of a small number of independent schools in the country that runs on an endowment-dependent operating budget. Annual investment income produced by the endowment funds about 40% of the School’s annual $21 million operating budget; the remainder is funded by tuition (50%) and gifts to the Saints Fund (10%). Schools that rely more heavily on tuition to fund their operating expenses don’t have the ability to run a robust financial aid program as St. Andrew’s does. “By providing $6.4 million in financial aid,” Mitchell explains, “we are foregoing the equivalent amount of tuition revenue. It’s our endowment, working in tandem with annual giving, that allows us to do that.”

As the School enters its tenth decade, 47% of this year’s student body receives financial aid. However, only about 10% of St. Andrew’s financial aid program is underwritten by endowment funds designated for financial aid. Gifts to the School may be unrestricted or given with a restriction, based on the School’s needs and a donor’s interests. (A restricted gift is dedicated to a specific purpose, and cannot be used by the School otherwise; an unrestricted gift can be utilized by the School at its discretion.) The majority of the School’s endowment is unrestricted, including all of the historic duPont family giving, and only $15 million is restricted for financial aid. This $15 million produces about $750,000 for financial aid a year—a little over 10% of our total annual financial aid budget.

“ Ideally, in the 21st century, we should have a large dedicated part of our endowment that protects financial aid forever,” Roach argues. “The vibrancy of St. Andrew’s depends on endowment strength to protect financial aid. If we could make this happen, for the first time, we would be able to say: not only is this in our mission statement—we actually have designated funds that protect that mission permanently.”
That St. Andrew’s vibrancy to which Mr. Roach refers is borne out of the School’s socioeconomic diversity. While duPont recognized the benefits of a top-flight education and the moral imperative of making such an education accessible to all, it would be interesting to know if he also foresaw the profound positive impact socioeconomic diversity would have on the educational environment of St. Andrew’s. “I think the founders of St. Andrew’s understood that socioeconomic diversity was inherently a powerful model,” Roach says. “Though they didn’t ever envision the kind of racial and ethnic and religious diversity that we’re now seeing, they definitely somehow understood that going to school in a community with students from different backgrounds could be incredibly enlightening and illuminating for all groups. But I don’t think they had any notion of how powerful that was going to become.” It’s precisely this power that so many colleges, universities, and independent high schools are now trying to tap into by reconfiguring and expanding their financial aid programs to more closely resemble St. Andrew’s need-based, all-grant...
The financial resources St. Andrew’s shared with my three children opened a doorway for our whole family that I couldn’t have imagined. They received a stellar education and experienced community in a way that enabled them to discover and value their own personal resources. The foresight of the School’s founder to build structures and share resources in this way is beyond extraordinary—and is so important to sustain.

—Therese Jornlin P’07,’10,’16

model, which removes the educational debt burden and increases accessibility for low- and middle-income families.

“Some of the independent schools with the strongest endowments—a very selective group of maybe four to six schools—have, in the last 10 years, really jumped in aggressively to become institutions of greater socioeconomic diversity,” notes Dean of Admission and Financial Aid Louisa Zendt. “We were founded for this whole point—our founder wanted a school of greater socioeconomic diversity. These other schools were founded for educating the American establishment. In the 20 years that I’ve been at St. Andrew’s, most of these schools were offering anywhere from 17% to 30% of their student body financial aid, whereas St. Andrew’s has historically been close to 50%. But, these schools are catching up in the 21st century. They’re realizing the importance of diversity in providing the best educational experience to students and in preparing students to engage with today’s diverse world.
They’re working really hard to honor that and create the necessary funds.”

When compared with peer institutions—other boarding schools with more than 40% of students receiving financial aid—St. Andrew’s has the highest percentage of its total budget dedicated to financial aid, at more than 21%. Yet our peer institutions have 50% to nearly 100% of their financial aid budgets secured by dedicated endowed funds, while only 10% of St. Andrew’s financial aid budget is protected.

“Compared to these other schools, we have the lowest amount of endowed funds protected for financial aid, we have the lowest endowment per student, and we have the lowest amount of annual giving per student,” Mitchell says. “As we uncovered and discussed these disparities during recent strategic planning sessions, our alumni and parents have been startled and even shocked.”

What’s more: St. Andrew’s also has the lowest budget per student among these peer institutions. In recent decades, St. Andrew’s has prioritized budget discipline and efficiency. Although the School’s annual operating cost per student—$67,500—on its face appears to be a high price tag, it is an average of 23% lower than that of our peer institutions. “We’re running a really efficient economic model,” Roach explained. “We don’t have a big separate coaching staff and a big separate residential staff, because that’s where your cost per student really starts to elevate.” St. Andrew’s cost per student includes not only the School’s financial aid program and the costs of our academic, athletics, arts, advising and other extracurricular programs, but also the costs of housing and feeding 307 students 10 months a year; maintaining the School’s 2,200 acres, 48 buildings, 30 faculty homes, and 26 faculty apartments; and employing the more than 100 non-residential staff members who keep the School running.

The School’s financial model faces external challenges as well. As we draw from the endowment each year in order to provide for 40% of our operating expenses, endowment funds are also subject to inflationary pressures, and consistent returns are not always guaranteed in today’s challenging investment environment. Further, as tuition continues to rise in step with inflation, the cost of St. Andrew’s financial aid program is only slated to grow in the coming decades, while income trends indicate that, concurrently, fewer and fewer American families will be able to afford to pay that tuition in full.

So where do we go from here? How do we protect and sustain financial aid, the School’s cornerstone, for the next 100 years? “We’ve reached this point where the School’s fantastic, and the faculty and students are doing these amazing things,” Roach says, “but we don’t want to pull the tuition lever much harder, and we can’t shrink the faculty by 10 positions, because everyone’s doing so much to begin with. So I’m feeling a pretty high sense of urgency. We need to tackle this strategic challenge.”

“We want to engage more alumni and parents around these issues,” Mitchell elaborates. “We know we need to look at maximizing endowment return. We also know that the Saints Fund needs to be a part of the solution—gifts to the Saints Fund provide immediate support and can be fully utilized by the School for financial aid. But what is becoming increasingly clear is that if we can increase our dedicated endowment funds, we’ll be able to permanently protect the financial aid program, and
we could open up new possibilities and choices for the School.” A protected endowment for financial aid, working in tandem with annual fund giving to support day-to-day operations of the School, would allow the existing endowment draw to be utilized in support of the evolution and development of St. Andrew’s increasingly ambitious program.

“Where could we go from here?” Mitchell wonders. “We are just beginning to think about all the ways we could grow as a school. We could be less aggressive on raising tuition. We could make sure we are as competitive as we need to be with our faculty and staff salaries. We could augment our faculty professional development opportunities, or expand our academic offerings. We would be prepared if we needed or wanted to stretch our financial aid program even further.”

The financial aid program as it exists today could also be fine-tuned and strengthened. St. Andrew’s takes pains to avoid the “barbell model” of financial aid, in which each student at a school either pays full tuition, or pays no tuition. “The financial aid committee looks for a balance,” Zendt explained. “The barbell model of the full-pay and the full-need—we all feel that’s not a healthy cohort. The disparities become so clear. But if you work to create a truly diverse community with students from lower, middle, and upper income families, as well as full-pay and fully-funded students, then you begin to show our kids this incredible array of life. They learn so much from each other on dorms and in the classrooms; rather than judging or fearing each other, they begin to understand and appreciate the complexities of life outside their own gates.”

Zendt notes that it’s often middle-income families who are the most difficult to recruit to St. Andrew’s, because they believe they wouldn’t be able to qualify for financial aid, or because they don’t typically participate in the kinds of enrichment programs that exist in many low-income urban neighborhoods. Many of these programs—such as New Jersey’s SEEDS program or New York’s Prep for Prep program—encourage and assist their students in
applying to boarding schools, in the absence of strong local options for high school.

“Something we learned from last year’s presidential election is that the one group, interestingly, that our financial aid program has not identified and cultivated is the white working class,” Roach says. “We need to figure out how to get to those areas in Michigan or Ohio or Pennsylvania, locate those kids, and make sure those families know there’s a tremendous opportunity here.” A more robust restricted endowment for financial aid would allow St. Andrew’s to better recruit students from under-represented areas and demographic groups throughout the country.

St. Andrew’s financial aid program benefits the School as much as it does individual students. Faculty often cite our financial aid program as one of the things that most enticed them to come work at St. Andrew’s. Zendt, who graduated from St. Andrew’s in 1978, acknowledges this as a factor in her decision to return to St. Andrew’s in 1997. “There are many faculty members who choose to work at St. Andrew’s because of the diversity of the community,” Zendt said. “As a student, I received generous financial assistance, and I returned to work at St. Andrew’s because I felt I owed a great debt to a place that had given me so much. I was also only interested in working at a private school where the opportunities were available to all. There is something awesome about being a part of making this educational experience possible to deserving students from all socioeconomic backgrounds.”

Roach is hopeful that other alumni feel similarly about perpetuating the experience of St. Andrew’s for students of the next 88 years. “The members of this vast St. Andrew’s web understand that their financial aid experience opened doors of opportunities that have led them to success and fulfillment, and they want to share this with a new generation,” Roach said. “Equally powerful are the men and women who came from privileged backgrounds but found the diversity of St. Andrew’s to be a really powerful educational model and never want the School to lose that element. It’s this great legacy opportunity for alumni and parents to say, ‘This has been really important to all of us. Now let’s see if we can make it forever.’”

“Financial aid,” he concluded, “though it is in our mission statement, and though it is my deepest commitment as Head of School, is not guaranteed forever—unless we do this.”

My son, Jordan ’15, knew in middle school that he wanted to go to boarding school. We began to explore high school options, but I wasn’t sure we’d be able to afford boarding school because all our financial planning was geared toward college. And then came St. Andrew’s… St. Andrew’s unconditionally welcomed this 14-year-old African-American into a community where most students looked nothing like him, and certainly came from backgrounds that afforded them exposure to experiences not readily available to our family. St. Andrew’s unwavering commitment to providing financial assistance made this possible, and changed the trajectory of Jordan’s future. Our eternal gratitude...

—Janet Bonner P’15
REDEEMED BY OUR CONFUSION

A Convocation Address by Will Speers
Introduction by Head of School Tad Roach
Twelve years ago, St. Andrew’s began a new tradition: it would begin each new school year by gathering the entire School community together for a Convocation address, delivered by a member of the faculty. This year’s Convocation address was given on September 9 by Associate Head of School, Dean of Faculty, and longtime English teacher Will Speers.

