

SPRING 2005

ST. ANDREW'S

MAGAZINE



The Life of a School

Edith Pell's scrapbooks reveal the early years of St. Andrew's

PLUS: Bob Colburn's favorite sports moments • Winter musical production

Where there's a will, there's a way...



ANDY ADAMS '59

*Andy asked his classmates
to join him in creating
a class endowment fund for
their 50th Reunion in 2009.*

Andy Adams '59 is always **thinking**. About his cases when he was a military judge. About viable real estate investments. About his next travel destination. About St. Andrew's, his classmates and future generations of St. Andreans.

And he shares those good thoughts with others. Whether it is traveling abroad or within the U.S., or taking on a **class project** as class agent and catalyst, Andy has always invited his classmates to join him. And they have: giving the School podiums first in 1984 and again when a new one was needed in 1994; starting the refurbishment of Founders Hall classrooms by providing Harkness seminar tables; supporting the Annual Fund year in and out. Several have also joined Andy on his travels: Ran Marshall for the annual Spring Fling in the Outer Banks; Cole and Ruth Brown plan to make it this year. Ran and his wife are heading to Europe with Andy and his wife Liz this spring.

At their 45th Reunion last June, Andy asked his classmates to join him in **creating a class endowment fund** for their 50th Reunion in 2009. Made up of planned gifts and outright gifts, their class fund could ultimately total several million dollars.

The first reactions were incredulous, but Andy showed how with planning and interest, **gifts would mature over time**. Since then, several classmates have seen Andy's plan and are making their own plans and gift arrangements for the Class Fund.

One thing that **jumpstarted** the idea was Andy's and Liz's generous pledge of \$1 million that they had written into their wills. This means the Class is already halfway to the goal.

Now, that's quite a thought!

Would you like to be a class catalyst and start a Class Endowment Fund for your class?

Please contact Director of Planned Giving and Alumni Relations Chesa Profaci '80 at 302-285-4260, or Senior Director of Advancement Gordon Brownlee '75 at 302-285-4376.



ST. ANDREW'S

MAGAZINE

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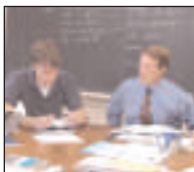
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The views expressed by writers in this Magazine may ot represent the official views or policies of St. Andrew's School of Delaware, Inc., or its Trustees or administration.

ON THE COVER

Edith Pell and daughter Lili in front of Founders Hall, circa 1936.



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Trustees host Evening of Stewardship celebration

On the night of February 18, the Board of Trustees and Headmaster Tad Roach welcomed and celebrated St. Andrew's alumni, parents and supporters who have made extraordinary commitments to advance the School's mission. The Evening of Stewardship is held each year to recognize Annual Fund leadership (those who give \$1,000 or more to the Annual Fund each year) and those who have supported the School with major capital gifts. The evening also marked the end of the first year of the Cornerstones Campaign, which has raised unprecedented levels of support for St. Andrew's, making possible the new O'Brien Arts Center and progress in building new endowment funds for financial aid and faculty support.

Guests enjoyed a cocktail reception in the O'Brien Arts Center, surrounded by student works in the Warner Gallery and the hallways, before moving on to the Dining Hall for dinner. The winter musical production of Rodgers and Hart's *The Boys from Syracuse* concluded the evening.



John Payson P'05 talks with Meg and Dev Devereux P'01, '06.



Randy Brinton '64 speaks with Board Chair Kitten Gahagan.



Katherine Patrick '07 and her father, Deval, chat with Paul Harrell P'90.



Dean of Faculty Will Speers (center) catches up with Trustees Richard Vaughan '88 and Henry duPont Ridgely '67.



Andy Florance '82 (center) enjoys a few moments with Marilyn and David Levinson '52 P'05.

An education for life

I may have surprised my students in my English and philosophy sections recently by asking them if the books they were reading in their literature classes at the School changed their lives, influenced the ways they reflected upon the world in which they lived and the world they sought to create in their lifetime. Perhaps such a question strikes you as odd as well. Are books anything more than academic tools designed to introduce us and familiarize us with an author, a literary genre, an historical or philosophical literary movement, theory or perspective? Are schools and academic classes designed or supposed to actually affect, influence and inspire us to change, to awaken us from our accepted ways of thinking, believing and even acting? Are schools capable of making us commit to action, commit to transforming the world in inspiring and important ways?

Now what brought this question to mind were books recommended to me by John Austin and two articles that appeared recently in *The Atlantic* magazine. In a book entitled *Why Read?*, University of Virginia Professor Mark Edmundson defines the meaning and purpose of a liberal arts education (precisely the education you are pursuing here at St. Andrew's). He writes:

I think the purpose of a liberal arts education is to give people an enhanced opportunity to decide how they should live their lives.

Later in the book, Edmundson quotes writer Allen Bloom's observations about education. Bloom writes:

True liberal education requires that the student's whole life be radically changed by it, that what he learns may affect his actions, tastes, choices, that no previous attachment be immune to examination and hence re-examination. Liberal education puts everything at risk and requires students who are willing to risk everything.

Both quotations may surprise us in an era in which education is increasingly narrowly viewed as vocational, as a specific means to a practical end, as an investment in the path towards success. Edmundson and Bloom suggest education is ultimately about transformation, freedom, reflection and inspiration. At its best, education disturbs us, causes us to view the world with a new and vibrant vision. A great education helps us to understand how to think, how to analyze, how to develop new approaches, perspectives, theories about the meaning of our lives. A liberal education frees us from the limits of provincialism, prejudice and passivity.

If you doubt the particular and revolutionary power of education to inspire change and transformation, consider why repressive societies and regimes have been so careful to control the educational systems in their societies. You may remember the immense power and sense of freedom and independence that Frederick Douglass experienced as a slave on an American plantation when he learned how to read in defiance of his master and our country's system of slavery. He writes:

Very soon after I went to live with Mr. and Mrs. Auld, she kindly commenced to teach me the A,B,Cs. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point, Mr. Auld found out what was going on and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful as well as unsafe to teach a slave to read. To use his own words further, he said, . . . "A nigger should know nothing but to obey his master, to do as he is told to do. Learning would spoil the best nigger in the world. Now," said he, "if you teach the nigger how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable and of no use to his master."

Thanks to Slavemaster Auld's denigrating and unapologetic racism, we see an eloquent expression: education is about freedom, about a revolution from the status quo, a freeing of the individual to develop his mind, his heart, his humanity. Douglas never forgot those words, and his passion to learn, to read, to write, burned within him. He writes:

I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master . . . I set out with high hope and a fixed purpose at whatever cost of trouble to learn how to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That to him was a great evil, to be carefully shunned, was to me a great good to be diligently sought. And the argument which he so warmly urged against my learning to read, only served to inspire me with a desire and determination to read.

Douglas comes to value the act and gift of reading as the key to his entire life, entire identity. He risks torture and death to grasp at the opportunity of an education.

Despite this dynamic example before us, I think it is safe to assume that many students in high schools and colleges across the nation miss out on the essential drama and opportunity implicit in the gift of a great education. An article in this month's *Atlantic* contains this portrait of Harvard by Ross Douthat who recalls his years in Cambridge in the 1990s.

Most of my classmates were creatively lazy, gifted at working smarter rather than harder. Most of my classmates were studious primarily in our avoidance of academic work, and brilliant largely in our maneuverings to achieve a maximal GPA in return for a minimal effort.

It was easy to see the classroom as another resume padding opportunity, a place to collect the grade (and recommendation) necessary to get to the next station in life. If that grade could be obtained while reading a tenth of the books on the syllabus, so much the better.

Notice that the writer's classmates work carefully to set up the veneer, the appearance of engagement and curiosity. They master the art of taking shortcuts, cheating themselves and their classmates out of an authentic exploration of ideas. The classroom becomes not a place for epiphany, revolution and awakening, but merely a way station on the road to an ultimate goal of success.

Why don't college and high school students see their education as a gift, an opportunity that will open doors towards a deeper sense of self, of commitment to the community and

“...many students in high schools and colleges across the nation miss out on the essential drama and opportunity implicit in the gift of a great education.”

the world? Why have schools and colleges sacrificed their noble, idealistic and spiritual missions for a practical, cynical, indifferent alternative? Let me offer a couple of thoughts on these questions.

First, particularly in independent schools, we take educational opportunity for granted, and therefore we quickly become accustomed to, entitled to and blind to the opportunity that lies before us. We lose the edge, the creative tension, the dynamic striving for learning that should characterize education in its purest form. Teachers do not ask the

questions, set up authentic, challenging assessments that promote engagement and real learning. Students view the business of school as something to be managed, dealt with, an unfortunate distraction from their social lives, video games and DVDs. The notion of reading as an essential part of daily life has been attacked and nearly destroyed.

Secondly, schools and teachers often do a miserable job of articulating the radical, exciting and transforming potential of education. From an administrative and public relations level, schools and colleges rarely articulate their mission of changing, inspiring, disturbing and transforming their students. Rather, schools talk about their facilities, their college and graduate school acceptances, their athletic successes. From the teaching point of view, professors and instructors easily fall into a routine of teaching that rewards students who are what Ken Bain describes as “strategic,” students who have learned how to play the game of school by discovering how to please their teachers by parroting and imitating their ideas and approaches to learning. Teachers and professors neglect to study how students learn, how students become inspired, transformed and engaged by their classes. Teachers and professors accept a paralyzing passivity from their students. They allow students to be invisible, to be disengaged. They create tests and exams that assess mere retention, nothing more. They reward mediocre work to avoid the hard work of real learning and real teaching. Where no inspiration and transformation is expected, schooling becomes passive, boring, seemingly pointless.

Thirdly, schools and colleges either enable or accept a student peer culture that is anti-intellectual in its nature and quality. The peer group suggests that the purpose of high school and college is to find ways to avoid idealism, commitment, engagement and dedicated work. Rather, education becomes a game played by strategic students and dull-witted

and distracted teachers and professors. Think of that phrase from Douthat: “Most of my classmates were creatively lazy.” In other words, students use their creativity to develop skills of avoidance, distraction and disruption of the academic mission of their teachers. They denigrate the relationships between teacher and student. The result is an educational system that fails in its mission to promote creative and responsible leadership within our democracy.

Fourth, schools, colleges and students have bought into a powerful and persuasive model of success and competition that rewards an obsession with materialistic and superficial success. Because of economic uncertainty and pressure, schools and colleges feel suddenly that they are essentially the gatekeepers of the nation's routes towards prosperity and success. Students assume that school and college are merely conduits towards the next level of attainment and commitment. They focus on a materialistic goal and learn to exploit and manipulate an academic system that will lead them where they want to go. Underneath their mad pursuit is a spirit of emptiness. Consider this reflection from Walter Kirn, writing in *The Atlantic* about his academic career at Princeton:

I wanted to ride the train to the last station. As a natural born child of the meritocracy, I'd been amassing momentum my whole life, entering spelling bees, vying for forensics medals, running my mouth in mock United Nations meetings and model state governments and student congresses, and I knew only one direction: forward, onward. I lived for prizes, praise, distinctions, and I gave no thought to any goal higher or broader than the next report card. Learning was secondary; promotion was primary. No one had ever told me what the point was, except to keep on accumulating points, and this struck me as sufficient. What else was there?

Kirn admits that his education was a pretense, a mad pursuit of medals and accomplishments with no meaning, no substance in the pursuit.

My greatest worry is that we might fail to grasp the opportunity for growth, learning, transformation and inspiration that each class might provide. My worry is that you as individuals and as a school might settle for strategic learning and thinking instead of a true immersion in the life of the mind. My worry is that you might treat your life, your relationships, your morality, your values, your principles as ones that are superficial, modest and unambitious. I worry that you will fail to be exceptional because you fear that kind of effort, that kind of commitment, that kind of passion.

St. Andrew's is a learning and teaching academy, a school that has no qualms in asserting that your education is designed to inspire you to be active, moral agents in this country and the world. You are surrounded by teachers, scholars, a magnificent and accessible library, classes and sections designed to engage you, pull you from the culture's

“...the kind of person you become, the kind of citizen you become, the kind of leader you become depends on your willingness to open your mind and immerse yourselves in the gift and glory of an education.”

passivity and mindlessness. Will you do the reading, thinking, questioning, analyzing, exploring that such an education requires and demands? Or will you succumb to the forces that pull you away from engagement, that make you a passive, even manipulative student? Will you encourage the engagement and intellectual commitment of your peers or join students in a conspiracy of indifference, apathy and pretense?

Your very life depends on the way you answer that question. Or, to put it more precisely, the kind of person you become, the kind of citizen you become, the kind of leader you become depends on your willingness to open your mind and immerse yourselves in the gift and glory of an education.

David T. Reed Jr.



Newly ordained, David DeSalvo thanks the St. Andrew's community for their support during his vocational preparation.

Dave DeSalvo ordained as an Episcopal Priest

On Saturday, January 15, 2005, before the gathered St. Andrew's community in the A. Felix duPont Jr. Memorial Chapel, the Right Reverend Wayne P. Wright, Bishop of the Diocese of Delaware, presided over the ordination ceremony of faculty member David DeSalvo into the Sacred Order of Priests of the Episcopal Church of the United States of America.

The ceremony marked the completion of a long and dedicated spiritual journey by DeSalvo, who first explored pursuing Holy Orders in his early twenties, only to find a temporary moratorium in his home dio-

cese. After more than 20 years of teaching and working in lay ministry, DeSalvo began his official studies for the priesthood in 1993 by enrolling in the Education for Ministry (EFM) course offered by extension by the University of the South's School of Theology. DeSalvo was ordained as a Deacon in December of 2003, after completing his studies and sitting for the General Ordination Exam.