INTRODUCTION BY HEAD OF SCHOOL TAD ROACH

Will Speers has taught at St. Andrew’s since the fall of 1979, and in this 38-year career, he has given his heart and soul to his students, his colleagues, his advisees, his athletes. He is a great leader, inspiring teacher, and the finest person I know.

A graduate of Milton Academy, Princeton University, and the Bread Loaf School of English, Will brings a prodigious knowledge and love of humanity and literature to his work here every day. He is the grandson and son of two inspirational Presbyterian ministers, men of great integrity, kindness, and courage who participated in and led the many struggles and movements towards social justice, equality, and hope in America. Therefore, as a son and grandson and a student in boarding school and college, Will asked important and compelling questions; he worked to bring enlightenment and illumination to his communities. He was a consistent voice for change, development, and opportunity for all. As he graduated with honors from Princeton, the University recognized his human, ethical leadership with the Willis Dodds Award for moral courage.

Will’s mother was a legendary teacher at New Canaan Country School for many years and served on the Board of Trustees at both Princeton and Bryn Mawr College. From his mother, he learned about the teaching life, the inspiring role education plays in our national and global world. He learned about courage, hope, resilience, and grace.

Will Speers, therefore, combines the heart of a teacher with the faith, passion, and eloquence of a minister. And something in the soul and spirit of this school and its potential has kept him growing, sharing, writing, speaking. His Chapel Talks, his classes, his conversations with each one of us invariably make us more hopeful, more courageous, more generous, more patient, more trusting. He stands as one of the most important teachers and transformational leaders in St. Andrew’s history.

By my calculation, in 12 years, Will would celebrate his 50th year here just as St. Andrew’s celebrates its 100th birthday. He would be, of course, a young 72 years old at that point. At times, after 38 years working side by side on every part of this campus, Will Speers, Elizabeth Roach, and I look at this faculty, this staff, this student body, this campus, this home, this School, and we are so proud, so honored, so blessed to be a part of the movement of St. Andrew’s. Elizabeth and I have loved living and working beside Heidi Rowe, Will, Carter, Joshua, and Christopher and fighting for St. Andrew’s day and night—it continues to be the best work and life we can imagine.

And, yes, Mr. Speers helps every day to make this miracle possible.

Today, we get an opportunity to thank Will Speers for all he means to us and does for us and then to listen to him reflect on this calling we call the teaching and learning life.

Please welcome our 2017 Convocation speaker, Will Speers.
In the spring of 1977, my sophomore year in college, I took an introductory course to the English Department, English 206, “Modern Literature,” taught by two brilliant and legendary professors, Carlos Baker and Samuel Hynes. Professor Baker was the pre-eminent scholar in the world on Ernest Hemingway: built like a linebacker, he was about five and a half feet tall; wild, white eyebrows flamed out from his forehead; he always wore a dark suit, white starched shirt and thin tie. Professor Hynes, who later graded my senior thesis, was a decorated World War II pilot, and had published widely on British Literature and the ordeals of soldiers in war. We read major works by Robert Frost, Ernest Hemingway, T. S. Eliot, Wallace Stevens, James Joyce, D. H. Lawrence and William Butler Yeats. Because this was the 1970s, no one had yet noticed that women and people of color had also written books during Modern Literature.

Last month, I dug out my notebook for that class, because it was a course in which I had struggled. My notes on the lectures by these literary geniuses were pretty sketchy, since I copied down one of every third or fourth concept. What I recall most from this class I took 42 years ago was T.S. Eliot’s The Waste Land, perhaps the most significant poem of the 20th century. To me, it made absolutely no sense.

Why? The poem begins first in Latin, then Greek, then Italian, then English, then German, then back to English, all within the first 18 lines. There were few footnotes, and the ones given didn’t help. In fact, the footnotes were written by Eliot himself, and failed to explain what anything meant. So I went to the library to find critical sources on the poem, not for scholarship, but because I desperately craved the answer key to The Waste Land.

I remember complaining to classmates that the poem was inaccessible to the general reader; that you needed a PhD in philosophy, history, and three languages just to read it.

I have a hunch many of you were confused in your classes this week, and that last Tuesday feels like a semester ago. Confusion happens when we are introduced to something new; it occurs when we move away from what we know, to what we don’t know—to what we didn’t know we didn’t know.

For new students, let me state the obvious: you felt disoriented this week; suddenly you are in high school, and the familiar ground of last year vanished with the Square Dance. Two years ago, a senior, Alexia Ildefonso ’16, reflected back on what it was like for her as a freshman. Some of you will remember her talk in Chapel:

“I was wrong in English class when I thought the story ‘Hills Like White Elephants’ was actually about elephants. I was wrong in IPSGA when I thought the best way to solve a math problem was by using an equation. I was even wrong all during the summer preceding my freshman year, because my history teacher had assigned a summer reading book, Lies My Teacher Told Me, that was dedicated to explaining why basically everything I’d learned in middle school was wrong.

Alexia’s experience was less about being wrong as it was about being in a new educational environment—a world of process, critical thinking, collaboration, questions, rethinking, ambiguity, more questions. This week you heard teachers respond to what you thought was obviously “the answer” with: “Can you put some pressure on that?” And your mind is probably about to scream: “No I can’t! I just gave you a perfectly good answer! I don’t want to ‘put pressure’ on it, whatever ‘put pressure’ means!”

I have fresh sympathy this fall for new students, because I began my 39th year at St. Andrew’s attending III Form classes during our faculty meetings two weeks ago. I went to U.S. history, Chinese and math; I was actually not allowed to attend Mr. Gold’s dance class. In each of these courses, I was baffled; indeed, I was encouraged to be unsure, to study in ways not taught back in the Middle Ages when I was a 9th grader. For example, Ms. Pressman asked us to read original documents, to consider who was writing this document, when it was written, and who the audience was. Instead of concentrating on events and how they happened, she was asking us to analyze how the incidents were narrated. She kept repeating, “Does this confirm or complicate your understanding?” In math with Mr. Permutt, he wasn’t that interested in the answer Ms. Taylor, Mr. Robinson and I formulated (an answer which, by the way, was correct, and reached much faster than the one Mr. Foehl, Ms. Saliba and Ms. Gahagan came to), but how we came to that number, and what did the process mean. He continuously asked us, “What
questions do you have?"—which implied we were supposed to have them, and he wanted to hear them. And in Chinese class, Ms. Chiu didn’t give us sheets of vocabulary words, nor was there Chinese food, which I heard she made all the time for her students. Instead, she immediately made us speak Chinese. She taught us how to greet and introduce ourselves in Chinese—although I’m not sure what Mr. Terrell Myers and I were actually saying back and forth to each other. Yet Ms. Chiu made our initial ignorance safe: she spoke the words until we got them; she made what we didn’t know accessible by having us act, sing, clap, move. While I was constantly perplexed by the sounds and characters, Ms. Chiu galvanized my terror and uncertainty into (very) partial fluency. “Xiexie!” [Thank you!]

So how do we survive confusion in the classroom? Is there an art to confusion? Let’s return to my miserable sophomore year in college, and see if we can use The Waste Land as a guide. I’m going to read these opening lines twice—why? Because hearing a passage multiple times dramatically increases your comprehension. Then I want you to reflect for a minute, letting your mind wander over the words, maybe making some annotations, becoming aware of what you didn’t initially hear or see. Next I want you, with your neighbor, to ask questions to each other about this passage. No answers, no analysis: just questions. Why? Because questions clarify. They focus chaos. Through questions we explore.

What kind of questions do we ask? Start with basic information: Who is speaking? What do we know about the speaker? Who is the speaker talking to? What do we know about the world of this poem? What words or images seem important? Are there contradictions, tensions, paradoxes, and why? Are there surprises in the poem, in how words are used, or in its form?

Here we go:

1. The Burial of the Dead

April is the cruellest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.

Summer surprised us, coming over the
Starnbergersee
With a shower of rain; we stopped in the colonnade,
And went on in sunlight, into the Hofgarten,
And drank coffee, and talked for an hour.
Bin gar keine Russin, stamm’ aus Litauen, echt deutsch.

And when we were children, staying at the archduke’s,
My cousin’s, he took me out on a sled,
And I was frightened. He said, Marie,
Marie, hold on tight. And down we went.
In the mountains, there you feel free.
I read, much of the night, and go south in the winter.

What are your questions?
Was there a question that evolved from your partner’s question?
What was it like to only asking questions?
How did questions—not answers—help you start to understand the poem?

What we’ve done here is far more productive than my college brain could produce: instead of frantically searching for the answer, you’ve harnessed your confusion as a way into the poem,
rather than letting it block you. What I have learned through being in the classroom with you is that our confusion is actually an invitation from the text to investigate, to engage with it at a more profound level. I had another college professor who at the end of a long seminar remarked: “If you are confused, that’s a healthy state of being.”

How counter-intuitive, that being confused, being actively confused rather than passively confused, is in fact what lets us journey. Mr. Sanchez, our new physics teacher, showed me this week the poster in his physics classroom, “Confusion is the Sweat of Learning.” Or as Isabel Austin ’18 wrote last year: “Perhaps the most important lesson I have ever learned at St. Andrew’s is to direct my confusion into productivity, to redirect negativity into something that can result in growth.”

But why are we so intellectually bewildered at St. Andrew’s? When I asked a few of my colleagues how they viewed confusion’s role in their classrooms, here is what they told me:

Mr. Gilheany: There are things of which we are sure, and we are so sure of these things that we don’t even realize that they are questionable, testable statements. They are simply the background of the world. Then someone makes a claim that brings one of these understandings under scrutiny. Not only are we faced with a question... but we are faced with a question we did not know would be a question. This can be nerve-wracking.... [However,] we learn when we are meeting something new....confusion is not a detour on the way to learning—it is learning.

Ms. Pressman: I think confusion is a natural byproduct of being in that exciting—and scary—liminal space between what you know (or think you know) and what you’re newly discovering: in other words, that space where you’re learning. So confusion is a necessary part of the process of coming to understand something in a complex and nuanced way....One of my favorite quotations comes from Tom Stoppard’s Arcadia: “It’s the best possible time to be alive, when almost everything you thought you knew is wrong.”

Mr. Sanchez: I truly believe that confusion is the necessary pathway towards intellectual enlightenment. That is, some confusion must exist in order to intellectually leap from what is known to what is unknown....The essential question is: how long will you stay on the path of confusion? I think this depends on two things: 1) how resourceful you are, and 2) the method(s) by which you set out to learn. These two criteria are what, in my mind, distinguish destructive confusion from constructive confusion.

Mr. McGiff: ...Confusion is a place of “in between”—that place between “not knowing” and the journey, through pratfall, of dawning awareness that follows. It is that place between not knowing or not caring and, given a push, an experience, a deus ex machina’s shifting of design—and suddenly comfort is gone and the necessity to confront that which is new, strange, potentially threatening is paramount and intimidating. This can be a frightening place.

Dr. Hyde (another new physics teacher): I came to accept—very gradually, and with difficulty—that confusion was a good thing. Society isn’t enormously open about admitting that confusion is a crucial part of the learning journey, which is a shame. But eventually I realized that if I was confused, I was going in the right direction, and that it was only after I had spent a good deal of time scratching my head that I felt I made a big leap in my understanding. It’s such a rewarding feeling to work at something relentlessly until it clicks, and that’s probably one of the big reasons I love being a scientist! There is a quote I love, which comes from the famous American theoretical physicist John Wheeler, who said: “If you are not completely confused by quantum mechanics, you do not understand it.”

What these teachers crystallized for me is that confusion is the foundation of our education. The words they used to describe this mental quagmire were all about growth, learning and movement. Another contradiction these teachers illuminated is that we stay confused when we consider only one
perspective. IV Form students studied the danger of a single story this week as we heard Chimamanda Adichie’s TED talk and read her short story, “A Private Experience.” Ironically, seeing more grants us deeper comprehension than when we consider only one solution, one static interpretation.

It would be nice if life and school were black and white, without the gray, without ambiguity. But life is complex—just ask Shakespeare’s Hamlet, or Toni Morrison’s Sethe, two literary characters who long for an easier, simpler existence, who battle against their unreliable worlds that seem intentionally to attack them in their narrow approach to existence. During adolescence, your world is perpetually in flux. While in high school, your minds are “expanding,” precariously revealing to you more possibilities—more questions, as Mr. Gilheany warned, you “did not know would be a question.”

Furthermore, we live in a residential school teeming with people different from us, and different from our neighborhoods at home. Half the student body comes to St. Andrew’s through the remarkable help of financial aid. Almost 40 percent are students of color; 20 percent of you are international; you represent 18 foreign countries and 26 states. Such diversity is dynamic, vital, unbalancing, humbling. Remember Adichie’s revelation of the “danger of a single story.” Therefore, St. Andrew’s manifests confusion because we engage with difference, finding ourselves in places and people we didn’t imagine possible.

How do we face what seems so mysterious in our classes? How do we convert destructive confusion into constructive confusion?

My first suggestion is to listen to yourself as you read. Figure out why you are confused. Being able to identify what’s obscure is a significant step towards understanding. Re-read the passage, because you can’t absorb all that material on a first glance. Be patient as you listen to yourself, as you venture into your relationship with the book. In David Auburn’s play, *Proof*, the father tells his distraught daughter: “Let’s back off the problem, let it breathe, come at it again when it’s not looking.” Remember the probing questions you posed about *The Waste Land*. Questions focus, sharpen, clarify what’s enigmatic.

Secondly, we need to annotate—not merely underline, but actually converse with the book. We start to live inside Hamlet’s words, his skin, his soul. Our scratches on the page become a palimpsest, a fusion of us with Sethe, Gatsby, Heathcliff, Macbeth, Levin, Anna, Esch, Elizabeth Bennet, Othello. So again with *The Waste Land*: I’m noticing a bunch of words like “breeding,” “mixing,” “stirring,” “covering,” “feeding.” I’ll circle and visibly link them. These words seem alive, animated—so in the margin I write that idea. In the last line the two parts of “read” and “go south” don’t fit. I might have arrows to symbolize that conflict. These scribbles become a visual map of my embryonic conjectures; it’s another way to lean into the poem, another path to hold the confusion and explore it.

Thirdly, we must take full advantage of class discussion. When you read at night, you listened to the text, and then to your own questions. Now in class discussion, you have teammates with whom to collaborate, wrestle, clarify. You immediately avoid the danger of a single story, as you witness many perspectives. At its core, class discussion isn’t about getting to one place, or where the teacher wants to go: instead, it’s fleshing out untried theories, approaches, meanings. If there was just one answer to *Hamlet*, we’d never teach it again; so discussion isn’t about “trial and success.” It’s about temporary failure—“trial and error”—that builds together. Each of us contributes, because we actually don’t know what we’re creating. It’s happening right there in front of us; it isn’t a preordered or fabricated, teacher-owned answer. The poet Wallace Stevens wrote: “And what we said of it became a
part of what it is.” Which is exactly what happens in authentic class discussion: what we say, unknown to any of us before class started, becomes part of the tapestry, the narrative, birthed that day.

My favorite moments in a seminar happen when a student confesses, “This may be totally wrong, but...”—because that student has honored his doubt; she’s risked out of her silence into the collective scholarship; he’s asserted his elemental curiosity to step into the labyrinth. And we are there to affirm, to encourage, to wonder. Here’s how one student in my English class last year described it: “Our class discussions were without boundaries...through these discussions, I learned to be comfortable with my confusion, comfortable with not having a clear answer. The room would light up when one of us made a good point, or asked a good question, and I always felt like our classroom was a little haven of support and love for both each other and the literature we read.”

My fourth recommendation is that we have to write into the confusion with our journals and papers. This is our chance to imagine, to scratch, to ponder—but we can only do that by writing, by pounding out words on paper or the screen. To stare at the paper or screen literally creates nothing. But if you write into what’s uncertain, join it rather than battle against it, the book begins to accept you. It’s like what we are told in Driver’s Ed about skidding on an icy road: turn into the skid instead of fighting it. As counter-intuitive as it seems, drive into the confusion, write about what confounds you, seize the puzzle as a prompt from the text to explore.

As you move from annotations to journals to drafts to a final copy, don’t settle for the superficial revisions of spelling, grammar and edits. Instead, keep asking “So what?” about your argument and analysis. You must respect what the book is still saying to you. Am I crazy asserting that the text is speaking to us, as if the book is a living being communicating to us? Yes, and yes. There’s a mystical presence inside these words written last year or three thousand years ago. It’s there for each of us to behold. Furthermore, as you empower your confusion through writing, you will grasp something sustaining in your own words. You and Shakespeare; you and Toni Morrison; you and Jane Austen, William Faulkner, Junot Diaz, Nathan Englander and Colson Whitehead all share this language, this vehicle of expression. The way you write, the words you choose, the words you put next to each other can transform the world and the lives of those who read your sentences. Your written style proclaims your character the same way colors announce Van Gogh.

Some of my English 3 students last year encountered such a relationship between themselves, the literature and their writing:

**Catherine An ’18:** Even though the Song of Solomon assignment...was one of the most challenging topics that I had to confront in my writing career, wrestling with the contradictions enabled me to recognize myself as a writer. Through the complexity of the text, I endeavored to push myself to new heights with my thinking. While I was still confused by the end of my paper, I felt good about the thinking I presented on the paper....I have become almost fearless in addressing my confusion and I am now embracing the complexity of texts.

**Isabel Austin ’18:** I think the moment at which I realized how much this course was going to push me was when I got feedback on my journal of “The Second Coming.” I vividly remember doing this assignment—writing it without any extreme intensity or discomfort...failing to push myself to the extent that I now know is necessary. The result of this journal was the lowest grade I have ever gotten in an English class. In many ways, I consider this journal to have been a pivotal experience for me because it pushed me out of my comfort zone... Without this awakening, I would have spent the year basking in mediocrity rather than stretching myself... For my next journal I spent an hour in the library in extreme discomfort— I was confused...[because] I was attempting to “embrace this confusion” for the

“Your written style proclaims your character the same way colors announce Van Gogh.”
first time. It was counter-intuitive, difficult, but most of all rewarding.

—he Covell ’18: As the year began it was difficult to understand and find the greater meanings behind some of the text that we worked with, but in time and with practice, I was able to see how I needed to think differently in order to attack the text in a different way. I think that I was too focused on the one light, specifically the first light; I saw it, thus severely limiting my potential in my thinking and my writing. As I began to approach the text differently, with questions and new ideas, it began to open up and expose some deeper meanings and themes, providing a more interesting reading.

—Zach Ewing ’18: In my final copy of my “Pastoralia” paper, my argument was not simply that the speaker developed. It was not simply why the speaker developed. Instead, it took the previous considerations into effect and argued why the speaker’s developments and reasons for development were important in the novel and in the world.

For these students and their classmates, writing enabled them to wrestle with literature. Writing gave marrow to their perceptions. Writing began to illustrate to them their own identity, their own voice, their own mettle within their chiseled sentences. They welcomed this intense, demanding, occasionally exhausting process because the result was a larger landscape of knowledge, as well as a recognition of themselves as writers, as artists, as creators.

Lastly, we must appreciate, even revere, that while this experience will be strenuous, we will, nevertheless, persist in this quest, awed and humbled by what we can still know. Tim Lan ’18 captured this creed last May: “Throughout this year, I realized that writing is so hard, so challenging, and so time-consuming. However, it is also at the same time so engaging, thought-provoking, and rewarding.” And a recent alum, Zachary Roach ’13, reflecting on how his time at St. Andrew’s prepared him to write a senior thesis in college on the nearly inescrutable David Foster Wallace, realized that he had “to give the text (any text) the intellectual respect that it’s due—by acknowledging that we grapple with incredibly complex and sometimes convoluted texts and ideas...that require deep analysis, learning, and unlearning...I learned that if you’re not confused when starting to analyze a text, you’re not actually authentically engaging with the material.”

When I moved to St. Andrew’s in 1979, my mother, also a teacher, wrote me a letter I still have, sharing with me her vision of September and the beginning of the academic year. She quoted Major John Wesley Powell, who in 1869, as he embarked down the Grand Canyon and Colorado River, described this adventure as “the journey into the Great Unknown.” My hope for us this year as a school is that we can celebrate confusion as that “journey into the Great Unknown.” By giving yourself permission to live in the mystery, you gain life skills for the world beyond your St. Andrew’s graduation. You will be attuned to your inner questions; you will know how to collaborate graciously. Because you possess an insatiable hunger for justice and equality, you will tenaciously advocate for new narratives to lingering transgressions. And because you relish your incompleteness, you will be generous to others and forever a student.