Students named to All-State Orchestra

The best in Delaware included two St. Andrew's students this year. Fifth formers David Agia, cellist, and Geng Wang, violist, were selected by competitive audition to participate in the Delaware Music Educators Association event, a three-day orchestra festival which this year took place at Concord High School in Wilmington. David and Geng both sat at the front of their sections in a large and extraordinarily talented orchestra of 88 students representing nearly 30 schools from around the state. Both David and Geng narrowly missed placing first chair in their auditions and have vowed to claim top prize next year. Last year Geng successfully auditioned for the festival orchestra and made first violin.

Fred Geiersbach, who directs the St. Andrew's instrumental music program, also chaired the All-State Orchestra committee and organized the entire event himself. "I was glad it fell over the winter Long Weekend," said Geiersbach, "because I needed nearly every minute of each day to run the show." Geiersbach spent seven months putting the festival together and will chair the event again next year. "It is a labor of love and major service to the state of Delaware, but it is all worth it when the students have the opportunity to play in a large honors orchestra."

This year's guest conductor was Hannes Dietrich, violinist and orchestra director at Lebanon Valley College in Pennsylvania. He led the large orchestra in three days of rehearsals and sectionals and conducted the culminating concert on Saturday, January 29. The pro-

gram featured a performance of the oft-neglected masterpiece “Afro-American Symphony” by William Grant Still. Also on the program was Modest Mussorgsky’s “Night on Bald Mountain,” Jacques Offenbach’s “Orpheus in the Underworld” and the first movement of Mozart’s “Flute Concerto in D Major.”

School responds to Asian tsunami

Students and faculty engaged in fundraising efforts on several fronts within the School community to address the Asian tsunami that struck several nations in January. Chaplain Jay Hutchinson reports that over \$1300 was raised in collections taken at David DeSalvo’s Ordination and two other Sunday services. Baum and Sherwood corridors have together donated \$100 from their Tuesday night pizza ordering—collecting an extra dollar with every order and putting that toward international tsunami relief efforts. As part of a senior class initiative, Antonia Clark and Sallie-Wright Milam sold blue latex tsunami solidarity bracelets. This effort was pushed to the next level when students undertook a collaborative effort with Middletown High School to sell and distribute 10,000 bracelets all around the Middletown community.

Delaware River oil spill draws community help

When the *M.V. Athos I*, an outdated single-skin oil tanker, was ruptured on November 26, 2004 by river debris near Philadelphia, the resulting spill, eventually estimated to be 265,000 gallons, posed a serious threat to the ecology of the Delaware River watershed. Dot Colburn P’80, ’82, ’87 and her husband, Bob, spent hours working with Tri-State Bird Rescue, cleaning oil from the feathers of ducks and other waterfowl. Dot devoted around 150 hours to hands-on service and care for the afflicted fowl. Bob was



Tableau with Red Pepper, Oil on Panel, 24"x30"

Artist Liz Price featured in Warner Gallery

by John McGiff

The Warner Gallery opened its doors for the 2005 season with a show of oil paintings by Liz Price entitled “Interiors and Tableaux.” The paintings were the perfect antidote for a grey mid-Atlantic January as they dazzled the eyes with their bright colors and their animated, buttery strokes of oil paint. The show spanned a decade of work and represented Ms. Price’s efforts to push her development as a professional artist while also raising three children—a task, she said, which was not to be underestimated. In fact, she took a moment during her gallery talk to address the young women in the crowded room about the challenges they would face in their lives, urging them to be especially passionate about their chosen pursuits in order to keep them strong in the face of life’s other demands. “When I go out to the studio (we converted our garage), it is entirely up to me to find spirit and meaning in my work.”

As the crowd in the gallery took in Ms. Price’s words and looked around at her work, it was evident to everyone that she had maintained her passion for painting and her love of finding the beautiful in the everyday objects that populated her studio. Whether it was a clutch of wilting flowers on a brightly colored table or light-dazzled furniture reflected in a mirror, the artist fixed the euphoria of beauty apprehended for a moment in the open, spontaneous gestures of her brush. Ms. Price’s paintings had the power to renew one’s wintry spirit on entering the O’Brien Arts Center and promised our heliotropic longings that spring would indeed come around again.

able to free himself from campus responsibilities to join her for 25 of those hours. Members of the St. Andrew's community donated towels, Dawn® soap (extremely effective at gently removing oil from feathers), and Pedialyte® (for nutrition and rehydration) to help the trained volunteers care for the stricken birds.

The spill affected approximately 115 miles of Delaware River shoreline, reaching as far south as Duck Creek in Smyrna.

Campus newsletter puts focus on environment

Under the editorial direction of Ed O'Donnell, St. Andrew's Land Use Coordinator, and Chief Financial Officer Michael Schuller, the newest publication on campus, *Environment Matters*, spreads the word about recent and ongoing initiatives to protect the beauty and balance of the School's lands and to minimize the School's overall use of finite natural resources.



The inaugural February 2005 issue provided the community with information about heating and electricity expenses, replacement of outdated systems to increase conservation, campus-wide recycling updates and pending initiatives to evaluate the waterways and woodlands within the School's land holdings. Future issues will keep the community informed as these initiatives progress and new ones are undertaken.

The purpose of *Environment Matters*, according to Ed O'Donnell, is "to monitor environmental issues, to point out successes, problems and opportunities." The newsletter will serve to keep the initiatives alive and

active. When results are achieved, they can be quickly shared with the community, and key highlights can be passed along to a wider audience in the *St. Andrew's Magazine*.

Environmental author stirs enthusiasm for migratory birds

The St. Andrew's community looked into the world of migratory birds thanks to a riveting presentation by author Scott Weidensaul on Friday, February 11 in Engelhard Hall. With an interactive backdrop of photographs from his travel and research, Weidensaul described the beauty, intricacy and fragility of migratory birds from the Arctic Circle to Antarctica.

Weidensaul is author of more than two dozen books on natural history, including the Pulitzer Prize-nominated *Living on the Wind*, about migratory birds, and his most recent book, *The Ghost With Trembling Wings*, about the search for animals that may or may not be extinct.



Following his presentation on migratory birds, environmental author Scott Weidensaul chats with Eloise Goelet '05, Brian Seo '08, Theodore DuBose '08 and Al Brown '07.

Ceramics teacher Demond Baine shows work at Fair Hill Galleries



Faculty member and ceramics artist Demond Baine received plenty of attention in February, garnering section front-page coverage in the *Wilmington News Journal*, and opening an exhibition of his work at the Fair Hill Galleries in nearby Elkton, Md. The show included more than 60 pieces of Baine's work—paintings, pottery, clay sculptures and clay tiles—eliciting extremely favorable reactions from gallery patrons.

Baine claims inspiration for his work in the peculiar nature of the human body and its ability to poetically inform the viewer. "The human body continues to be, for me," said Baine, "an endless investigation into emotions, shapes and culture." Baine's usage of the human figure as a format has its roots in his youthful fascination with drawing and recreating visual images with his hands. "I started out with comic books and the whole world they presented," said Baine. "A friend of my brother showed me how to draw when I was about seven years old and I was hooked."

Baine's interests are centered around people watching, trying to figure out what makes the people appealing and matching those observations with colors to which people respond. Baine feels his work is strengthened by this "open-ended investigation."

While still growing as an artist and pursuing his master's degree, Baine is enjoying his work with the students as they discover their own talents. Though he realizes that students are often intimidated by the complex nature of ceramics and frequently pressed for time, Baine hopes that students will be able to maintain their schedules and develop a comfort with ceramics by taking advantage of his tutelage in the new studio space in the O'Brien Arts Center.



Weidensaul has written for such publications as *Smithsonian*, *Audubon*, *Nature Conservancy* and *International Wildlife*, and his photography and artwork have been published widely in books and periodicals. He serves on the boards of a variety of conservation organizations, including Hawk Mountain Sanctuary and Audubon Pennsylvania, and has been an award-winning environmental educator for more than 25 years. He lives in the mountains of eastern Pennsylvania, where he studies the migration of hawks, owls and hummingbirds.

3-on-3 Basketball Tournament continues successful run

The half-court game was once again the battleground for teams of faculty and students as the annual 3-on-3 Basketball Tournament kept the Cameron Gym busy on Sunday, February 20.

Organized this year by faculty members David Miller and Andrew DeSalvo '00, and seniors Lizzie Burns and Ben Smith, the tournament placed 30 teams in competition at the eight baskets available in the large and small

courts. The afternoon matches culminated in a best teams playoff of math teacher Andrew DeSalvo '00, Morgan Jacobs '05, Mac McCallum '06 and Ben Smith '05 against Spanish teacher David Miller, Ricardo Antoine '05, Tyler Montgomery '05, and Asa Rose Shenandoah '06. Shenandoah was unable to play due to an injury, however, and her team forged ahead without any possibility of substitution relief.

A worst-teams spectacle raged at the opposite end of the floor, pitting Perry Bentley '08, Eloise Goelet '05, Rebecca Smith '08 and Mike Zolnick '05 against biology teacher Dan O'Connell, Antonia Clark '05, Jesse Nunn '05 and Alex Scott '05. DeSalvo's team emerged victorious over the tournament field while 15 minutes of physical comedy unfolded before the O'Connell squad sent Zolnick's team to the uncoveted bottom ranking.

From the runner-up spot, David Miller opined, "it was a pretty even matchup, but the truly better team prevailed."

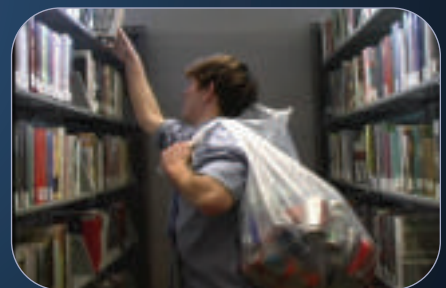
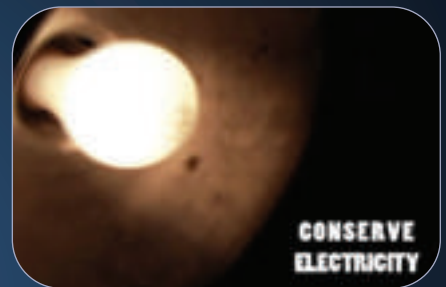


Chris Edge '07 glides in for the easy lay-up during the 3-on-3 tournament.

Said Alex Scott of his team's dubious honor, "A total and absolute butchery of the game of basketball." Vanquished, Rebecca Smith reflected, "with our limited hand-eye coordination, we played to our fullest potential, though we were slightly inhibited by the opposing team's aggression."

Film studies class delivers environmental messages

Under the direction of faculty member Peter Hoopes '89, students in the Advanced Film Studies class are pushing environmental stewardship efforts on campus to the next level. Each student was given 75 minutes to conceive and shoot all of the footage necessary for a public service announcement (PSA) aimed at encouraging people to conserve electricity or recycle. After shooting, students then had two days to edit the footage, record voiceovers and add music. The goal was to create the strongest possible message to influence behavior in the 18-29 demographic range. Each final PSA had to be exactly 29.7 seconds long and could only feature, at most, one actor.





Fitz Barth '06 polls the crowd for another round of bidding at the annual Vestry Auction.

Vestry Auction nets \$6,000 for charity

In their annual auction, the Student Vestry raised over \$6,000, as students and faculty clamored for special dinner and entertainment packages donated by patrons from the St. Andrew's community. Ricardo Antoine '05, Fitz Barth '06, Betty Cox '05, Duncan Kirby '06, Chike Lawrence-Mitchell '05 and Sallie-Wright Milam '05 kept the crowd smiling with outlandish costumes and comic activities throughout the event.

Once again the list of items included an assortment of handmade goods, services and delicious desserts donated by faculty members. Teams of bidders often united to secure winning bids on faculty-sponsored trips to trendy restaurants. While the bidding echoed near the Main Common Room, the bargains table and silent auction table near the Wyeth Mural provided students with calmer shopping opportunities.

Proceeds from the auction will be used to fund a number of charitable initiatives the Vestry supports, including Asian tsunami relief, educational supplies for St. Mark's School in South Africa and equestrian outreach for cognitively-challenged children.

Mock Trial explores negligence and liability

In the aftermath of a nightclub fire, the court must determine whether the death of a patron is due to the owner's willful negligence or the unsafe actions of the victim himself. Students participating in the Mock Trial played the roles of attorneys, witnesses and experts for both sides of this fictional case.

Prosecuting the case for the state, Mark Hendrickson '07 sought to prove that the club was overcrowded, had inadequate exits, a blocked exit door and numerous building code violations. Adam Mantha '06 and Brett Wilkinson '06 also served on the prosecution team.

Miles Pope '05 argued for the defense, supported by Chris Kim '06 and John Whitesell '06, attempting to prove that the underage victim was intoxicated when he ran towards the flames to retrieve a cell phone.

Max Friedman '07 played the club owner, Leighann Ragland '06 appeared as the band member who set off the fireworks that led to the fire and Biz Forbes '06 por-



Defense attorney John Whitesell '06 questions his client, played by Max Friedman '07, during a practice session for the Mock Trial team.

trayed the victim's best friend and companion on the evening of his death. Sophia Fleischer '06 and Shantanu Tata '07 presented testimony as experts in pyrotechnology and building codes. Marina McGrail '08 played the grieving mother of the victim.

After weeks of preparation and a practice session in the Main Common Room during a special Headmaster's Forum, the Mock Trial team tested itself at the official



Filmmaker Jeremy O'Keefe discusses the challenges of his chosen art form with Peter Hoopes '89 and members of the School's film studies classes.