Our lives will always be complicated. However, our salvation is that we own the response to the confusion. My epiphany from spending the last two months immersed in this essay is that we can redeem our confusion by how we embrace it. We can transform the problematical into the possible. We have that power, that intellectual, artistic, moral and spiritual reserve and resolve. We redeem our confusion by giving ourselves the gift to be challenged.

But I’ve also realized that paradoxically we can be redeemed by our confusion: we can be saved from ignorance, petulance, fear and narcissism by honoring this moment as a sacred invitation to connect, to wonder, to listen and to be enlightened. We commence this endless, audacious pilgrimage of exploration, empathy, surprise, beauty and joy right now.

Thank you.
WE STAND TOGETHER

EQUALITY • POSITIVITY • RESPECT
Director of Athletics Al Wood gave the following remarks to the Board of Trustees at their fall 2017 meeting. Wood introduced “We Stand Together,” a video and photo project created by the School’s student-led Athletics Committee this past spring, in conjunction with the Athletics Department and the Communications Office. You can see some of the We Stand Together photos on these pages, and watch the We Stand Together video at standrews-de.org/we-stand-together.

We Stand Together was born of a desire to reinvigorate our dedication to a culture of engagement. As all of you know, when you are part of the St. Andrew’s community, there is no such thing as “sitting on the fence” or “dipping your toe in the water.” This process demands full and unreserved commitment for success. The “we” in “We Stand Together” does not just refer to our athletes. “We” encompasses our coaches, our teachers, our advisors, our administration, our parents, our alumni, and it encompasses all of you here in this room today.

Your unwavering commitment and support for St. Andrew’s athletics allows us all to fulfill our purpose for which I, and the rest of the Athletic Department, are deeply thankful.

So what is the purpose of St. Andrew’s athletics? This summer, I found myself trying to find the right set of words to describe the emotions of all of the goals and outcomes we hope to achieve with our athletes. In all of my research and soul searching, I kept coming back to one simple phrase: “education-based athletics.”

On the surface, education-based athletics is a phrase often used to describe interscholastic sports in general, or perhaps even the teacher/coach/advisor model. But at St. Andrew’s this phrase means so much more.

I am blessed to have three children who are III Formers here at St. Andrew’s, and are all three participating in sports. As much as it pains me to say it, I can only assume that being the child of a father who has dedicated his life to athletics comes with a certain amount of inherent stress and demands. If my children have a competition that I don’t get to attend, I still ask the same questions most parents ask after a game: Did you win? How much playing time did you get? How many goals did you score? Did you PR at your meet? Even after 20 years of working in education-based athletics, I still get caught up in the
day-to-day successes and struggles of youth sports because winning and losing is an inextricable and positive part of athletics.

But if I take a step back, and instead of viewing my children as the 14-year-olds they are today, look much further into the future and see them as the adults that they will become, with careers, and families, and all of the obstacles and tests life will inevitably place in their paths, our purpose becomes crystal-clear. Athletics has always been about creating “moments.” Not just memories, but experiences that are powerful and real, experiences that we call upon long after we step away from the fields, courts, pools, and boats.

I would love if every athlete at St. Andrew’s could know what it feels like to be standing on a field under the lights during a state tournament game and to have busloads of their classmates cheer them on while singing “When the Saints Go Marching In” to energize and drive them to victory. I also want every athlete to know the price that must be paid in sweat and tears to earn that moment. But there are other moments beyond these that are far more important. I think of Ben Horgan ’19, a Saints boys soccer player who knows exactly what it feels like to have the stands filled with his classmates cheering him on. But when Ben recently lost a childhood friend to a tragic accident, his teammates surrounded, supported, and comforted him. They lifted him up and they helped him be strong. This only happens when a school believes in the power of community. This only happens when a great coach like Matt Carroll demands that his players arrive every day unified, and challenges them to develop a stronger sense of faith and trust in one another on and off the field.

These are not lessons you learn simply by showing up and playing sports. They are not learned in easy wins or blowout losses, but in the messy and dirty spaces in-between. Education-based athletics is the testing ground where students practice the skills and develop the resilience to handle life’s real and demanding challenges. It takes special, dedicated, and steadfast coaches who are unwilling to lose focus on the teaching and mentoring of these values. This is St. Andrew’s education-based athletics. This is our purpose. ♥
In my first spring at St. Andrew’s in 1963, my parents counseled me to play tennis—a sport, they advised, one could play for life. More nautically minded, I went out for crew. I’m now 70, and who would have guessed: I’m still rowing—competitively. I row with the Noxontown Navy, more formally known as St. Andrew’s Alumni Racing Team. This summer, our boat went to the Henley Masters Regatta—part of the larger Henley Royal Regatta, a massive rowing event held annually on the River Thames in England—for our second attempt at a Henley Masters medal.

The Noxontown Navy, now competing in the “H” rowing category (that is, the 70 to 74-year-old age bracket) currently consists of John Morton ’69 at bow, Ernie Cruikshank ’62 at two seat, John Reeve ’66 at three seat, Andy Parrish ’66 at four seat, George Shuster ’63 at five seat, Jud Burke ’65 at six seat, Billy Paul ’64 at seven seat, Gardner Cadwalader ’66 at stroke, and John Schoonover ’63 at cox. Also traveling with us as spare at Henley was Henry Ridgely ’67.

At Henley, we rowed out of the Leander Rowing Club (the world’s oldest non-academic rowing club), and while there were hosted to a wonderful lunch by Leander member and fellow St. Andrean Rob van Mesdag ’48, who is a 1952 Dutch Olympian and the 1955 European Rowing bronze medalist in single sculls. Alas, we succumbed in our finals race to the British national champions, Surrey County’s Weybridge Rowing Club. This superb crew is on the water year-round, three times a week—a regime that’s hard to match, much less beat, considering we only practice together as a boat ten times a year.

The Noxontown Navy first formed in 2009. The driving force was John Reeve, who to this day oversees all of the administrative duties of the team. Our cox, John Schoonover (coxswain of the SAS varsity eight boat in ’59 and ’60), manages all of our equipment needs, including boat rentals, and is our liaison with St. Andrew’s. The Navy’s first race
was at the 2009 Diamond State Masters Regatta, which takes place in July on Noxontown Pond, and attracts nearly 1,000 rowers. While we lost that first race to our rival Syracuse Chargers, our performance was sufficient to inspire George Shuster to remark that, with a little more effort, we could be really good. Andy Parrish, who coaches high school rowers in the Miami area, set a goal for us: over the next 11 months, we would train on our ergs for the 2010 Henley race. We committed to our regimen, and also returned for on-the-water practice at St. Andrew’s twice that year, before flying to the U.K. to compete in two Henley Masters categories. We lost our first race by a foot to Christchurch, a Dorset club, and our second to Oxfordshire’s Wallingford. Bloody but unbowed, we returned to the 2010 Diamond States to crush our Syracuse rivals and win our first gold medal. Later in the season, we silvered Nationals and rowed in our first Head of the Charles regatta, soundly beating the Alter Achter eight boat, veterans who won a silver medal for the U.S. at the 1972 Olympics.

Since 2010, we’ve stuck to our regimen of winter rowing independently on our ergs, and gather at St. Andrew’s each June during the week of Reunion Weekend to train on the water twice a day. We’ve enjoyed great coaching from rowing mentors including longtime St. Andrew’s crew Head Coach Lindsay Brown, Delaware Men’s Crew Head Coach Chuck Crawford, and Brad Negaard, who coached four crews to national titles as Head Coach at Jacksonville University. We typically compete in about four U.S. Rowing regattas a year: the Independence Day Regatta on the Schuylkill River in Philadelphia, the late-July Diamond States, Nationals in August, and finally either the Head of the Schuylkill or Head of the Charles in late October. Over the past seven years, we have won numerous gold, silver, and bronze medals, including a national championship in our age category in 2012.

Other current Noxontown Navy rowers are the alums of the SAS “E” boat (competing in the 55 to 59-year-old age bracket)—primarily St. Andrew’s grads from the 1970s, including three sons of Bill Brownlee ’44, Noxontown Navy emeritus oarsman who still competes and medals in various regattas and erg sprints. Earlier this year, in fact, Bill competed at the CRASH-B World Indoor Rowing Championships in Boston and placed first in the heavyweight veteran men division (ages 85-89) with a time of 8:52.9.

Our off-the-water uniform is a blue blazer and St. Andrew’s kilt; we wear this during Reunion Weekends and when we gather for team dinners at the Cadwaladers’ home in Philadelphia and the Shusters’ in Rhode Island. Recently, Molly Higgins ’93, the coxswain of the St. Andrew’s Alumni “E” Boat stroked by Gordon Brownlee ’75, has designed a Noxontown Navy blazer patch that will be making an appearance in our 2018 season.

We have been blessed with warm support from the School, especially Chesa Profaci ’80 and the Advancement Office, and the Athletic Department which has provided us with accommodation and the use of boats, equipment, and the Kip duPont Boat House. We give back to the School generously and proudly show the flag as ambassadors for St. Andrew’s at rowing venues in Boston, Philadelphia, Sarasota and across the country, not to mention at Henley.

Aside from the obvious health advantages that come from rowing in later life, we have benefited by living into the vision of “St. Andrew’s as lifetime community”—an idea that was promoted in the 1990s by the Alumni Board and Dick Crawford ’63 in particular. The relationships we have formed with each other across grad years have deepened over our years rowing and traveling, training and connecting, not only on the water, but off the water via phone calls, e-mails, and non-rowing related visits and gatherings for concerts and events up and down the East Coast. We have come together to see performances by fellow SAS alums Loudon Wainwright ’65, Corky Schoonover ’68 and his The Skip Castro Band, and Chris Hunt ’65’s daughter Sophia, who is an opera student at Philadelphia’s famed Curtis Institute of Music.

Part of our tradition includes several years vacationing together in August with Jud Burke and his partner Barbara Cousens at the rustic Rockywold Deephaven Camps in Squam Lake, New Hampshire. While there, our Noxontown Navy rowers have been found to participate competitively against each other in other sports—which sport in particular, you might ask? Ah. That would be tennis.
First to go was the plaque with the gavel from my service on the Shorecrest Preparatory School Board; then followed the plaque for 15 years of service on the St. Petersburg Economic Development Corporation Board, followed by my sole tennis trophy. All three landed with a clunk in a cardboard box.

We were cleaning house after 38 years in our St. Petersburg, FL home. Everything we had accumulated in those four decades that wouldn’t fit into our new 1,900-square foot condo had to be chucked out. With few exceptions, the past had to make room for the future.

As one wood and metal testament to the causes in my life followed another into the box, I mused on the time, effort, and emotional currency that had gone into those organizations (not to mention the real currency contributed from the Craig family’s modest funds). Was there some kind of civic glory I pursued? Was it all about recognition? I recalled that I didn’t have a plaque to throw out from my service on the American Stage Board, our local equity theater group. After I stepped down as Senior Warden at the Cathedral of St. Peter, I melted back into the congregation. No one seemed to want to kiss my ring, offer obeisance, etc. I was a “FIP”: a formerly important person. My wife Diana opines that the reason for my odyssey through various 501(c)(3) organizations is that I just can’t help myself from imposing on a cause. I have a non-profit death wish, it seems.

But I know the real reason.

by Marshall Craig ’62
That reason was represented by one trophy that had never made my public wall of pride. It lay in a little wooden box in my top dresser drawer, the box with, among other things: odd shoelaces; instructions for folding my Orvis packable hat; retired but potentially reusable old wallets; and change from last year’s trip to Spain. At the very bottom of that box, under the detritus, lay a brass plate about four inches wide by an inch high. It had once graced the base of a trophy with a resplendent mounted baseball batter, poised to strike the next pitch. The plate read “George Emlen Hall Junior Baseball Award for Most Improved Player, 1959.” I had been a catcher on St. Andrew’s 1959 JV baseball team, and I was awarded that trophy, I believe, because by the end of the season I had gone from four passed balls a game to only one or two. I had hung on to the plate, as well as a yearbook and a diploma, over the years to remind me of the impact that St. Andrew’s had on my life.

In the fall of 1957, the six members of my family—mother, father, myself and three sisters—piled into our two-door, blue 1955 Ford Customline sedan to drive from Odenton, Maryland to St. Andrew’s. My father had just returned from a tour in Korea. During his year-long absence I had been enrolled in Anne Arundel County Junior High School. An English teacher of mine, Mrs. Miller—dark hair pulled back in a severe bun that contradicted her smile—had me reading books far outside the eighth grade curriculum. She suggested to my mother that I should go to a boarding school, thereby avoiding the educational uncertainties of an Army brat’s life. My parents being Episcopalians with connections in the small town that is Washington, D.C., soon came upon St. Andrew’s. I was tested and admitted, my parents’ impecunious state was noted by the School, and it was determined that I was worthy of receiving financial aid to attend SAS. Back then, as a “bargain basement kid,” I did not realize that I was benefitting from the largesse of alumni and friends of the wonderful institution I was privileged to attend.

Our drive to St. Andrew’s that fall was marked by several pee breaks as well as a picnic lunch by the side of the road; there was no McDonald’s in that era. At last we drove up on the crunchy gravel of the circle in front of Founders Hall and tumbled out, agog at the magnificent pile of stone that loomed over us. I was dressed in regulation khakis, white nylon short-sleeved dress shirt—both bought at Hecht’s bargain basement on sale—a silk tie featuring a Thai maiden my father had purchased in Bangkok, and a polyester golden-brown sport jacket from Robert Hall. As we dusted ourselves off, an apparition walked down the steps from Founders, advancing to greet us. He was dressed in a three-piece dark suit with a light pinstripe, and his wing tips crunched as he walked. He graciously introduced himself as Peter von Starck ’59. He was, as I later found out in the process of my coming acculturation, a Main Line-type of a person. To Peter, we must have looked like the Joads, come back from California, sans water bag slung over our fender. Peter informed us that he was a Sixth Former and had been assigned to greet the “New Boys.” That was me: a New Boy. My parents had thrown me into the deep end of the pool.

Recollections of life in the South Dorm [now known as Hillier] come barreling back to me as I write this. “The Davids”—David Hindle ’58 and David Shields ’59—were our dorm supervisors. Anarchy reigned after lights out. Spit wads, wet wash rags and the like flew over cubicles once the Davids had repaired to their room. In the best English boarding school tradition, the dorm windows were flung open to make us “healthy”—better in its effect than the rumored saltpeter in our food. Toothpaste froze. The cold tiles in
the loo floor took on a fearsome aspect as you lay in bed, covers to your head. I distinctly remember the process of cramming my bare leg into the freezing pants leg of a starched pair of khakis from the School laundry—you had to kick and shove your way through to the opening. There was much to learn in the arcane world of a boys’ boarding school. There were “marks,” “ringers,” and the walk of shame within the precincts of the school grounds to work either or both of these off. There were rituals of the Dining Hall, with responsibilities to wait on table or pour milk or water. Need I mention glances at Masters’ wives at Sunday dinner? Nearly sixty years on, I still eat as if someone will grab my plate from under my maw.

I wonder what a modern era St. Andrean would think of all this. Perhaps they imagine us as a kind of Lord of the Flies redux.

Back then, there were no girls. There were, however, mixers with girls’ schools. We got blazed up and were bussed to places like Garrison Forest and Shipley School, where we twisted to the hard rock tunes of Lester Lanin. On one occasion, as we piled out of the bus after an hour-long ride to one of these citadels of femininity, “Uncle George” Broadbent [Latin and history teacher at St. Andrew’s from 1949 to 1971] instructed us to take a pee break on the boxwood hedge that lay on the lee side of the bus from the school. Also in my memory is another trip during which we were lined up by height at the base of an imposing staircase, with girls being similarly lined up on the floor above. Couples were then matched as the girls came down the stairs, and I can still recall the faces of the objects of our desire as they counted ahead to see which of us they’d be matched with and flinching in horror. It may be hearsay, but I believe that in the case of one particular school, once the dance started, Uncle George and “Blackie” Hughes [English teacher at St. Andrew’s from 1948 to 1967] would retire to a drawing room with the two ladies who ran the place and toss a few back.

But I digress. I meant to talk about life’s lessons learned at SAS.

There is a Bedouin saying: “I, against my brothers. I and my brothers against my cousins. I and my brothers and my cousins against the world.”

We were as tribal as those Bedouins. Our Form against other Forms; students against Masters; the lot of us against the administration. The most heinous sin possible would be to rat on a member of your Form. Next most heinous: ratting on another student. For a brief time one winter we received a diversion from the mid-semester funk, when evening study hall was invaded by the mysterious figure of “The Phantom.” Dressed in balaclava, turtleneck and cape, this person would make a dramatic appearance, being sure, of course, to draw the attention of all students as well as the Master in charge, before disappearing. The administration brought his tenure to an end, wisely not publicizing the name of the perp, thereby assuring his martyrdom. But there was no way that any of us would have blown the cover of “The Phantom.” This loyalty, of course, conflicted with the Honor Code at times and stressed the system, particularly since students themselves were required to sit in judgment on each other. No small thing.

We felt loyalty and pride in our tribe-slash-community at each of its possible levels. The feeling of our all being in this thing together, writ large, became almost chest-bursting when the School body was bussed to Wilmington for the state wrestling championships. Dressed in coat and tie, we would stream into the venue, sometimes with Jack Chambers ’61 playing “The Saints Go Marching In” on his trumpet.
There was a corollary notion that belonging to the tribe required taking one for the team. This played out particularly in sports. My senior year, we had a football game on the Archmere Academy home field. Before the game, the Archmere team gathered to kneel and receive a blessing from their Monsignor, who was resplendent in his white surplice. As they stood up, I thought, “Holy shit, they are huge, and now God is on their side.” Dick Steele ’62, Jim Watt ’62 and I were guards, none weighing over 165 pounds—well, maybe “Squat Watt” did. It was a long, hard day of having your helmet shoved up your nose and being ground into the turf during interminable off-tackle plays. God did show his grace in that the game eventually ended.

There are times in your life when you feel as anonymous and uninvolved as a single molecule in Avogadro’s number. Not so at SAS. You were part of the intricate machinery of things that whizzed, banged and pumped. When you left breakfast, you were off to your morning job; if lower than a Sixth Former, you became a peon pushing a dust mop, if a Sixth Former, you supervised one or more peons pushing dust mops. There could be no slacking about during the week. Everybody had an extracurricular organization to belong to, driven not so much by a desire to pad your resume for the big college reckoning of the V Form year, as by a relentless pressure to do something, be useful, contribute to the community. To serve, and be responsible.

My classmate and oldest friend in life, Charlie Murphy ’62, had one of the more responsible jobs in the community: he sorted the mail and stuck letters in our mail boxes. I was thrilled when I peered into my pigeon hole and saw a much-desired letter tilted on the diagonal against the filtered light of the sorting room. Be it from parents or girlfriend (did it have SWAK written on the back?), a letter was equally treasured, but spring term of the V Form year was a time of anguished waiting by the mailbox for all of us. I had not yet heard from my first-choice college when my fingers closed on this particular envelope and extracted it from the box. Return address: Yale University. It did appear to have been a little mauled by the trip down from New Haven. I opened it and yes, I was to be an Eli. But wait, what was this? There was another enclosure, one from Carm Cozza, the Yale football coach, telling me that my acceptance was contingent upon my making the Yale football team, and that he expected me to put on some more weight during the summer.

What was this? I weighed 165 pounds dripping wet. How could this be? I was so distraught that I missed the fact that “Carm” had neglected to put his addendum on Yale letterhead.

The football offer’s author—our resident postman—later became my roommate at Yale. At Charlie’s 2014 memorial service in Sea Ranch, California, I produced what had, over the years, become known as “The Letter.”

The recipe for a life of community service that started at SAS got its final ingredient at Yale. As I experienced the Marshall Craig 1.0 version of my life after graduation—those years of getting a foothold in a career and raising a family—I realized more and more how privileged I had been to have attended St. Andrew’s and Yale. When we moved from Chicago to St. Petersburg I reckoned it was time for Marshall Craig 2.0—the Payback Time version of myself—to kick into gear. I set out to make myself useful to my community, and to give to valued institutions such as St. Andrew’s, so that those who came after me would benefit as much as I once did. This did, of course, require more wall space.
St. Andreans Weather the Fall Storms

Several alums and their classmates let us know how they weathered the fall storms. Our thoughts go out to those who are still cleaning up and helping their communities get back to “normal,” as well as members of the St. Andrew’s family battling forest fires on the West Coast.