Delaware High School Mock Trial Competition, February 25 through March 1, held at the New Castle County Courthouse in downtown Wilmington.

Filmmaker holds master class with aspiring cinematographers

Students in Peter Hoopes' Introductory and Advanced Film Studies classes were treated to a master class with Jeremy O'Keefe, a Wilmington-native independent filmmaker, who is currently putting together his first work for release in the summer of 2005.

Students reviewed excerpts from the film with O'Keefe and engaged in discussions about the challenging work of scriptwriting, production, logistics and bringing artistic vision to life. O'Keefe's film, *Wrestling*, is centered around characters conceived by O'Keefe building on his own real-life experiences. "It's a lot easier to start with what you know," said O'Keefe. Using the quirks and anecdotal framework provided by his true experience, O'Keefe was able to weave fictional circumstances and interactions into a new character for the film. For O'Keefe, this process creates real emotional attachments to the characters, while still giving him the freedom to send them in new directions. O'Keefe often relies on music to help him shape and refine a character.

Wrestling was filmed with a small cast and crew on locations throughout the greater Wilmington area, on a budget personally raised by O'Keefe with investments from family and friends. The movie offers a glimpse into the lives of a group of young adults struggling with the boundaries of their friendship in the summer prior to college.

School hosts first annual Film Festival

Under the auspices of the Independent Film Club, the first annual St. Andrew's Film Festival was held on the weekend of February 26-27. Students were treated to several films on Saturday: *I'll Sleep When I'm Dead*, a film by Mike Hodges that follows a self-reformed criminal forced to return to his past after the death of his brother; *Tae Guk Gi: The Brotherhood of War*, a Korean film by Je-Ku Kang that examines two brothers drafted into the South Korean Army at the beginning of the Korean War; *The Boondock Saints*, a film by Troy Duffy about two brothers who set out to rid Boston of crime; *Boys Don't Cry*, the Kimberly Peirce film that provides an account of the true story of Teena Brandon, a young woman in Nebraska challenged by gender identity issues; *Clerks*,



Michael Whalen '84 performs his music in Engelhard Hall.

the Kevin Smith film about suburban youth fulfillment; and *Run Lola Run*, a German film by Tom Tykwer that examines actions, consequences, and random events as a young woman attempts to save her boyfriend's life. A "Red Carpet" dance provided Hollywood-style entertainment on Saturday night. Sunday night offered a presentation of student films, complete with a "Oscar Night" celebration. George MacDonald '06 and faculty member Brad Bates worked behind the scenes to make the weekend a success.

A highlight of the festival was a Saturday night visit from Michael Whalen '84, a Grammy-winning composer and pianist who performed his music in the O'Brien Arts Center's Engelhard Hall. Whalen accompanied a silent film before addressing the audience about the processes he used to score the recent PBS documentary *Slavery and the Making of America*, and other projects over the course of his career.

Students exhibit artwork in Warner Gallery

by John McGiff

On Friday night, December 3rd, students and faculty poured into the Warner Gallery to see the first student show of the year. To the sound of live guitar music, the crowd took in the rich variety of art work that had been done in our studios and darkroom over the first semester. With close to a hundred works on display, ranging from charcoal drawing and oil paintings to photographs and sculpture, it was evident that students had been taking advantage of the facilities in the new O'Brien Arts Center and were in the midst of a very creative and prolific year.

Art Majors showed their most recently completed projects which were responses to a class assignment that asked them to create a contemporary icon that reflected some insight they had had into the workings of modern American culture. These pieces ranged from a large, highly detailed oil painting of a dollar bill that sported the Beatle George Harrison in the center to a polo shirt advertisement that portrayed a frail African boy in a



Christina Conell '05 blends the chaos of the modern world with an uplifting sense of renewal in this chalk and charcoal drawing from her Art Major portfolio. Her work, along with that of her fellow students, was exhibited at the Warner Gallery in December.

faded, pink polo shirt whose torso and arms gradually morphed into a beefier pair of white forearms, a brighter pink shirt and a fresh, chromatically charged ribbon belt. As one looked longer at this surprising juxtaposition in the latter work, the colors the artist used directed one's attention to a vertical column of colored squares that bordered the right side of the composition in which the polo logo gradually, almost imperceptibly, changed into a dollar sign.

Other examples of modern icons created by the Art Majors was a falling superman and the image of a young Latin American woman rising up from the Statue of Liberty's torch, her face streaked with the evidence of struggle, her eyes on fire with determination. The student show impressed viewers, both with the artistic skills in evidence and with the profound thoughtfulness of the student responses.

SAVE THE DATE!

ST. ANDREW'S SCHOOL'S ANNUAL

ARTS WEEKEND

MAY 13-15, 2005



Sam Baroody '05 and John-Andrew McCown '07 as Antipholus and Dromio of Syracuse.

THE BOYS FROM SYRACUSE

2005 winter musical production delights audiences

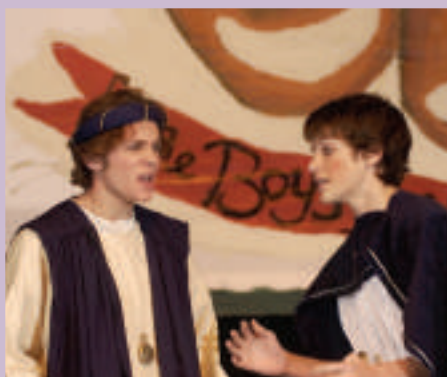
Rodgers and Hart's musical *The Boys from Syracuse*, based on Shakespeare's *Comedy of Errors*, offered up an ancient tale of lost twins and mistaken identities. Sam Baroody '05 and Peter Zimmerman '05 starred as long-separated brothers, both named Antipholus, one from Syracuse and the other from Ephesus. Compounding the confusion is another set of twins—played by Sam Arnold '06 and John-Andrew McCown '07—also separated and unaware of the other's existence, each named Dromio and servant to their respective Antipholus. As Antipholus and Dromio of Syracuse try to avoid the xenophobic Ephesians, they find themselves received with unexpected familiarity before the twins' identities and their complicated history is sorted out.

Sallie-Wright Milam '05 played Adriana, wife to Antipholus of Ephesus, while Anne Horn '05 played her sister, Luciana, who becomes the love interest of Antipholus of Syracuse. Rachel Chen '05, Dana Daugherty '06, Micah Levinson '05, and Anthony Timberman '05 handled their supporting roles with comic skill.

Director Ann McTaggart admitted, "The biggest challenge with any comedy is timing, and this particular production was extremely difficult because so much of the comedy was word play, Shakespearean bawdiness and near-slapstick—all of which feel very foreign to a young actor and take time to understand and master." McTaggart had the entire cast watch the famous Abbott and Costello "Who's on First" routine so that they could hear and appreciate the power of comic timing in word play.

"Learning to act like my twin almost came naturally," said Sam Arnold of his 'shared' Dromio role with John-Andrew McCown. "I found myself mimicking some of John-Andrew's gestures, and John-Andrew began to mimic some of mine."

As for visually matching the two sets of twins, McTaggart found the Dromios easy because of existing physical similarities. The two Antipholuses proved more challenging, requiring hair dye, curling irons and a trip to the salon.



TOP ROW

Peter Zimmerman '05 as Antipholus of Ephesus and Jim Kane '07 as the Tailor.
Micah Levinson '05 as the Sergeant, Chad Shahan '05 (kneeling) as Aegean,
and Anthony Timberman '05 as the Duke.

SECOND ROW

Sam Baroody '05 as Antipholus of Syracuse and Owen Strong '07 as the
Merchant of Syracuse.

Dana Daugherty '06 as Luce, Anne Horn '05 as Luciana,
and Sallie-Wright Milam '05 as Adriana.

Rachel Chen '05 as the Head Courtesan and Peter Zimmerman as
Antipholus of Ephesus.

THIRD ROW

Sallie-Wright Milam as Adriana.

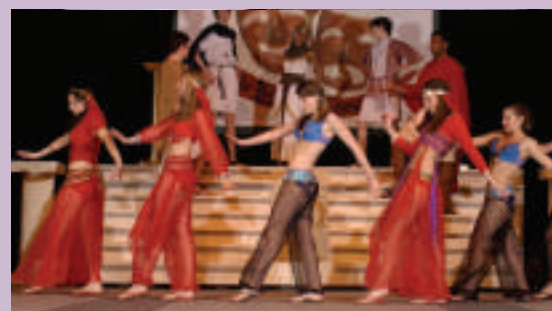
The Courtesans, played by Ashley Hart '07, Katie Lillard '05, Isabelle Burbank '07,
Chessie daParma '06, Tania Hoeffcker '07, and Betty Cox '05.

BOTTOM ROW

Tally Taylor '07 as the Sorcerer and Sam Arnold '06 as Dromio of Ephesus.

Anne Horn as Luciana and Sam Baroody as Antipholus of Syracuse.

Dana Daugherty as Luce and John-Andrew McCown '07 as Dromio of Syracuse.



Staff Profile

Editor's Note: As part of our regular series of profiles of St. Andrew's staff, we talked with Sandy Abbott, who is currently the administrative assistant for the facilities services department. This interview was interrupted several times as Sandy resolved three or four transportation issues that came up, worked with the alarm-system contractor to disarm the system in buildings that needed to be tested and helped to move along several other repair issues that were in progress on campus.

Sandy Abbott Behind the scenes, ahead of the curve

St. Andrew's Magazine: Sandy, how long have you worked at St. Andrew's and what positions have you held since you arrived here?

Sandy Abbott: Well, when I started thinking about this interview, I realized how long I have been here! I started part-time, working in the School Store with Judy Odden, in 1987. I am not sure if any alumni remember me, but for years, I knew every student at the School by his or her last name and school number! Every student I saw, I would think to myself, "Smith, 187," or something similar.

At the time, it was the perfect job for me. I had young children at the time (my daughter is now 23, and my son is 28), and I worked a half-day, could be home when they returned from school in the afternoons and had the summers off to spend with my kids. I couldn't imagine a better arrangement.

SAM: How did you transition from the School Store to facilities?

Sandy: Well, as my children grew up, I started asking Elliott McBride, the business manager, for additional hours. At first, I would go in the afternoons, when the store closed, and do typing occasionally for Wally Williams (who was then the head of maintenance). After he left, I worked for Rob Carter part-time, and a succession of maintenance supervisors. Eventually, I became a full-time employee in facilities and left the store, when the School realized that there was so much



Sandy Abbott keeps the Facilities Services department and ultimately the entire St. Andrew's School campus running smoothly.

paperwork and organizational work to do in the facilities department.

SAM: What is the biggest challenge in your job now? You handle all the paperwork and scheduling and phone work associated with all the regular maintenance, facilities and grounds, the work order system, special events and school transportation. There must be many challenges.

Sandy: There are, but by far the biggest challenge is arranging all the transportation when the students are here. There are days when it can go smoothly, but sometimes it can be extremely difficult. It is particularly tricky on weekends and on Tuesdays and other days with many athletic contests. The weekend organization is so huge—there are athletic trips, student dinner trips, trips to Philadelphia, and we often don't know until the last minute how many kids are going where.

Particularly in recent months it has been extremely difficult to arrange for bus drivers from the bus companies. As we bring more transportation in-house, there is much more for me to coordinate. Now, the School owns two buses, plus the vans and suburbans and cars. On an average day, there are seven to 12 trips to organize.

Sometimes I worry all weekend about whether everything will work out. I remember a Saturday last year when the basketball team's bus broke down, and [basketball coach] Bobby Rue called me from the side of the highway in New Jersey. I was in a panic when I began calling bus companies to try to find someone to pick them up. All I could think about was those poor kids in that broken-down bus on the side of the highway!

SAM: What is your favorite part of your job?

Sandy: Without question, it is this great group of people who work out here as a team. They never cease to amaze me, what they can pull off! For instance, at the 75th Anniversary Gala this fall, I would walk over to the site of the tent, and at one point it was flooded. So what did I find happening? Kevin Knotts and Brian McMillan had hauled wood out there and were building a platform to shore up the ground at the front of the tent. They could just whisk out their tools and materials and just put something together. This team will always find a way to pull together to pull anything off. And I think everyone loves to do that—put in the overtime and the extra effort—because it's for the kids here. It is very gratifying.

I like being part of that team and our work. When I go into the main campus, there are always certain things I look for, and I always come back out here with several work orders. It matters to all of us how the

campus appears to visitors. For instance, I always check the newell ball on the stairs down from Tad's office. The wood is dry, and there is a long nail that works its way out a few times a year. For decades, when the boys would come down those stairs, they would swing around to the next flight and the landing by pivoting their weight against the ball. Sometimes it will have come loose, and I always come back and put in a work order. It's the little things like that that keep us so busy.

One thing I enjoy is coming in here every day knowing it's going to be different today. You just never know what might happen when you walk in. Often I think to myself on the way to work, "I'll do this or that today," but, of course, it never happens the way I think.

You know, back in the fall, there was a stray dog on campus just before school started. We spent three days, along with getting the campus up and running, trying to catch this dog so the SPCA could come and get him. The last day, the dog was playing with Tallulah [the Roaches' dog] out here at the shop. So we kept trying to lure Tallulah in and hoping the stray would follow her. Finally we got them inside using doughnuts we bought at the candy machine! Somehow it ended up that I was standing here calling the SPCA while Henri [head of grounds] tried to keep the dog out in the shop until they got here with transportation to the humane society. It was quite an unexpected project!

Later on, I was working on organizing transportation for restorative work on thousands of dollars worth of artwork—which was quite a different kind of project! I can never predict what will happen next, which is great. I always tell my children that they should always try to have a job that they enjoy going to every day. It's the most important thing about your work—and I have been very fortunate with my work here. I truly look forward to coming in every morning.

“Rasa Rendezvous”

—Seeking perfect balance

Remarks delivered on January 5, 2005, by Esther Pifeng Hsiao

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves besides them danced, but they
Outdid the sparkling waves in glee:—
A poet could not but be gay
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought.*

*For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.*

—William Wordsworth

I have a confession to make this evening. Over the past two years, I have been having a regular rendezvous during Wednesday long lunches. Sometimes it is with a vegetarian sushi roll; sometimes it is leftovers from the previous night's dinner; sometimes it is with my best invention ever—peanut butter and home-grown sprout sandwiches.

The reason why I think the word “rendezvous” can best describe my practice of Wednesday lunch medi-

tation is because my weekly work and chores can be so endless that I have to steal some time and intentionally make it available for myself on a regular basis. Some of you might ask: “What is the pleasure of eating peanut butter sprout sandwiches all by yourself?” In order to answer this question, I have to explain the concept of rasa.

Rasa is a Sanskrit word, which can be literally translated as “juice, essence, taste, plasma or transfor-

mational state.” According to Shiva Rea, who is a yoga teacher, “the concept of rasa originated in India with performing artists who wanted to create a transformational state for themselves and their audiences...Rasa is the state of complete absorption on the part of both the artist and the audience, or the one who perceives the art form. When rasa has been cultivated, the thinking mind quiets and pure feeling pulses through the body.” In other words, it is a

perfect communion between ourselves and the world surrounding us.

What went on that day between William Wordsworth and those ten thousand daffodils was *rasa*. It is a kind of experience that opens our “inward eye,” and it is often a bliss that comes when we experience solitude in the deepest sense. That is, the interconnectedness of all beings. *Rasa* can arise during any of life’s activities such as looking at the one you love in the eyes or watching the sunrise on the T-dock. It can also happen when you and your teachers are both fully present and focused in classes. It can happen when you do dishes or fold your laundry. What matters is not what you do, but how you do it.

Two years ago, I was fortunate to witness my son Jiadi experience a moment of *rasa* on the soccer field. It was in the middle of an exciting four-year-old, three-on-three soccer game. The art of passing was beyond them. All the players did was to gather around the ball and hope that the ball would somehow go into the goal by some random shots. All of a sudden, I saw Jiadi squatting down in the middle of the soccer field and picking up a white feather and just stare at it. He was oblivious to the game that was still going on, the cheers from excited parents and the amused

smile on his mother’s face. For at least a whole minute or two, he just looked at the feather with such intensity and focus, as if he was having a very intimate conversation with the feather.

When his patient coach finally woke him up from that blissful moment, he got up and walked toward me and asked me to keep the feather for him. But there was no need to keep that feather as a souvenir. He had already experienced it in the fullest sense, just as the feather had already given him fully what it could offer.

Obviously I cannot say that I was a proud soccer mom then, but I was definitely the happiest mother.

“All the goals in life can be achieved and forgotten, but the true self is hard to find.”

I was happy for my son because he was innocent and brave enough to pause in the middle of a passionate pursuit and to just be himself. To a mother, the smile on his face when he gazed at the feather is far more important and valuable than a hundred goals he might be able to score through his entire soccer career. All the goals in life can be achieved and forgotten, but the true self is hard to find.

The opportunity of experiencing

rasa is in every moment and is everywhere, but the key element is to pause to enjoy it. There is a Zen story about a man on a galloping horse. Someone watching him ride by shouts to him, “Where are you going?” The rider turns and yells, “I don’t know, ask the horse.” This story may be funny, but it can be very instructive when we consider the way we live our lives. To you, that galloping horse may be your drive to get into a good college or to find a perfect girlfriend or boyfriend. To me that galloping horse can be getting all the work done as a teacher, a mother and a homemaker. In the words of Thich Nhat Hanh, a Zen master, “that gal-

loping horse pushes us and decides everything for us. And we follow, without having sovereignty over ourselves.” In Chinese, the character “busy” is the combination of death and heart. To be busy riding on that galloping horse is to experience the death of our heart.

Once we are aware of that galloping horse, we have to do something to take the control back.

Meditation is what I have found to be the most powerful way to stay

in touch with myself and not be dragged around by that horse. In Buddhism, there are 84,000 paths to reach enlightenment, and we just have to choose what is the best for us. I do not have the luxury like Wordsworth to wander lonely as a cloud; therefore I choose the most convenient path, combining what I love to do, cooking and eating, and the time that is always available to me, Wednesday long lunch. That hour and a half is the only time I can cook and eat a meal without socializing or parenting.

It is the only time that I can cook and eat with the fullest pleasure. It is a pleasure that comes from mindfulness not ignorance. It is the only time that I can just cook and eat. Staring and biting into that peanut butter sprout sandwich makes me feel connected with the farmer who grew the wheat, the baker who made the bread, the water and the sunlight that nourished the seeds. Making and eating sandwiches that way is for me a way of turning on that innate antenna and tune in to the songs available in the here and now.

So why eat all alone? It is the simplest way for me to experience *rasa*, giving the wholesome food I am blessed to enjoy my fullest appreciation and absorbing fully its nutrition and soul.

“Just like the experience of *rasa*, it’s not about what you do, but how you do it. You can make everything you do a meditation, if you can do it with a perfect union of your body and mind.”

So, here is my twist to Wordsworth’s poem:


*For oft when in my kitchen I chow,
In vacant or in mindful mood,
They flash upon the here and now
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the sprouting dills.*

But let me tell you the truth. It is never easy to just cook and eat. When a Japanese legendary tea master was asked the secret of the tea ceremony, he replied: “lighting the fire, boiling the water, whisking the tea.” A student immediately responded: “You must be kidding! Everyone can do that.” The master said: “If you can truly JUST do that, then I will be your student.” It is never easy for us to just sit in the chapel and be in the here and now with an undivided mind. Our body can be still, but our mind can be as wild as a monkey.

In fact, the hardest pose in yoga is not the one that twists your body

like a pretzel. The hardest pose is called *shavasana*, which asks you to lie still like a dead body and quiet your mind. Just like the experience of *rasa*, it’s not about what you do, but how you do it. You can make everything you do a meditation, if you can do it with a perfect union of your body and mind.

Now I would like to invite you to sit up tall and slowly close your eyes for a three minute sitting meditation. Let your breathing be the bridge between your body and mind. Listen to your breathing, and watch your mind. Let the thoughts rise and go. No need to suppress any thoughts, no need to judge any thoughts. Just watch them.

The music you are listening to now is performed with a Japanese flute called *shakuhachi*. Pay attention to the silence in the music. After all, Laozi, a Chinese Daoist philosopher, once said, “Great music has no sound.” 

FELIX DUPONT JR. CHAPEL SPRING TERM CALENDAR 2005

April 6, 2005 - Evening Prayer
6:30 p.m.
Speaker: Headmaster Tad Roach

April 13, 2005 - Evening Prayer
6:30 p.m.
Speaker: Nina Barker '99, Admission

April 20, 2005 - Evening Prayer
6:30 p.m.

April 22, 2005 - Earth Day Service
12:00 noon, front lawn
Speaker: Peter McLean, Biology

April 27, 2005 - Evening Prayer
6:30 p.m.

May 4, 2005 - Evening Prayer
6:30 p.m.
Speaker: Russ Perry, Facilities Operations

May 8, 2005 - Eucharist and Mothers' Day
10:45 a.m.

May 11, 2005 - Confirmation
6:30 p.m.
Speaker: Bishop Wayne P. Wright

May 15, 2005 - Eucharist and Arts Weekend
9:15 a.m.
Speaker: Arch Montgomery P'03, '05
Headmaster of Asheville School

May 18, 2005 - Evening Prayer and Alumni Chapel Service
6:30 p.m.
Speaker: Dallett Hemphill '75

May 22, 2005 - Trinity Sunday
10:45 a.m. at Old St. Anne's Church
Speaker: Headmaster Tad Roach

May 25, 2005 - Evening Prayer
6:30 p.m.
Speaker: Bob Colburn, Senior Master

May 29, 2005 - Commencement Chapel
Speakers: Ana Ramirez and David Miller, Class of 2005 Advisors

June 1, 2005 - Evening Prayer
6:00 p.m., front lawn, followed by a cookout

June 12, 2005 - Alumni Memorial Chapel Service
Reunion Weekend
9 a.m., followed by brunch
Speaker: Headmaster Tad Roach

Cardinal Points



Nick Manice '05 returns a shot off the glass.



Sarah Rohrbach '06 unleashes a powerful forehand shot.



Adam Mantha '06 churns through the water.



Allison Prevatt '05 glides through the air during a dive.

Boys' SQUASH

Boys' squash had a better season than their 1-5 record would indicate. Team captain Peter Salas '05 at No. 1 played close competitive matches against some of the top high school players in the country. Nick Manice '05 and John Gerard '05 were very effective at No. 2 and No. 3, winning some tough matches during the season. The competitive spirit and key wins of Duncan Kirby '05 and Gautam Punukollu '05 will be missed when they graduate, but Coach Cal Hurtt '90 believes there is a strong core of returning players for the 2006 season. George MacDonald, Brandon Sigh, Ken Taganajan and Dong-Hun Lee—all juniors—should be solid contributors as they make their way up the players' ladder next season.

GIRLS' SQUASH

With a record of 3-5, the girls' squash team improved significantly over 2004. Co-captains Paige Bayless '06 at No. 1 and Katherine Lea '05 at No. 2 demonstrated stellar leadership and individual resilience by playing despite injuries for much of the season.

The match against Episcopal High School of Virginia was the highlight of the season, with Adelaide Belk '06 at No. 7 coming from behind to win her match 3-2, and then Charlotte Rajasingh '07 at No. 5 winning the deciding match 3-2 after recovering from getting smacked in the face by accident with her opponent's racquet when the score was 7-7 in the final game. The team played very well at the Mid-Atlantics, earning 4th place in some very close matches.

Boys' SWIMMING & DIVING

Boys' swimming and diving racked up an impressive 7-2 record in dual meets, beating all conference rivals and also winning the season DISC tournament.

Under the leadership of senior tri-captains Will Clary, Nathan Cooper and Eddie Hickman, the team dominated all but St. Mark's High and Salesianum. A close meet with Tatnall broke in the Cardinals' favor thanks to strong performances in the relay events.

At the state championships, the 200-meter freestyle relay team of Will Clary, Eddie Hickman, Joe Appleyard '06 and Tyler Caldwell '07 finished first, earning the School its first state title, swimming a School record time of 1:29.95. Clary, Hickman, Caldwell and Nathan Cooper finished third in the 400-meter freestyle relay. Overall, the boys' team earned an eighth-place finish in the state.

GIRLS' SWIMMING & DIVING

Girls' swimming and diving finished the season with a meet record of 1-9. Co-captain Rachel Maran '05 completed her fourth year of diving with first-place finishes in every meet. Rachel Hickman '07 was a force in the 50-meter freestyle, while co-captain Eloise Goelet '05 showed her skills in the 100-meter backstroke and on the 200-meter medley and 400-meter free relays.

At the state qualifiers, Rachel Maran (ranked third in the state) handled a trivial disqualification for a misplaced hairband with maturity and sportsmanship. Fellow diver Jane Wagner '06 made the finals, finishing in 7th place.

WRESTLING

Despite a short roster in 2005, the wrestling team continued its trek to return to winning form, accruing a season record of 8-10. Strong performances from co-captains Tom Hoffecker '05 and Scott Muller '05 led the Cardinals throughout the season. According to Coach Donald Duffy, "we won eight meets while giving up five and sometimes six weight classes—25 to 30 points before we even started wrestling—is a testament to Tom's great leadership." Duffy summed up his respect

PHOTO BY DON BLAKE

PHOTO BY DON BLAKE



Eric Boateng '05 was named to the Jordan Classic All-Star game, played at Madison Square Garden in New York City, and to the McDonald's All-American game, played at the University of Notre Dame. Both games were broadcast on ESPN. Eric was the first Delaware player to be named to the McDonald's All-American team.

for Muller: "Scott has been the dark horse for us all season—he has pinned 13 times, which is a testament to how dangerous it can be to step out on the mat against him."

Chike Lawrence-Mitchell '05 and Mike Zolnick '05 were also key contributors to the leadership of the team. Newcomer Tommy Rogers '08 brought his existing mat talents to the team this year, dominating his matches in the lighter weights and frequently winning against heavier opponents. Rogers earned the DISC trophy in the 112 lb. category.

Asa Rose Shenandoah '06 trailblazed her way through the season as the first girl to wrestle for the Cardinals. Often faced with opponents who declined to meet her on the mat, she demonstrated her resolve in the few competition opportunities that were provided.

BOYS' BASKETBALL

The boys' basketball team finished the season with a 11–8 record, delivering double wins over Independent Conference rivals Sanford, Tower Hill and Wilmington Friends. The team split their contests

with Westtown, and lost both games to Tatnall.

Due to injuries, the team was forced to play with no fewer than five different starting lineups over the course of the season. Coach Bobby Rue credited his team's resilience. "We found a way to step up anyway and beat some of the top-ranked teams in the state," said Rue.

In the first round of the state tournament the Cardinals overcame Concord High School, but bowed to Caravel Academy in the second.

Newcomer Beloved Rogers '07 joined with seniors Eric Boateng and Kyle Whiteman to provide the bulk of the Cardinals' scoring. Ricardo Antoine '05 and Ben Smith '05 proved their court skills in several key games, pushing St. Andrew's to victory.