Noel Wright ’51 and his wife Ruthie survived Hurricane Irma without personal or property damage, although it practically ran over them. “We had a close call, but came through the storm safely. Our dock suffered some damage, our yard is a mess, but no one was hurt. We were without electric power for 18 hours, but all is back to normal now. All we had to do is clean up the debris! [In the photo to the left] is our dock at the top of the tidal surge. The upper dock was under water and the floating docks early floated off of the top of their anchor pilings. The waves came halfway up the bluff close to the road.”

Hank Pool ’60 writes, “As of July we became full-time Florida residents. We live in Bonita Springs which is 15 miles or so north of Naples and 35 miles north of Marco Island. Hurricane Irma came ashore at Marco Island, came through Naples and directly over Bonita Springs. Wind speeds were clocked at 145 mph in Naples and 135 mph in Bonita Springs.

“When we purchased our new home we discovered it had no hurricane protection. Almost immediately we ordered a generator and hurricane shutters. The generator was up and running on Wednesday and the last of the hurricane shutters were installed on Thursday. Irma arrived on Saturday and stayed through Sunday. With the generator in place we never lost electricity.

“Friends of ours were in Scotland, so we agreed to take their two golden retrievers to join us and our golden. During the worst of the storm we and the three dogs were sheltered in an interior hallway with all connecting doors shut. The area was about 12’ by 6’, so it was a bit cozy for the two of us and the three dogs but we were perfectly safe. As the eye of the storm passed over we took the three dogs outside to do their business and to allow them play in the about 10 inches of storm water. We didn’t realize that a benefit of hurricane shutters is that they deaden wind noise, so even at the height of the storm we didn’t hear much noise. I’m sure this helped the dogs a lot.

“The wind did push an oak tree across our driveway and onto our roof. Luckily the weight of the tree was supported by branches underneath so we didn’t suffer any real damage. It has now been removed and we have access to our garage and driveway. For hurricane newbies, Hurricane Irma gave us a real introduction to Florida storms.”

Jeff Stives ’60 was also holed up with two goldens, but was in Vero Beach, FL, during Hurricane Irma. He writes, “We rode out the Irma thing in our interior safe room and it was no fun, but we have endured worse and sustained only minor damage. Sharing the tiny inside bathroom with both dogs was cozy!”

During the storms, Judi Spann ’80 worked 17 days straight, 16 hours a day as the Public Information Officer for JEA, an electric utility company in Jacksonville, FL. The company provides electric, water, and wastewater to 285,000 customers who lost power and sustained very heavy flooding in Jacksonville. It took a week to get all power back on. JEA then sent 41 linemen to Puerto Rico to assist in restoration there.

Jason Diefenthaler ’95 and his family bunkered down in Naples, Florida inland, well outside of the surge areas during Hurricane Irma. Throughout the storm, he posted videos of the wall of the eye, reporting that “things are getting a bit dicey.” And then, “Gonna be a long road back to normal. Will never forget and never want to do it again.” Ten days later, Jason wrote, “Feels a bit hollow celebrating the return of power and water to our house today given what’s happening in Mexico and Puerto Rico. Still, it is very, very satisfying to be home again. Hope everyone’s journey back to normal is running smoothly.”

Alice Duffee ’88 and her family were evacuated from their farm in northern California during recent forest fires. Fortunately, they returned to find the animals—horses, goats, chickens and dogs—all safe. “It is so eerie how normal it feels. The smokey air is the only difference. Once again, we are blessed.”
1944
Bill Brownlee reports on recent travels, “I spent a night with James Rawes ’46 and his wife in August. As you may know, James was evacuated to the United States during the war and spent two years at SAS. I am in Sedbergh now but at the end of the month I will be with Rob van Mesdag ’48 for a couple of days—maybe we’ll get out on the Thames.”

1954
Church Hutton writes, “I represented the Class of 1954 and attended the 10 June Reunion, drank a toast to departed members, prayed for those still with us. Had a smoke for old times in what used to be the location of the ‘Smoking Area’ at the eastern side of the Clock Tower, and wondered if the soul of Bill Brumbach was in the vicinity... and laughing.”

The Noxontown Navy ventured across the big pond this summer to compete in the Masters Henley where they were beaten by two lengths in the final by Weybridge, the UK champs. Rob van Mesdag ’48, a fellow rower, graciously hosted the crew at the Leander Club during their stay.

Three generations of Saints met up in Bethany Beach this fall: Buck Smith ’66, Vivian Smith ’09, Alexa Lichtenstein ’09 and Chesa Profaci ’80. Buck was up from Texas. Vivian was visiting from Argentina. Alexa came down from Philadelphia for the weekend. And Chesa popped down from SAS for the afternoon.

1968
Art Vandenberg’s gallery show “Psigh to Psymbol: an archaeology of art. In Psitu” opened in Atlanta this fall. This exhibition of Art’s work recalls ideas from early work, the excavation of core concepts, and recent incarnations. By way of walkabouts, mathematics, physics, and the artist’s concept of #NthDerivatives found materials are restructured in a large installation space to uncover hidden dimensions of experience and sketch future directions. “... and as the artifacts are found they speak to me of what my personal perceptions are and then become a foil against which I can
Jack Maull '72 sailed the coast of Newfoundland and Nova Scotia. He writes, “I took three months off from my medical practice and (at the time of his submission) am now planning reentry. *Carpe Diem* indeed! Sorry to have missed the Reunion but getting life and my boat ready for this trip was all consuming.”

Jonathan Rodgers ‘75 and his daughter Kate stopped by school in September. Jon wrote, “Kate got a kick out of seeing the School. She’d last been there when she was 5. Mostly she wanted to put a place to all the stories I’d told her. She especially wanted to see the chapel, where one Saturday afternoon a co-conspirator and I surgically cut through the candles on the altar, hollowed them out, filled them with gunpowder and carefully sealed them back up—to be lit on Sunday morning. It didn’t disappoint. (Ask anyone who was there about the twin three-foot jets of flame that shot from the candles behind Reverend Mein as he delivered the sermon.)

“Taking Kate to the dock brought back memories—of the Polar Bears of ’75. The Polar Bears started in V Form, after the 1973 soccer season. We had missed going undefeated by one game, losing 1-0. To add insult to injury we were not invited to the Delaware state tournament—despite being undefeated in Delaware. (Our only loss was to a school from Pennsylvania.) We were heartbroken. A St. Andrew’s team had never been to the tournament. This was the year that would change. And then, it wasn’t. The snub was sort of a minor athletic scandal for the state, and there were some press articles about the injustice. None of that made it hurt any less.

“After the season, someone (I think Gordon) decided that only bad luck had cost us the undefeated year and the tournament invite, and he had a plan going forward: until the next season started, we seniors on the team (along with a few supporters) would worship the God of the Moons once a month—to placate the fates. Worshiping involved going down to the T-dock at night, stripping down, and jumping into Noxontown Pond. Under a full moon. And naked. (The “God of the Moons” only a partial reference to the celestial satellite.)

“We all agreed this was a great plan. Until we realized that in December, January, and February this would likely involve breaking through the ice. Which, because we were nuts, and young, we did. There was no wading into the water. It was full-out, and full-in. And it was as cold as you can imagine. As fate would have it, we didn’t go undefeated the next year. In fact we lost three of our first four games. But the tournament
snub still gnawed at us, and we ran the table, winning nine straight to end the season. That November, a year after the Moons plan was hatched, we became the first soccer team from St. Andrew’s ever to go to the tournament. (We exited 2-1 in the semi-finals, in double overtime.)

“To this day, whenever I look over Noxontown Pond, I still remember it as it was 40 something years ago: under a full moon, a dozen of us in mid-leap, certain that the freezing water at leap’s end held the key to our redemption.”

1976

Bede Ramcharan was awarded the Veteran Company of the Year by the Minority Business Development Agency of the U.S. Department of Commerce. Bede is President and CEO of Indatech in San Antonio, Texas. Congratulations!

1982

Pilar Wyman posts, “Neither of us made it to the SAS reunion in June, but Bruce Colburn and I did manage a mini mini-reunion in Paris this week when he and his lovely awesome wife Agnes hosted me while I was traveling through.”

1986

Steve Locke celebrated his 50th birthday at Scraggy Neck in Cape Cod, MA, in September.

1989

Kristen Krenzkamp, Zibby Pyle, Melissa McLoota, Allison Hamilton-Robe, Barrett Brewer, Megin Myers, and Catherine Pomeroy had an amazing dinner at a beautiful place with the best friends in the world, celebrating over 30 years of love and laughter! Cheers to the Class of 1989!

1990

In October, Steve Dean published Social Enterprise Law: Trust, Public Benefit and Capital Markets (Oxford University Press)—and it went straight to #1 on the Amazon New Release Business Law list!

1997

Lindsay and Will Robinson celebrated the baptism of their children Liam, Luke, and Greta on June 11, 2017 in the A. Felix duPont, Jr. Memorial Chapel. The Rev. Dave DeSalvo performed the service nearly 13 years after he presided over Lindsay and Will’s marriage! Also present at the happy occasion, classmates Alexandra Cox, Charlie Durkin, Melissa Meier (spouse of SAS photography teacher Joshua Meier), and godparents Harvey Johnson and his wife SAS English teacher Neemu Reddy.

Council, Baradel, Kosmerl & Nolan, P.A. announced, “Morgan Foster has joined the firm as a partner. Ms. Foster will focus her practice in the area of family law. She draws on years of experience representing corporate clients (including
Fortune 500 companies) in matters involving disputes arising from corporate mergers, buy-outs, sales, acquisitions or other dissolution. Council Baradel is among the region’s premier law firms and serves clients throughout the Baltimore-Washington metropolitan area. Established in 1982, Anne Arundel County’s largest law firm offers a wide variety of legal services to businesses and individuals.”

2000  
Meredith (Goeller) Gerbron and her husband Charlie welcomed their second daughter, Caroline, on February 7.

2001  
Charles Ellison sends this update, “I have three children now (hard to believe): Sterling Grey (4), Hazel Mae (3) and Opal Faye (6 months). Everyone is healthy and happy. Although my wife, Jennifer, and I are thankful for weekends and sleep!”