After winning their season opener against Wilmington Christian, the JV team endured a long drought of nine losses before rebounding with a win over Wilmington Friends. The team finished 3–13 for the season. The third level squad finished 0–3.

GIRLS' BASKETBALL

Girls' basketball earned a 8–9 season finish, improving their record for the third straight year and playing strong against Tatnall and Wilmington Friends. Closer rematches with Sanford and Tower Hill provided clear indication of the team's progress over the course of the season.

The highlight of the season was playing excellent basketball over the final two weeks of the season, winning four consecutive games, highlighted by a 20-point victory against Archmere Academy.

Leading scorers Nancy Graves '06 and team captain Lizzie Burns '05 were joined by newcomers Morgan Jacobs '05 and Mariana Silliman '07 to deliver the baskets for the Cardinals. Alexa Caldwell '07, Stephanie Chubb '07, and Katie Garvey '06 kept the team in contention.

The JV squad finished 0–12.



PHOTO BY DON BLAKE

Tom Hoffecker '05 keeps control over his opponent.



PHOTO BY DON BLAKE

Beloved Rogers '07 strides down the court.



PHOTO BY DON BLAKE

Lizzie Burns '05 stays ahead of the Tatnall defense.

This year, as he works his way toward "retirement" (he will still coach baseball next year), *St. Andrew's Magazine* asked Bob Colburn to reflect on his years of coaching and directing athletics at St. Andrew's. The following are his recollections.

IT AIN'T OVER TILL IT'S OVER

Bob Colburn reflects on 45 years of St. Andrew's sports



I wanted to share just a few of many high points in St. Andrew's sports during the past 45 years. I realize that many of you will think of other contests as high points, as do I, but these are a few which stand out in my mind for a variety of reasons. There is one common theme in these contests, which is that St. Andrew's was a major underdog in the game or match—a contest which the Cardinals should not have won but managed to muster extra strength and energy to prevail.



1997: Girls' Crew Wins Henley Women's Regatta

In 1997, the girls' crew had a spectacular season although there were some bumps in the road. The team placed first in New Jersey and Mid-Hudson Championships, but was second at the Stotesbury Regatta and a disappointing fourth at the Scholastic Regatta at the end of the season. After exams, Coach Brad Bates and the crew trained hard at St. Andrew's preparing for the trip to England for the Henley Regatta.

The Cardinal crew defeated Kings School Worcester easily in the first round and won with open water over Groton School in the semi-finals. In the finals, St. Andrew's had to row against Lady Eleanor Holles, the British National Champions known for being tough and dominant.

In each of the previous races, Holles had an irritating habit of cutting in line as they carried their shell to the starting platform, thus making their opponent stand and hold their shell while Holles moved ahead to the starting ramp. St. Andrew's noticed this

in previous races and decided to take action. As the two crews approached the ramp to the loading platform, the Cardinal crew took a couple of quick steps jumping ahead, forcing Holles to stand and hold their shell while St. Andrew's moved down the ramp. Battle No. 1 won.

After gaining a three-seat lead early in the race, Holles closed the gap and the lead shifted back and forth. St. Andrew's then took a two-seat lead, which it held until the beginning of the sprint. Holles' strength was its sprints, which had helped them become British national champions. Holles jumped ahead with 20 strokes to go, but coxswain Morgan Foster '97 yelled, "This is it, dig down deep." The *Class of '63 (Griffin)* surged ahead as the two crews raced to the finish line bow to bow. No one really knew who won until finally the announcement was made stating that St. Andrew's had won. Battle No. 2 won. World Champions!



1964: Football defeats Tower Hill after 12 years

For 12 straight years, Tower Hill had defeated St. Andrew's, but on this cold November afternoon, that streak was to end. St. Andrew's was only 3-2 going into the game, but a determined group of players led by Captain David Walker (alias Bunker Hill) was not to be denied. Loudie Wainwright scored twice and Peter Washburn once as the Cardinals upset the Hillers 22-8. After the game, the team boarded the bus and traveled back to Middletown as the sky darkened. Entering the School driveway, there was a bit of a letdown as no one was in sight, and it was very dark and dreary. Suddenly as the bus passed the first faculty home, the whole front lawn lit up with fireworks. One could see Bill Cameron and a number of students running around lighting off their goods. Cameron had returned after the game, obtained permission from the Fire Department in Middletown to set off fireworks, found all the miscreants from whom he had seized illegal fireworks over the years, and got them to help him set up this display. When the team entered the dining hall, all players and coaches received a standing ovation. Later that evening, Bill Cameron wrote his famous amnesty:

WHEREAS the St. Andrew's varsity eleven on Fri., Nov. 7, 1964 [sic] did travel to Wilmington and did there, between the hours of 3:00-4:30 P.M. work a round defeat upon Tower Hill varsity eleven on the field of honor, 22-8, and

WHEREAS in the course of that conflict Bunker Walker, Captain, suffered a black eye, D. Smith, Tackle, a wrenched knee, and Loudon Wainwright a fit of inspiration which with assistance carried

him to two touchdowns, and

WHEREAS T. Burton proved himself a man of many devices and Cadwalader brought great discomfort to and spread great dismay among those who sought to impede him, and

WHEREAS a fierce line opened great holes, blockers blocked and tacklers tackled with determination, vigor, and great effect, and

WHEREAS the defense defended with the ferocity of lions and courage of heroes, H. Smith and J. Rayner alone and between them accounting for 27 tackles, and

WHEREAS the coaches showed themselves sapient masters of tactical stratagems, the grand gambit, and those subtle acts of low cunning so necessary in the face of an alert, courageous and determined adversary, and

WHEREAS these by what they have done have brought glory upon themselves and have torn from us the mantle of mourning we have worn patiently and stubbornly through twelve years of defeat,

BE IT KNOWN THAT, on this day Saturday, November 7, 1964, and the day following, none shall work off conduct marks, that those on bounds, for these two days shall be released from bondage, and that marks totaled on Mon., Nov. 2, 1964 while shall remain on the record, will not be counted when conduct averages are cast to determine departure day for Christmas.

Thanks be to God. Amen.

*Respectfully submitted, William H. Cameron,
Chairman of Discipline Committee
Enthusiastically approved, Robert A. Moss,
Headmaster*

1995: Boys' Basketball Wins DSC Tournament

For several years, the Independent Conference held a tournament similar to collegiate conference championships at the end of the season. It was a chance to play for a championship no matter what place a team finished in the Conference standings. However, there were few upsets over the years, and Sanford won the tournament consistently. But 1995, the last time the tournament would be held, defied all odds. St. Andrew's placed third in the league and would play second place Tatnall, who had beaten the Cardinals twice during the regular season. Fifth place Tower Hill won its playoff game against Friends to earn the dubious distinction of playing perennial champion Sanford in the other semi-final game. Tower Hill pulled off a major upset by defeating Sanford and St. Andrew's scored in the final second when Mark Mazzocco tipped in a shot from Kirk Kieffer to defeat Tatnall.

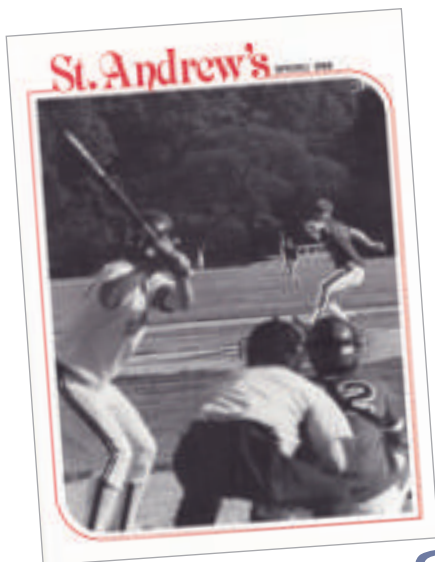
The unexpected final of St. Andrew's (third seed) vs. Tower Hill (fourth seed) was to be played at Tower Hill on Saturday evening. I was athletic director at the time, and I had a plan. We got four busloads of students all dressed in red off to Tower Hill at 5:00 p.m. after an early supper for the 7:00 p.m. game. I had worked a baseball camp at Tower Hill and knew how to get into the gym; so by 6:00 p.m., the

Tower Hill gym was completely filled with people wearing red except for the one set of stands behind the Tower Hill bench. When the Tower Hill fans arrived at 6:45, they realized St. Andrew's had turned this into our home game.

Tower Hill led by 10 points with three minutes to go when Coach Bobby Rue called a time-out but left the talking to Captain Andrew Sykes '95, who gave a fiery speech concluding with "we are not going to lose this game!" Charlie Gaeta '95 made steal after steal, threw an impossible pass to Josh Pray '95 who put in a lay-up to bring the Cardinals within two. With time running out, Gaeta made an amazing shot to send the game into overtime. The defense was outstanding, and the lead shifted back and forth; but with four seconds remaining, and the score tied, Josh Tayloe '95 hit a jumper and was fouled. Tayloe sank the foul shot, and, seconds later, a Tower Hill shot bounced off the rim and a flood of red shirts mobbed the team and coaches.

It was a memorable night for the Colburns as our daughter, Clair '87, and Marc Melitz (Bobby Rue's college basketball teammate and roommate), drove from Maryland to see the game and announced their engagement. There was much to celebrate that evening.





1988: Baseball defeats Tower Hill to grab share of DSC title

This game was supposed to have been played earlier in May but was postponed due to rain. Tower Hill had been ranked as high as fifth in the State and had defeated St. Andrew's 5-4 in the previous league game. The Hillers were 6-1 and St. Andrew's, a surprising 4-2. Tatnall had already finished its conference schedule with a record of 6-2. If St. Andrew's could defeat Tower Hill and win against Sanford the next day, it would result in a three-way tie for first place; otherwise, Tower Hill would be the lone champion.

St. Andrew's scored the only run of the game in the bottom of the first when Jeff Miller '90 singled, stole second, went to third on a ground out and scored on a sacrifice fly by Dave McCrystal '88. Then the game settled down to a pitchers' duel between the Hillers' ace, Ricky Bush, and the Cardinals' ace, J.P. Blandin '88.

After loading the bases in the top of the second, Blandin got the next hitter to pop up for the third out. In the bottom of the fifth inning, Tower Hill had runners on second and third with two outs. I went to the mound, and Blandin expected me to ask him to walk the next hitter, the dangerous Ricky Bush, to set up a force play. Instead, I told Blandin that this is what pitching is all about—facing a good hitter in a clutch situation is a chal-

lenge that good players relish.

Instructing Blandin to become a bulldog and pitch Bush as tough as he had pitched to any hitter in his life, I left the mound. On the first pitch, Bush lined a ball to short left field. Everyone's heart stopped. Left fielder Van Barker '88 reacted immediately as the ball came off the bat. Diving at the last moment, Barker made a spectacular one-handed catch preventing the expectant runners from scoring.

In the top of the seventh with two out and a runner on first, the Tower Hill batter hit a grounder to second baseman Jeff Trabauda '88 who fielded it perfectly and tossed to Jeff Miller '90 covering second for the final out. The stands were filled with students and faculty dressed in red, and they all raced on to the field to salute the team. However, first thing Mrs. Colburn did after the game was to find a parent with a cell phone so we could call Mr. McCrystal, who rarely missed a game. Unfortunately he was in the hospital and waited anxiously for news. Needless to say, he was excited to hear that we had won and that Dave had driven in the only run. St. Andrew's defeated Sanford 16-4 the next day, and thus the Cardinals ended in a three-way tie for the Conference championship.

1986: Field Hockey defeats powerhouse Tower Hill

Since the fall of 1978, when the Delaware Independent Schools Conference first had champions in girls' sports, Tower Hill and Wilmington Friends had dominated league play in field hockey. One of these two schools had won the Conference Championship each year since DISC play started, and Tower Hill had shut out the Cardinals earlier in the season. However, since that loss, St. Andrew's had allowed but one goal and only when they had a 5-0 lead and the second-string players were in the game.

St. Andrew's had a number of players who defined themselves as strong student-athletes and they, along with Head Coach Elizabeth Roach, believed they could win against teams they had never beaten before. The next Tower Hill contest was played on St. Andrew's field, and the play went back and forth from one end of the

field to the other. But the Cardinal defense of Sandy Tarburton '87, Liz Baxter '88, and Clair Colburn '87 made a statement that the defensive end of the field belonged to St. Andrew's. Kim Egan '88, who earned eight shutouts throughout the season, made several spectacular saves, while the defense continued to clear balls swiftly and precisely to the links. Wings Martha Palmer '88 and Anne Marie Rosas '87 made their shots count giving St. Andrew's a 2-0 lead. Yet, the Hillers were a dominant team, and no one felt secure until the final horn went off giving the home team an impressive win over the perennial State Champions.

St. Andrew's went on to defeat the Catholic League Champion, St. Mark's, in their next game to break into the top-ten rankings while earning its third trip to the Delaware State Tournament.



1981: Boys' soccer wins State Championship

Entering the 1981 State Championship Tournament, William Penn High School, with a record of 13-0-1, was the hands-down favorite. William Penn had allowed only four goals to be scored all season and had one of the state's best scorers, Gary Percy, who had netted 22 goals. St. Andrew's was the Independent Conference Champion with a record of 11-2-1 and had to face Caesar Rodney H.S., the No. 2 team in the Henlopen Conference, in the first round. Tad Roach, in his first year as head coach, and assistant coach Will Speers prepared the team well for this game, which the Cardinals won 2-0. It was not an easy win, as we had to score twice in the last 10 minutes on goals by John Austin '83 and Bob Tarburton '82.

This victory earned St. Andrew's the task of facing the No. 1 team in the state, William Penn. It was a rainy night, and as I walked by the William Penn locker room, all I heard was talk about facing Concord in the finals. William Penn jumped out to a 1-0 lead in the first half, and at halftime someone on the team made the comment that St. Andrew's had barely touched the ball. Coach Roach challenged the team and told them that anyone who wanted to go home could, but if he stayed, he was going out there to win. The team responded perfectly, and John Austin tied the score on a penalty kick early in the second half. Twelve minutes later Austin scored again with an assist from Bob Tarburton. John Rath '83 marked William Penn's top scorer so closely that he never got off a shot close in. The defense and goalie, R.J. Beach '82, stopped everything, but the last 10 minutes of the game seemed like an eternity. It was a stunning upset, but I had to leave immediately after the game for Boston to take care of my mother's funeral arrangements and could not stay around to enjoy

the celebration. *The News Journal* had several pictures the next morning, but they were all of the dejected William Penn players rather than the victorious Cardinals; we were all disappointed in that.

I returned to Wilmington an hour before the Championship game against Concord, who was in the finals for the sixth straight year, and, once again, we were the underdogs. There were some interesting twists to the game. Our goalie, R.J. Beach, had been at Concord but transferred to St. Andrew's as a junior because of strikes taking place in the Wilmington school system. Also, Beach was not selected as the goalie on the Independent All-Conference Team. There were things to prove to the conference and state.

The halftime score was 0-0 with Concord controlling more of the play. But Roach's strategy of substituting an entire midfield line several times during the game helped keep everyone fresh. Although the score at the end of regulation play was still 0-0, the momentum was swinging in our favor. Suddenly in overtime, Brian Shockley '83, Austin, and Hugh Marthinsen '82 scored in rapid succession with assists from Peter Orth '82. Ned Groves '82, Rath, and Beach anchored a strong defense, and the Championship was ours. Coaches Roach and Speers did a terrific job of getting the players to believe in themselves, and with the support of the entire school—students, faculty, staff, and Trustees—they won the first soccer championship in the School's history.

Bob Stegeman, the academic dean, made the statement that St. Andrew's interrupted exams to play in the tournament. But according to a number of players, we interrupted the tournament to take exams.



2004: Girls' Lacrosse wins triple overtime semi-final against Tower Hill

St. Andrew's entered the 2004 State Lacrosse Tournament as the No. 2 seed but as the favorite to repeat as state champions. In the first round, the Cardinals lived up to their reputation and defeated Archmere 18-3. Because of the seeding system, St. Andrew's was seeded second and had to play the number three seed, Tower Hill, in the semi-finals; these two teams should have been seeded No. 1 and No. 2 and put in opposite brackets but this was not the case. In two previous contests during the regular season, St. Andrew's defeated the Hillers 18-14 and 16-6 but both games were hard fought and neither win was as easy as the scores indicated.

The semi-final game was played in Middletown on a bright, sunny afternoon, and we jumped out to a 10-4 lead with less than a minute to play in the first half. A strong cheering section of Mrs. Colburn, Paige Bayless '06, Ashley Panichelli '06, Fitz Barth '06 and I sat in the stands and were proud of being such a positive force behind our team's early success. However, things changed quickly in the final 30 seconds of the half as Tower Hill scored twice to narrow the gap to 10-6 at halftime. After trading goals early in the second half, Tower Hill scored four times to tie the score at 11-11. Our cheering section increased its intensity, and Ashley Holbrook '05 put us ahead 12-11. Tower Hill used a patient, deliberate style of play, which resulted in two more goals and a 13-12 lead. Sara duPont '04 tied the score with a goal, but the Hillers went ahead with seven minutes to play. The clock ticked down to two minutes, and then the scoreboard clock stopped so we had no way of knowing exactly how much time remained. Our cheering section raised its intensity to an even higher level. We had shots but could not score until Daphne Patterson '04 picked up a loose ball at midfield and raced toward the goal. She was slashed and given an eight-meter shot, but no one knew how much time remained.

Daphne went to the goal, scored, and sent the game into overtime, with the game tied at 14-14. Only later did we learn that Daphne scored with only 16 seconds remaining in regulation time. In the first three-minute overtime, Tower Hill scored with five seconds remaining. A second overtime period began, and as time ran down, Patterson missed the net, duPont's shot was saved, Jesse Nunn '05 hit the post, shots from Patterson and Behle Holbrook '07 just missed the net, but with 21 seconds left, Nunn passed to Ziza Craig '05, who moved in and scored. With the score tied at 15-15, the game moved into sudden death overtime. On the ensuing face-off, Sarah Walter '04 flipped the ball toward the Tower Hill goal. Behle Holbrook picked up the ground ball, outran two Tower Hill defenders and bounced the shot in the net for the 16-15 victory. Our cheering section went wild as all the students raced onto the field to congratulate the players and Coach Sarah Commito.

Two days later, St. Andrew's won its second consecutive state championship by defeating Caesar Rodney 20-5. But the game-of-the-tournament had been played two days earlier.





The Life of a School

By Hope McGrath '01

Witness to history

As St. Andrew's celebrates its 75th anniversary, this occasion is not just a time to remember the dream of its Founder, or even the group of distinguished men who dedicated themselves to this vision. Looking back at the School's first days and years, we remember that in the not-too-distant past,

St. Andrew's was nothing more than an idea and a parcel of land on Noxontown Pond. After crews of laborers raised the beautiful Gothic structures designed by architect Arthur Brockie, the perhaps larger work still lay ahead: transforming this campus into a school and home for young men.

While the letters, notes, articles, speeches and sermons of the

founders, architects, and the first headmaster, Walden Pell II, relate invaluable information about their hopes for the School, another historical treasure illuminates for us, three-quarters of a century later, what it must have been like to see this School emerge from the rich topsoil around Noxontown. Indeed, these artifacts from St. Andrew's past reflect the keen

historical work of a woman who bore witness to 28 years of the School's young life.

We know that Edith Pell, the first headmaster's wife, filled a vital role throughout her husband's tenure—helping him manage the School, providing a place of welcome for visitors, trustees, faculty and students. She also incurred many social obligations as the young headmaster's wife, appearing at teas and parties to which they were invited by Wilmington, Philadelphia and New York society. Yet the traditional sources on the School's history are sadly lacking information about Edith. She left us, however, an incomparable gift in the form of her scrapbooks, which tell us so much about the School and perhaps even her role in its genesis. Begun in the School's earliest phases, when Founders Hall was nothing more than an incomplete foundation, these scrapbooks trace St. Andrew's, in its most varied dimensions, all the way through the Moss years.

As Walden Pell II writes in his introduction to *A History of St. Andrew's School*, he first heard of a new boys' school to be built in Delaware from his "bride of a few months," Edith Pell, who read aloud from *The Berkshire Evening Eagle* about the future St. Andrew's School. One month later, Waldy would receive a visit in his classroom at the Lenox School from A. Felix duPont and Allan J. Henry

that would bring the prospect of this new school into intimate relation to his own life. Edith would remain a key part of his relationship to this Delaware school for the next 30 years.

Reverend Pell received an offer from duPont to head the new school before he had ever seen the future site. In response, Pell wrote that, "Edith and I thought it over, prayed a lot about it, pestered our friends for advice," and then decided to visit the site on Noxontown Pond.

Documenting Lives

Beginning with these first photographs of the School's construction, the scrapbooks map the events of St. Andrew's and its alumni even after the Pells' retirement. Reproducing the experience of exploring these massive volumes is no easy task, for Mrs. Pell's work resulted in no ordinary scrapbooks. Rather, they seem to encompass an exhaustive range of materials from and about the School, including snapshots of the faculty, staff, and boys; dozens of editions of *The Cardinal*, as well as a variety of "alternative" student publications; notes to the headmaster, and messages posted on the main bulletin board; announcements of all types, those authorized by the administration but many that were not; telegrams, letters, and, as the years progressed, wedding and birth

announcements from alumni; and finally, of course, a remarkable collection of newspaper clippings, hailing from local sources but also from Philadelphia, New York and around the world.

Turning the stiff, tan pages of the leather-bound books provokes a host of questions about the School's founding and first years, as well as about Mrs. Pell herself. First, what does her careful work reveal about the School and its people that the writing of School fathers could not? And, perhaps a more challenging question, what do these scrapbooks tell us about Edith Pell and her role as the first headmaster's wife; what about these particular clippings and other miscellany did she think merited their preservation?

Edith Pell watched as the teams of workmen laid the foundation for Founders Hall. She and Waldy first lived at the School farm with the Cochrans, and then in an apartment in Founders, before the Headmaster's house was completed. Mr. Pell wrote to parents of enrolled students in the summer of 1930 that he and Mrs. Pell would be "in residence" at St. Andrew's beginning on August 20 and pleased to give parents a tour of the grounds. Already, her son, Stuyve Pell, noted, "she knew the Founder's and others' (including her 27-year-old husband's) dream and vision. . . for the School and especially for the boys and for the faculty and staff. She knew,

too, that you only got one chance to make a first impression. . . .”

Of course, completion of the building project was not the only prerequisite to opening the School to students; people were needed—faculty and staff and students who would occupy these great stone structures were also actively recruited. From Mrs. Pell’s compilation, one might infer that it was these people—the events of their

lives, their interactions, the idiosyncrasies that would characterize a small community like St. Andrew’s—that would engage her mind and attract her interest.

In perfect script Mrs. Pell wrote on the signs below, “Notices put at front door of the School before it opened.”

After his recruitment by duPont and Henry, Walden Pell II took on a critical role in the direction the

School would take. He worked intimately with Brockie, the architect, on the design of the buildings and was responsible for recruiting faculty and creating a schedule for the boys that would incorporate the academic, athletic, religious and other values of the School. And all this was to be done in a matter of a few months! With the various components that would come together before the School welcomed its first students, it is difficult to grasp the scope of this undertaking and the Pells’ responsibility in organizing these many aspects of the School. What fragment of this period would possibly represent what it was like for the Pells to prepare for the opening of School that summer?

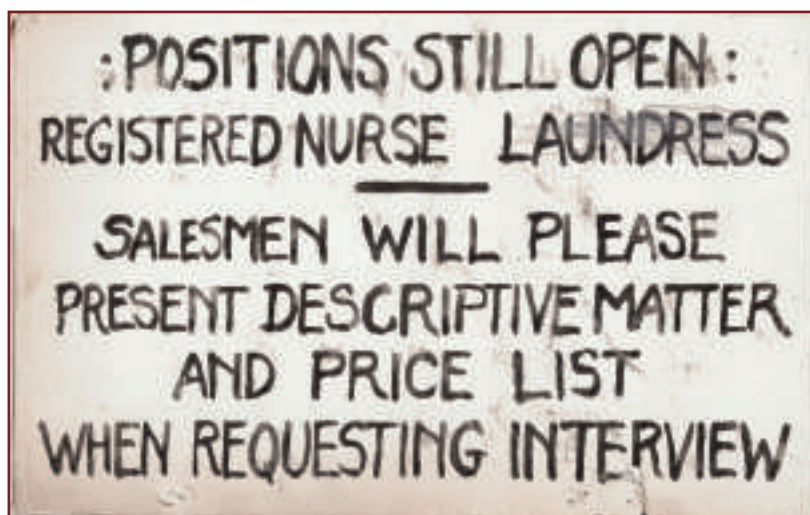
Among Mrs. Pell’s first artifacts is a “to do” list: a large piece of 11 x 17 inch paper with four columns of tasks to be completed. She wrote as a caption, “A small part of the list of things to be done before School opened in September 1930.”

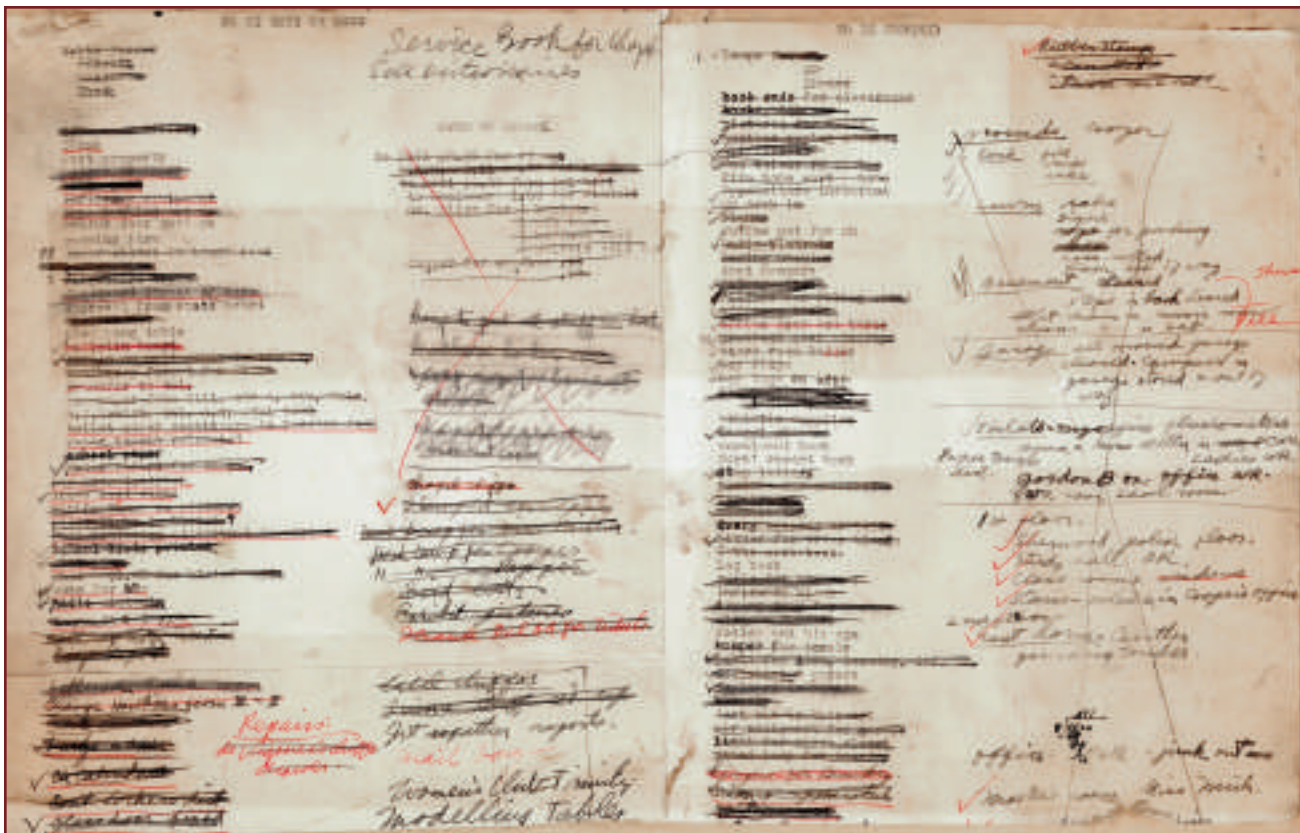
Originally the list was type-written, but the “final” version preserved in the scrapbook has countless additions in pencil and several colors of ink, and in different handwritings. Like any involved list, many items are crossed off, completed, while in other corners there are notes, fragments of thoughts, even a long-division problem quickly worked out, right next to a note: “Pell—office—junk out.”