On the professional front, Charles recently received recognition in the inaugural Forbes ranking of America’s Top Next-Generation Wealth Advisors. The article states, “Seeing all these next-gen advisors that are laser-focused on their client’s best interests, and the unique paths they are taking, makes me bullish on the future of wealth management,” said Andy Sieg, head of Merrill Lynch Wealth Management. “They are leading the way in helping us to build a contemporary firm.”
Susannah Donoho writes, “I was very excited to be named Second Team All-American for rowing this past spring at Colby College, where I just graduated this past May.”

Will Bowditch sent news, “I’ve just started a five-year work visa in Edinburgh for Dell SecureWorks as a Machine Learning Engineer. Last month I was a guest speaker for James Joyce conferences in Dublin, Rome, Toronto, and Singapore, presenting a virtual reality game called ‘JoyceStick’ which has been featured in the New York Times, the Associated Press, the Washington Post, and other publications.”

Jiani Chen is now living in San Francisco and working in real estate private equity at ICONIQ Capital.
Join the St. Andrew’s Family

Do you have a child or grandchild who is thinking about applying to St. Andrew’s for next year? Now is the time to begin the process! We offer special campus visit opportunities for sibling and alumni child applicants. Please contact Matt Wolinski at mwolinski@standrews-de.org or Louisa Zendt at lzendt@standrews-de.org to arrange your visit or with any questions.
“Above us walk 307 students from all walks of life, from across the United States and the world, young men and women who attend a school whose mission shines more brilliantly every year because of what and how Henry taught its Trustees and its leaders. He gave Jon O’Brien and me the opportunity to create, innovate, and transform St. Andrew’s. His advice was always direct, remarkably simple, wise, and memorable. ‘Choose,’ he said, ‘one or two aspects of the School each year that need your vigilant attention, creativity, and energy. Don’t choose too many goals, too many aspirations or objectives, or your leadership focus and impact will fade.’ When we faced a major crisis of any kind, Henry simply told us to confront the issue squarely, honestly, carefully, and immediately. I once called him early in my headship, discouraged and embarrassed by a discipline case. ‘Get back to work and lead,’ he said simply.” —Head of School Tad Roach

“Henry symbolized one of my favorite words, a word that I think is in distinctly short supply in today’s world. That word is stewardship. Stewardship is about the careful management of something important. Stewardship is about the responsibility to protect something that is entrusted to your care. Henry did that and more. As the first alumnus to serve on the Board, he literally created the role of the modern, activist, engaged Trustee, which is the governance standard upon which we run the School today. And as the Board Chair, he represented a tireless commitment of time and emotion and wisdom to Headmasters and to the School that he loved. We should all reflect on the simple truth that [at St. Andrew’s], we compete in a marketplace where our success is not guaranteed. We live in a world that desperately needs the hallmarks of St. Andrew’s education: civility, curiosity, reason, balance, and engagement. What we do here has never been more important. So thank you, Henry Herndon, for reminding all of us, especially the Trustees, why we serve.” —Scott Sipprelle ’81, Chair of the Board of Trustees

“Henry was more than just a friend to me. Henry was a fabulous mentor. He moved to the same street that I lived on in New Castle. Almost every day, he would walk his dog down the street in front of my house. So if I ever had a problem, or an issue, or needed a little guidance, I would look out the window, see Henry coming, and then I would casually walk down. ‘Oh hi, Henry. How are you? Great day. Oh, by the way, Henry...’ It might be a

Celebrating a Life
HENRY HERNDON ’48

On Friday, October 6, friends and family gathered in St. Andrew’s duPont Memorial Chapel to celebrate the life of Henry Herndon ’48, former President of the School’s Board of Trustees. Herndon was elected to the Board in 1979 and was named Board President in 1985, making him the first alum to hold this position. He passed away in April of this year at the age of 86. Below are excerpts of eulogies delivered at the service.
problem in my personal life. It might be a problem with one of my businesses. It might be a problem of a nonprofit that I was involved in. Many times it was regarding St. Andrew’s School. But Henry, almost every time, had the answer for me then and there. I would get absolutely wonderful advice. Henry somehow let me be the President of the Board after he [stepped down]. It was September of 1997. Then I get a letter from the Headmaster, Jon O’Brien, that said, ‘In June, I’m out of here!’ Now that was not anything I had even thought about or considered one iota. I was devastated, to put it mildly. So what did I do? I ran to my living room window. I probably stood there an hour, but I wasn’t going to miss him, I can tell you that. Sure enough, here comes Henry, and sure enough, I unload on him this devastating problem. God bless him, he took it right under his wing, and led me through the process step by step by step, and we had an unbelievably smooth transition from Jon to Tad. It was all due to my friend. He was a great, great friend and mentor, and thank goodness he walked his dog.” —H. Hickman Rowland ’58, President of the Board of Trustees, 1997-2003

“My dad was a man who sought joy. He loved to give joy, and he loved to receive it. For me, this is the legacy that I cherish most, and St. Andrew’s is a big part of that joy in his life. Another part of the joy was definitely Morris, James, Hitchens, and Williams, and there was almost nothing he loved more than getting ready to go to work. There was just a kind of chin-up optimism for my dad each morning, setting out. That’s something that’s hard to see these days, so I think about that a lot. That sense of optimism is something I would say he never lost, even to the very end. My dad spent the last three years in Kendal, in Hanover, NH, which is a Quaker community, and much of that time he was in a nursing unit [that provides] special care for people with Alzheimer’s. Over time, as we all will, he lost many of his capacities, but you won’t be surprised to hear that he never lost two of his most sacred rituals: he never lost the capacity to shake hands, and he never lost the capacity to walk dogs. In those final years, my dog and I visited him often. I’d hand my dad the leash, and we would go flying through the Kendal campus. At that point, my dad couldn’t properly get himself dressed, but he could guide the dog, we would get around posts, we could wave hello. I don’t know how he knew all these people, but they’d come up, and he’d look them in the eye and give a big handshake and a ‘Hello!’ Even in a wheelchair, unable to walk or even move much on his own, even when he couldn’t speak, he found joy. Even in the darkest times, he found love and joy in every tiny crevice. Just hours after he died, a really fantastic nurse from his unit came by to tell us, and I quote, ‘You know, I never really knew your dad when he could talk, but he sure could tell a good joke.’ He made his mark up to the very end.” —Brooke Herndon
Bob Boyd ’44
Bob Boyd died peacefully at home with family on September 20, 2017. He was 93. Henry Hauptfuhrer ’74 remembers Bob, “I have known Bob Boyd all my life and refer to him as ‘Uncle Bob’ although there is no direct family connection. His connection to SAS is how I learned about and ultimately attended SAS.”

Arthur “Monty” Cholmeley-Jones ’50
Arthur Montagu Cholmeley-Jones, Jr., 86, of Lititz, PA, passed away on May 22, 2017 at Moravian Manor, where he resided for the past five years. Born in Drexel Hill, PA, he was the son of the late Arthur Montagu and Carolyn (Kirshnek) Cholmeley-Jones. Montie was married for 54 years to Edwina (D’Angeli) Cholmeley-Jones, his beloved Winkie.

Montie was a graduate of St. Andrew’s School, Delaware; and later attended the University of Virginia. A veteran, he served in the U.S. Navy from 1951-1955 and was stationed in Iceland and the French Morocco. He was a career salesman, beginning his career at Atlantic Richfield. He continued his sales career in the printing field, and retired from Keystone Sixty-Five of Blue Cross Blue Shield. He was a member of the Union League of Philadelphia, The Society of the Sons of St. George and was a lifetime member of the NRA. Montie enjoyed target shooting and competed on the Mount Joy Sportsmen’s Club pistol team. He was also an avid swimmer, enjoyed birdwatching, watching polo matches and reading his favorite authors. He loved animals and was particularly fond of his dogs, which he walked religiously.

Surviving in addition to his wife, Edwina, are his three children: Catherine Sophia Marzean, wife of Shawn, of Lancaster, PA; Arthur Montagu Cholmeley-Jones III, of Pittsburgh, PA; and Edward Roynan Cholmeley-Jones, husband of Deb (Corsi), of Media, PA; four grandchildren: Dante, Vivienne, Armond, and Gianni.

Hall Downes ’51
Hall Downes, a medical educator and researcher, died Sunday, January 8, 2017, in Portland. He was 83 years old. Downes was the only son of Edwin Hall Downes, a Navy commander and oil executive, and Hazel Kline Downes, an accomplished athlete and hostess. Born in Pittsburgh on July 27, 1933, Downes attended St. Andrew’s preparatory school in Delaware and received his undergraduate and medical degrees from Harvard University.

At Harvard, he met Nancy Lighter at a Harvard-Wellesley freshman mixer; they wed in 1955 in Boston and remained married until her death in 2003. Downes’ ROTC enrollment was followed by 10 years as a major in the U.S. Army. Downes served as an anesthesiologist at Tripler Army Medical Center in Honolulu, San Francisco’s Presidio, Fort Sam Houston and Fort Knox. His unit was mobilized for the Bay of Pigs and he helped to set up hospital units in Thailand in preparation for the Vietnam War.

At the conclusion of his military service, Downes returned to graduate school, completing a PhD in pharmacology at the University of Utah. He joined the faculty of Oregon Health Sciences University as a professor and researcher in physiology and pharmacology in 1970; he focused on the study of smooth lung tissue related to treatment of asthma.

In the classroom, his high standards, generosity and resonant baritone voice were beloved of a generation of OHSU students. After a phased
retirement from OHSU early in this century, Downes devoted himself to diverse interests, including the study of Egyptian hieroglyphics and maritime history, leading school groups on tours of Portland’s urban history, collecting toy soldiers and breeding frogs (long a subject of his scientific research). Downes is survived by his daughter and her husband; and three grandchildren.

**Davis Lindsay IV ’51**

Dave Lindsay, age 84, died June 18, 2017, at Riverview Hospital in Red Bank. Born in Wilmington, DE, Mr. Lindsay grew up in San Francisco and Wilmington, spending his most formative years at St. Andrew’s School, Middletown, DE, where he enjoyed a variety of sports, excelling in football, track and field, and tennis. He attended Williams College (1955), where he played squash for four years and was involved in Alpha Delta Phi fraternity and AF-ROTC.

After serving in the U.S. Air Force in Texas and Hawaii, Mr. Lindsay and his young family moved to Pennsylvania briefly before settling in New Jersey. He lived in Colts Neck since 1964. He spent his working career as an executive in Information Technology at Bristol-Myers Squibb and, in administrative positions, at International Flavors & Fragrances.