This collection is remarkable in part because of the juxtaposition of items Mrs. Pell saved. She pasted this list opposite more “conventional”



Edith Pell saved these signs from the months before St. Andrew's first opened in 1930.





An exhaustive list of small jobs reveals the challenges faced by the Pells in getting the School ready for the first Opening Day.

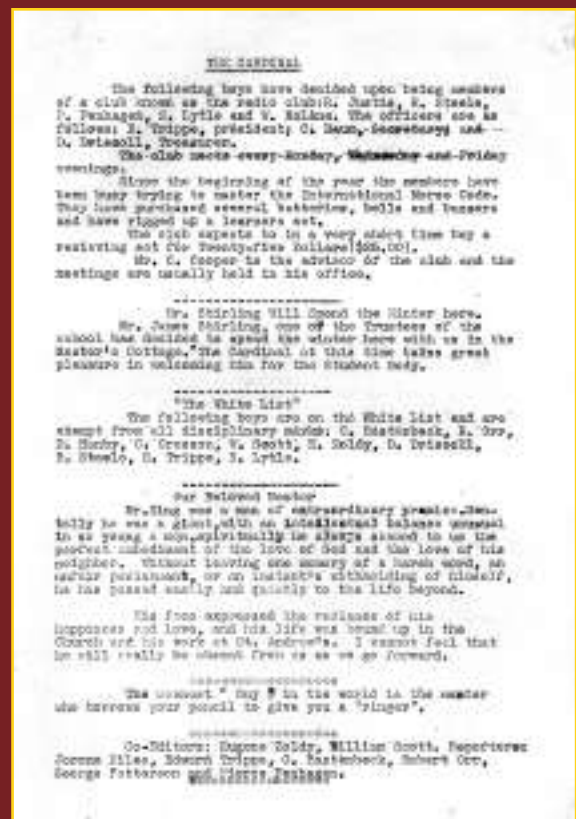
scrapbook material: a series of articles on St. Andrew's that appeared in the Wilmington newspaper, the *Every Evening*, in the fall of 1930. As construction proceeded and the Pells worked with a growing staff to ready the campus for students, the larger Delaware community reported on the new School with much anticipation. The *Every Evening* headlines read: "Gothic Lines Used in Newest School," "St. Andrew's Will Be Operating Soon," and "Church School to Favor Innovations."

Yet in preserving this complementary piece of St. Andrew's his-

tory, Mrs. Pell leaves us a better picture of what it was like to be part of their progress: local residents read with eagerness about the School's impressive architecture, but her "to do" list, with its amusing details, gives shape to a hazy period in St. Andrew's pre-history.

While keeping track of so many details on campus, Mrs. Pell also took note of how the rest of the community perceived the School's beginnings. Mrs. Pell must have clipped every article about St. Andrew's appearing in the Middletown and Wilmington

papers. These were months of momentous events; the scrapbook contains the newspaper articles and program for the ceremony for laying of the cornerstone on November 30, 1929, St. Andrew's Day. The papers were likewise filled with the dual celebration on October 14, 1930, marking both the formal opening of the School and the tenth anniversary of Bishop Philip Cook's consecration. Two thousand people reportedly attended this event to honor Cook and the School, including 15 heads of church schools.



The first issue of *The Cardinal* reported early campus activity, athletic results and a stirring tribute to Rev. James King, who died in a boating accident on Noxontown Pond.



Articles from the *Every Evening* heralded the opening of St. Andrew's School.

Of course, Mrs. Pell was not satisfied to keep just these official articles; she pasted alongside of them telegrams and notes of friends who could not attend the festivities.

School Life Takes Shape

While the founders, Pells and first faculty and staff strove to design St. Andrew's to promote certain qualities—a place of “definitely Christian character,” as A. Felix duPont put it—the boys would also take a hand in the School as it evolved in its first years. On November 18, 1930, the first edition of *The Cardinal*, the first formal School newspaper, appeared at St. Andrew's. Typewritten on sta-

pled sheets of white paper, *The Cardinal* reported on sports, local events and various goings-on among the student body, and describes some of the first moves made to create a community of the boys so recently arrived at St. Andrew's.

Football news was quite important in these first seasons, as St. Andrew's struggled to assemble a team. In good humor, *The Cardinal* reported a series of lost games, even lost causes, against such superior competitors as Episcopal Academy and Middletown. In particularly good humor, the paper reflected: “Our first game was with Tower Hill and we lost 19-0. The first half was our



Dr. Pell with daughter Melissa.



A group of young tennis players.

Waterloo. The second half we held much better."

The student body was beginning to organize itself in other ways, too. This first edition of *The Cardinal* reported the formation of the "Radio Club." Familiar among the first officers is the name "C. Baum." *The Cardinal* wrote, "Since the beginning of the year the members have been busy trying to master the International Morse Code. They have purchased several batteries, bells and buzzers and have rigged up a learners set." Perhaps the boys thought Morse Code might come in handy in the dormitories after lights-out.

Beyond the daily schedule of jobs, chapel, classes and study



A typical page from Edith Pell's first scrapbook, which chronicled the School from 1929 to 1949.

hall, St. Andrew's could, at moments, be a place of leisure. Mrs. Pell tried to capture these moments as well, including photographs of the boys rigging up the

sailboats, a snapshot of Waldy with their baby Melissa and a very young looking tennis team with their racquets raised in enthusiasm.

(Continued on page 44.)

SCRAPBOOK PROFILE:

Holly Whyte '35

The thirty-plus-year span of Mrs. Pell's scrapbooks traces not only the life of a School but the lives of some of its noted early alumni. From the number of times William Hollingsworth ("Holly") Whyte's name appears while still a student, one might imagine that the future assistant managing editor of *Fortune* and celebrated American cultural critic either held a special fascination for Edith Pell, even as a young man, or else he was simply "into" everything. Whatever the case, her scrapbooks show that Holly found his way into print well before his work would grace the pages of *The New York Times* and other national publications.

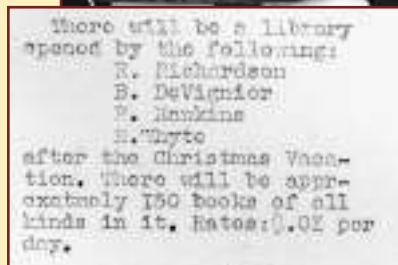
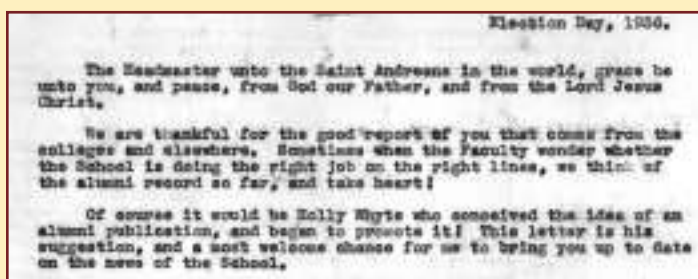
Only months after *The Cardinal* established itself as the official school newspaper, an alternative news source appeared. In the words of its editor-in-chief, Holly Whyte, *The Textbook* "was created, not with the intention to interfere in any way with the doings of *The Cardinal*, but to record the minor doings and seemingly trivial affairs of the School which of course, *The Cardinal* has no room for." *The Textbook* would keep its finger on the pulse of the boys' daily lives, reporting on those who were sick or naughty, recording jokes and generally accepting whatever contributions the boys felt compelled to submit.

Whyte was nothing if not enterprising as a student. About the same time *The Textbook* came on the scene,

four boys, including Whyte, opened a "lending library." Of this project, Whyte advertised, "There will be approximately 150 books of all kinds in it. Rates: \$.01 per day."

Whyte's connection to the School would not falter after his graduation. In fact, Mrs. Pell's documentation indicates he may be credited with the efforts to establish a real alumni body of St. Andreans. In the fall of 1936, Walden Pell II wrote a newsletter of sorts to the recent graduates, updating them on the number of boys enrolled in the School for the term, new editions in the library and the lives of the faculty and their families. The headmaster began his letter: "Of course it would be Holly Whyte who conceived the idea of an alumni publication and begun to promote it! This letter is his suggestion, and a most welcome chance for me to bring you up to date on the news of the School."

And even before Whyte made his mark on American sociology, he was still being monitored by Mrs. Pell's watchful eye. She clipped an article from the Princeton newspaper announcing, "Whyte's 'We Rileys' Wins Intime Award." The article noted that Whyte, winner of the undergraduate award presented to the author of the best student play, had been president of the dramatic society and directed and acted in two original plays during his time at St. Andrew's. The newspaper further reported that, "It is also said that his excitement in connection with the first of these was so great he forgot to learn his own lines." But, of course, Mrs. Pell didn't just clip articles on Holly; her ticket stub pasted below the reviews attests her presence at a performance of his play at Princeton.



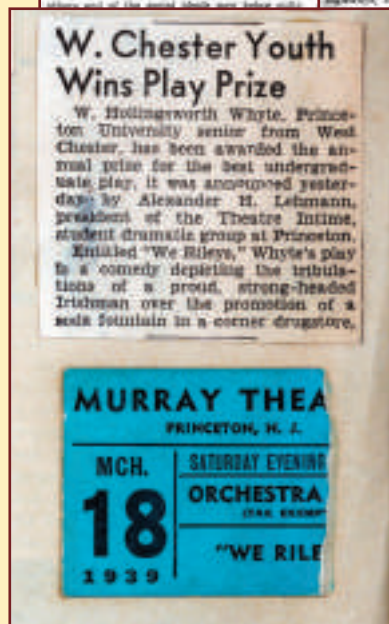
Of course, Holly's career would take off with *Fortune* magazine in the mid-1950s, and his writing made its way into the pages of *The New York Times*. In the second of Mrs. Pell's three large scrapbooks, she pasted Orville Prescott's review, dated April 7, 1952, of Whyte's *Is Anybody Listening? How and Why U.S. Business Fumbles When It Talks with Human Beings*. Calling the book an "informed and irreverent discussion of the way business talks to itself and to others and of the social ideals now being cultivated in the higher echelons of the great corporations of America," Prescott praised Whyte, then assistant managing editor of *Fortune*, and his "extensive research." The book was one of the first mid-century works interested in the corporate structure, its organizational values and its relationship to American culture more generally. Early on, Whyte was interested in "the present epidemic of conformity," propagated by the American corporate structure, a theme he would return to throughout his career.

Mrs. Pell again found herself clipping articles on Whyte, as she saved the *Times*' review of what would be his most famous work, *The Organization Man*. This time, Prescott spared no praise for the author, calling the book "truly important," and Whyte himself "a brilliantly gifted student of the customs of his country and an awesomely industrious investigator." His emphasis on the perils of "the group" and "belonging" created

what the reviewer called a "frightening picture of a complacent society in danger of petrifying its satisfaction with the status quo."

Whyte tackled aspects of contemporary culture that were not even on the radar screen for many cultural critics in the late 1950s. Indeed, *The Organization Man*, along with much of his later writing and thinking, remain critical efforts in 20th Century American cultural studies. Could Mrs. Pell have seen in this young

entrepreneur the flashes of brilliance that would later make him one of the foremost critics of the American corporate ethos? Her clippings pique our curiosity but cannot answer those questions.