In addition to being an attentive husband and father, Mr. Lindsay is remembered for his thoughtfulness, fairness and low-key yet competitive spirit. His greatest athletic passion in life was playing squash. He also enjoyed 50 years of tennis and, later in life, golf. He was captain of the Sea Bright Squash Club’s C-Team for many years and ran the NJ Squash Racquets Association C-League for a few years during the 1970s. He won the state Squash Doubles Championship in the late 1970s. Beyond his athletic pursuits, Mr. Lindsay also enjoyed nature (dabbling in bonsai for a while), and had a lifelong love of a variety of music from around the world, especially tunes from the 1920s to 1950s.

Surviving are his wife of 62 years, Constance Doyle Lindsay; a daughter, Diane Lindsay Waitt, and her husband William, of New Monmouth, NJ; a son, William Baker Lindsay, and his wife Phyllis, of Plymouth, MA; five grandchildren; eight great-grandchildren; and two sisters, Margaret Lindsay Bergeron, of Dolgeville, NY, and Janelee Volkmann Hammerstrom, of Kingsburg, CA, and their families.

**Dan Trimper IV ’51**

Dan Trimper passed away peacefully at his home on Sunday, August 20, 2017. He was born in his grandparent’s home in Ocean City on July 19, 1933, to Carol Follett Bradley and Daniel Trimper III. Dan was the namesake and descendant of the eldest son of Daniel Trimper, founder of Trimper Rides in 1892.

Dan was educated at St. Andrew’s School and Duke University, where he met his wife, the former Janet Halyburton. They were married in the Duke Chapel on June 7, 1955. After returning to Ocean City in 1960, Mr. Trimper opened a real estate brokerage. In 1963, together with his partner and longtime friend, John S. Whaley, Dan built and sold Maryland’s first condominiums.

Grandson of four-term mayor and county commissioner Daniel Trimper Jr., Dan continued the family tradition by serving on the city council for eight years, including four as president. In the 1970s Mr. Trimper developed Shantytown, a waterfront shopping village and marina, and Piney Island, a residential development. He was the first chairman of Atlantic National Bank.

Known for his characteristic wit, Dan believed in the joy and necessity of humor. He lived life enthusiastically and had many interests including fishing, tennis, skiing and playing the piano. He and his wife traveled extensively. He earned a pilot’s license in the mid-1960s and enjoyed flying his two Cessna aircraft for many years. Dan once flew solo to California and back. After retirement, he and his
family enjoyed living in Park City, UT, Palm Desert, CA, and Florida part of each year.

Dan is survived by his wife of 62 years, Janet Halyburton Trimper, his daughter, Tracy Trimper Exarhakis, and his three sisters, Letitia Trimper Hurst, Amanda Savage Mahoney and Frederica Savage Shaw. He was an adored grandfather to David W. Wehrs, Jr., Thomas Nicholas Exarhakis and Carolyn Anne Exarhakis. He also leaves nine nieces and nephews, three brothers-in-law and two sons-in-law. Preceding him in death in 1998 was his beloved daughter, Susan Trimper Landis.

**Walter Fielding ’52**

Walter Fielding passed away on Saturday, August 19, 2017, at the age of 84. Walter lived in McMurray, PA, formerly of Bethel Park, PA.

Walter was born on July 7, 1933, to Agnes and Edgar Fielding in Wilmington, DE. Walter was a cherished husband to Mary Alice Fielding; loving father of Matthew Fielding, of Pittsburgh, PA, Mary (Richard) Christie, of NJ, Douglas (Roberta) Fielding, of McMurray, PA; dear grandfather of Alex; and step-grandfather to Sam, Josh, and Emma.

Walter graduated from the University of Oklahoma. He was employed by US Steel for 28 years as an engineer, plus consulting work at various other firms. He spent three years in the US Air Force and was honorably discharged as a Captain. Walter spent most of his early years on Chemo Pond in Maine at camp and his later years as a counselor. Walter loved Maine and taught his children to love the outdoors. He will be dearly missed by all who knew and loved him.

**Arthur Haycock ’59**

Announced with sadness is the death of Arthur Elystan Haycock, beloved husband of Noela, devoted father of Stephen and Elizabeth, honorary father of Sophie and loving grandfather to Dylan, Christopher, Francesca and Gabriella. He is survived by his brother Gregory and his wife Patricia; his nieces Nancy and Sarah, their husbands Charles and Daniel, and their children; cousin John Tucker; and brother-in-law, Donnie McLaughlin. He was predeceased by his sister-in-law, Susan McLaughlin. Arthur was the son of Elystan and Cornelia Haycock.

**Charles H. Welling ’72**

Charles “Chip” Welling, of Saint Paul, died April 28, 2017 of cancer at the age of 62. Chip was born and raised in Baltimore, MD, and lived in Alaska for many years. He earned a master’s degree in botany from Iowa State University and moved to Minnesota in 1987. Chip was a biologist for the Minnesota Department of Natural Resources for 24 years. He loved gray skies and cold days. Chip liked to fish, ride his bike, cross country ski, and walk the family dog around the neighborhood. He had many friends.

He is survived by his wife, Barb Thoman, and daughter, Robin; sisters, Karen (Ralph) Artuso and Lucy (Bud) Liddell; brother, Perry (Michelle); and many nieces and nephews. Chip was preceded in death by his parents, Mary Lou (Robert) Randolph and Charlie (Mary) Welling; and brother, William (Alex) Jenkins.
FORMER FACULTY

Mary Dunn

Mary Dunn, librarian, teacher, wife of Don, mother of Bob ’74 and Jim, passed away on September 2, 2017, after a brief illness in Wilmington, DE. She was 89.

Mary came to St. Andrew’s in 1967 when Don joined the faculty. After 20 full years, they retired in 1987 to Rock Hall, MD. In this second part of her life, Mary was an active volunteer at the hospital, library, church and yacht club.

Mary’s obituary speaks to some of the many gifts she shared with the SAS community over the years. The following was printed in the News Journal:

Mary Shifley Dunn passed away on September 2, 2017, after a brief illness. Mary was born on January 19, 1928 in Hancock County, Tennessee, to Robert White and Helen Fugate Shifley. Mary grew up on the family farm and a love of plants and gardens was a significant part of her life.

She graduated from James Madison University in 1950 with a double major in Biology and Medical Technology. She married Donald A Dunn on September 2, 1950, and moved to Pennsylvania, living first in State College and then in West Chester. Here she bore and raised her two sons and worked in a variety of jobs. In 1967 she and Don moved to Middletown, DE, where she worked at St. Andrew’s School for 20 years as a lab assistant, biology teacher and head librarian.

Mary and Don retired to Rock Hall where she began the second phase of her life. She volunteered in the Rock Hall Library, Kent County General Hospital, United Methodist Women and was Commodore of the Rock Hall Yacht Club. She was a member of Questers, a bridge group and a quilting guild.

Mary loved entertaining, cooking, quilting and gardening. She was on a constant quest for knowledge and was an avid reader her whole life, known for her intelligence and gentle sense of humor. Mary was a doting grandmother who constantly encouraged her grandchildren to read, learn and explore, and she shared her enormous love of nature with them.

All of the above, which seems a lot for one person, does not describe Mary fully. Mary was about love: Love of her family, love of her students, love of her home, love of small animals and love of flowers. Beautiful flowers could bring a smile to her face. She loved a beautiful sunset. She loved birds and spent much time watching them and feeding them, especially humming birds. She will be greatly missed.

Mary is pre-deceased by her parents, sister Warren and brother Robert. She leaves her husband of 67 years Donald; sister-in-laws Peggy Stokely and Janet Dunn; sons Robert (Marguerite) and James; grandchildren Geoffrey Wetzel, (Kelly), Robert Dunn, Eric Dunn and Katelyn Dunn, and great grandson Calvin Wetzel.

Jim Rizzuto

IN MEMORY

Sorry to hear Jim Rizzuto passed away this weekend. A legend in offshore fishing in the Pacific and Hawaii, we from SAS will always remember a stern and funny pop to 3 great kids and classmates - and for those of us that stayed in touch, I loved his sense of humor and passion for the chase of the ocean’s larger rewards. RIP Mr. Rizzuto, thanks for your kind and encouraging words when I needed them most. Thoughts and prayers out to you Ticia Tony and Rahna.
My name is Arthur Haycock, I am in the Class of 1959, and I am recording this in June 2009, at our class’s 50th Reunion. I have been asked to say a few words about Haycock wear. I came to the School as a II Former in 1954, and after this length of time—I have to say I can’t remember too much of the specific details—but in the spring of the following year, in my second year here, I was talked into getting in front of the student body and making a proposal which ended up by being called “Haycock Wear.” Jim Grady, my roommate, tells me that it was my idea, but I think it might have been more the collective idea of a number of the students, and they probably thought I would be a good person to put the proposal forward, since I came from Bermuda and presumably wore more casual clothes than most of my friends at School. In any event, I can remember being terrified—my knees were knocking—but I got up in front of the student body at a meeting, and made the proposal to relax the dress code so that in the spring and fall months when the weather was warmer, we could take off our jackets and ties and wear collared shirts with our regular slacks. Certainly no jeans and no further relaxation of the dress code, but that was a big step forward. In any event, I believe the student body was fully in favor of it and it turned out that the faculty and the various bodies that reviewed these proposals also agreed with it, and from then on we were able to be more comfortable in those months, and the name Haycock Wear has stuck ever since. I hope that students at this point in time still enjoy it, but I think that the dress code has probably been relaxed even further than it was at that point, so perhaps it’s fading into oblivion. But, it’s fun to have had it over these years and I think it’s something that is one of the traditions that the school has that is good for everyone.
Did you know that your gift to the Saints Fund allows us to open our doors each year to a socioeconomically diverse student body? Whether or not your family received financial aid during your time at St. Andrew’s, you know how central socioeconomic diversity is to the experience of every student, and to the ethos of our School. This diversity is what makes the St. Andrew’s experience transformational for all—and it’s our financial aid program that makes that transformation possible.

Did you know that St. Andrew’s is counting on you to help meet this year’s $2.5 million Saints Fund goal? By helping to “bridge the gap,” your Saints Fund gift relieves pressure off the endowment, and ensures that its funds will be preserved for future generations of St. Andreans. We’re counting on your philanthropy to continue to make the St. Andrew’s experience possible.

Visit standrews-de.org/give to make your gift today.
To update recipient mail address, please send new address to srojas@standrews-de.org.