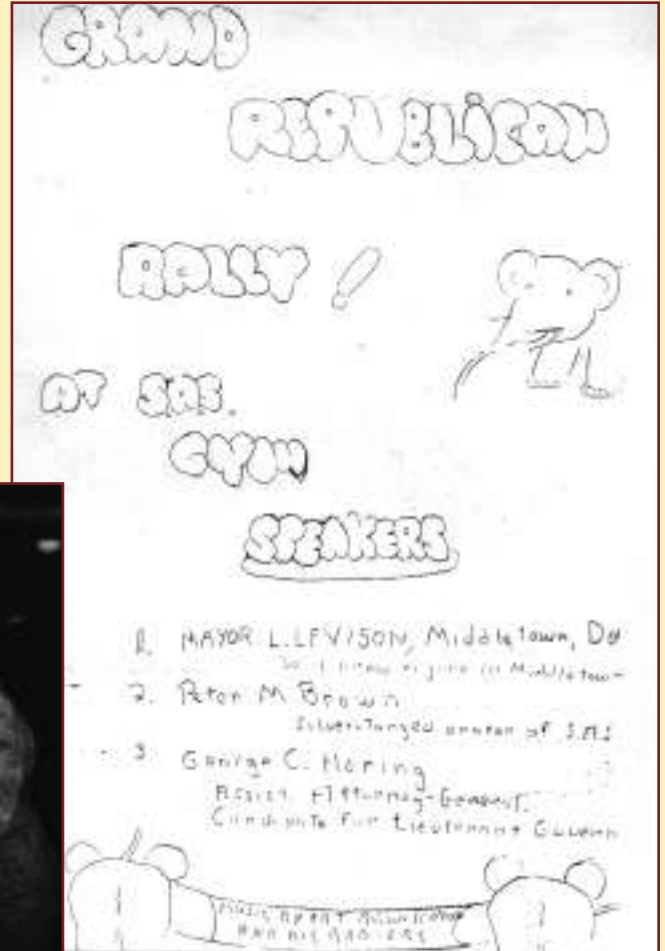
SCRAPBOOK PROFILE:

Peter M. Brown '40

It's possible the "silver-tongued orator of SAS," Peter M. Brown, made his debut at this "Grand Republican Rally." But greater political stages lay ahead, and again Mrs. Pell would be there to take note not only of the "official" progress of these men, but their personal connections to the School as well. On a piece of U.S. Government memorandum paper, Peter M. Brown dashed off the following to the Pells:

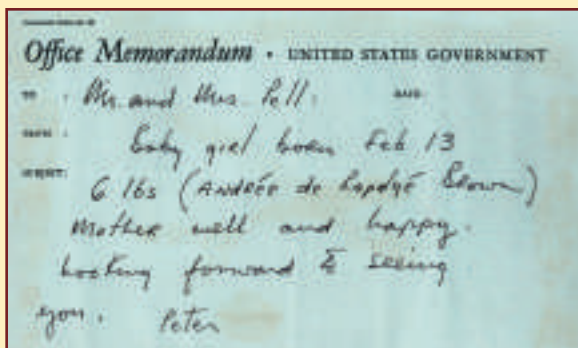
"Baby girl born Feb. 13. 6 lbs (Andrée de Rapalyé Brown) mother well and happy. Looking forward to seeing you. Peter."

That note found its way into Mrs. Pell's second scrapbook; by the third, Brown would be firmly established as a leading U.S. prosecutor, involved in the most celebrated cases of the 1950s and 60s. Early in 1956, Mrs. Pell clipped an announcement of his resignation as assistant attorney general for the southern district of New York. The newspaper reported that Brown had "successfully prosecuted the first two federal racketeering cases in the east in the last 12 years." This was the era of the feds' investigation and prosecution of the International Longshoreman's Association (Ind.) and other waterfront unions, portrayed famously in the



film *On the Waterfront*, and Brown was at the frontlines.

But private practice would anything but shield Brown from well-known cases. Later that year, he was again making headlines, this time for his role as mediator between the New York gangs who inspired "West Side Story." Mrs. Pell's clipping read: "Warring East Side gangs sought to resolve their differences last night in a mediation with Peter M. Brown, a former Assistant U.S. Attorney General." Opposite that article, the Episcopal magazine, *The Living Church*, featured Brown on its cover. A mild-looking young man in glasses sits at a desk surrounded by books, with the unexpected headline, "Peter Brown, Mediator at truce talks of New York City teen-age gangs." The "peace talks" between the



Enchanters and the Dragons followed a shoot out days earlier when two young men were shot down amid violence on the streets. The boy who performed so passionately at his high school debate looked a bit more subdued, but undoubtedly as articulate as Edith Pell remembered him.

the Living CHURCH

September 2, 1956

5th Anniversary
of Seabury Press — P. 16.



TEEN GANGS MEET FOR TRUCE TALKS

14 Combatants Join Closed Session With Mediator

By CLAYTON KNOWLES

Warring East Side gangs sought to resolve their differences last night in a mediation session with Peter M. Brown, a former Assistant United States Attorney.

The peace conference was accepted voluntarily by representatives of the enigmatic Enchanters and Dragons. Five nights earlier two boys had been shot down in an outbreak of violence.

The Spectator, alias of the Enchanters, took an direct part in the mediation, which officials hoped might bring peace to areas other than the lower East Side. The rival gangs have "brother" slugs in other parts of the city that were making the situation.


As the secret talks proceeded at 14 Trinity Place, four social workers, two clergymen and two other neighborhood representatives sat in to assist.

Mr. Brown was invited to participate by the representatives of the Lower East Side Neighborhood Association and the Youth Board after their offer of mediation had been accepted by the gang leaders.

Now a trial lawyer with Cadwalader, Wickersham & Taft, Mr. Brown served from 1953 to 1955 as an assistant in the office of the United States Attorney for the Southern District of New York. Prior to that he had been assistant counsel to the New York Crime Commission and a special assistant state's attorney.

Peter Brown, Mediator at truce talks of New York City teen-age gangs (p. 9).

Peter M. Brown Resigns As U.S. Attorney's Aid



Peter M. Brown Taft.

Prior to joining the federal staff, Mr. Brown, 33, was a senior assistant counsel of the State Crime Commission.

After more than five years of hammering away at pier crime and labor racketeering, Peter M. Brown today resigned his post as an assistant U.S. attorney. He will return to private practice in the law firm of Cadwalader, Wickersham & Taft.

His resignation was announced by Paul W. Williams, U.S. attorney for the Southern District of New York. Mr. Williams said that Mr. Brown "successfully prosecuted the first two federal racketeering cases in the East in the last 12 years." One case involved a \$27,000 shakedown of the American Sugar Refining Co. by several officials of the International Longshoremen's Assn., (Ind.)

The second case involved a number of teamster union officials in the extortion of \$64,000 from firms in the milk hauling industry.

St. Andrew's School
MILWAUKEE, WISCONSIN

April 19th, 1922

WATER RULES

AS SOON AS RETURNED BE ALLOWED BY AUTHORITY OF THE COMMANDANT:

1. Boys who have passed a swimming test may go out in boats under the following conditions:
 - a) The water must be warm enough for comfortable swimming.
 - b) There must be at least two and not more than four boys in the boat, all of whom must have passed the test.
2. No boy may go out in a sailboat unless there is a master within sight and hearing, and then only when the sailing flag is flying at the office.
3. No boy may swim anywhere during term unless accompanied by a master. Note:
For three Fifth or Sixth Formers who have passed their swimming tests may swim together, provided that not more than two are in the water at the same time, and not less than three boys are in the party.

THE LIST OF THOSE WHO HAVE PASSED THEIR SWIMMING TEST IS KEPT POSTED ON THE HULLMAN BOARD.

Tracy Rose
TREASURER

The picture Edith Pell painted of St. Andrew's extended beyond Founders Hall and even beyond the students; it seems no aspect of School life escaped the notice of the young headmaster's wife. She kept all manner of announcements posted for the School community, ranging from a declaration of smoking privileges granted in the spring of 1933, to the schedule of chapel services and altar boys for the same term, as well as a list of "water rules," signed by Mr. Pell himself—the guidelines for use of the waterfront including swimming and boating. Next to the very formal, bound pamphlet dated June 1933, "Report of the Headmaster to the Board of Trustees," Mrs. Pell pasted the complete schedule of final exams

From Mrs. Pell's diligently maintained collection of School publications and notices, a pattern emerges as one year followed another. This routine of fall sports and performances, leading to Christmas services and festivities and winter sports, gradually melting into the spring, with tidings of crew and commencement, is indeed one way to narrate the life of the School. But her scrapbooks provide other perspectives, too—

2nd Form Dormitory after Lights out

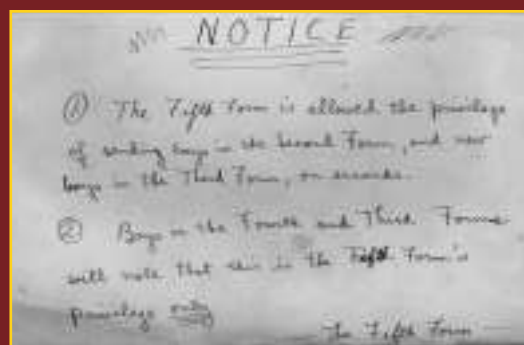
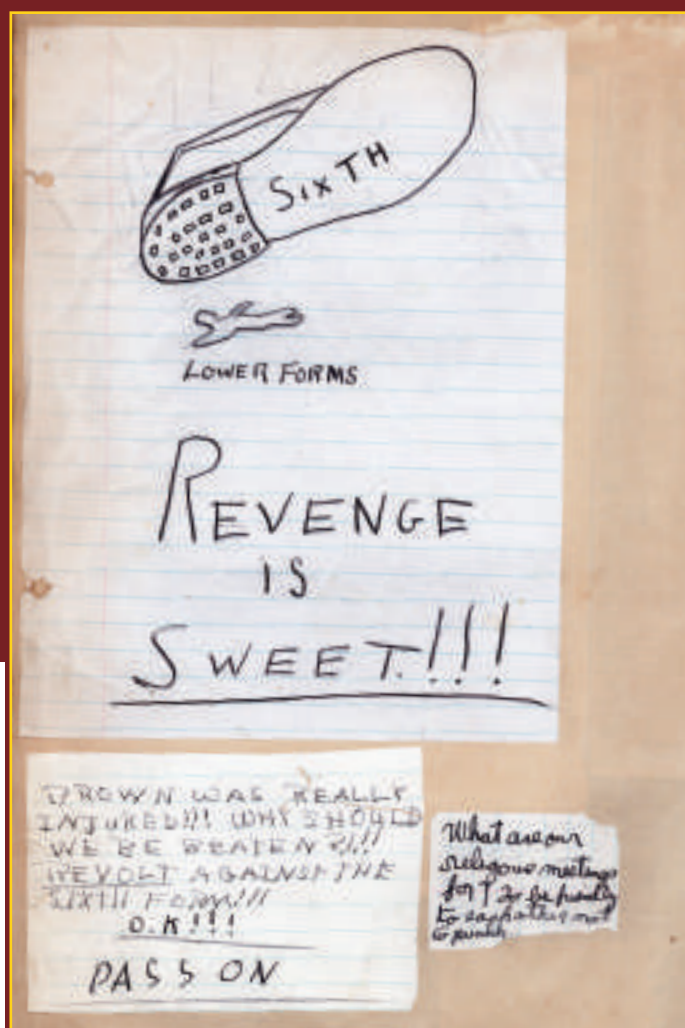
THEY DON'T KNOW THE 4 THINGS YET.

THE STINKY IS BEFORE THE STORM.

THEY LONG HAVE BEEN ON STOVES AND NOT GOTTEN HOTTER.

5 minutes AFTERWARDS

Above a sports schedule for winter 1938, and a program for an organ recital at the School in October 1937, Mrs. Pell pasted a large cartoon drawn in blue ink, entitled "2nd Form Dormitory after Lights Out." The drawing shows the lines of beds and the young II Formers waiting for their prefects to depart so they can talk and carouse. The various "voices" in



Student notes collected by Mrs. Pell (at left and above) reveal a School culture quite different than present day.

the cartoon reflect the conditions of winter spent inside a dormitory when the boys slept in large open areas, a situation famously described by Holly Whyte '35, much later, as "anarchy." The last frame has the young boys saying, "Let's raise a cheer!" and "Lookie, lookie, here comes Cookie!" while other tired boys implore, "Get out of my alcove!" and a more contemplative response, "Ain't love grand."

All in Good Fun

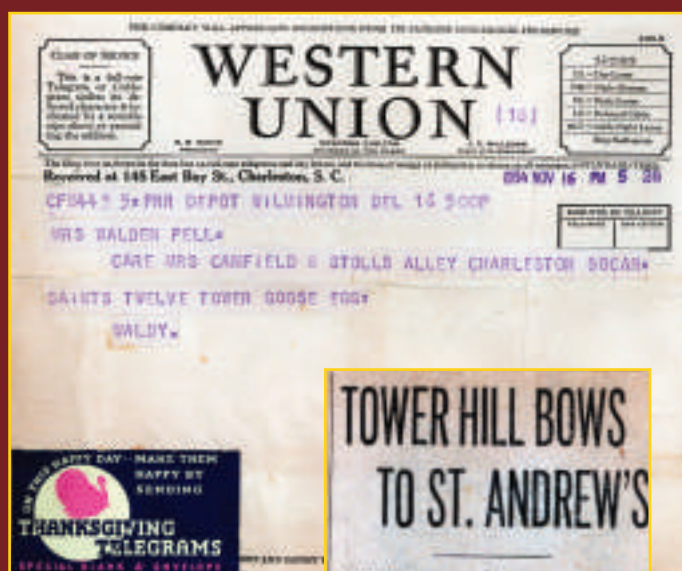
Today at St. Andrew's, students and faculty and staff exchange messages about the daily upkeep of the campus and reminders about jobs and responsibilities through the campus e-mail system. In early School history, the main bulletin board must have functioned in much the same way, and Edith Pell was a regular reader (and collector) of the messages posted there. She clearly

saw the humor inherent in the struggle between adolescent boys and the men and women who looked after them—an old boarding school story that daily wrote itself on the surface of the bulletin board in messages from masters, the nurse, the house-mother, the School farmer, and the campus caretaker.

Take, for example, a note (perhaps accompanied by a sigh of resignation) from Nurse Miller, "Mr. Pell, W. Sibert has a cold and should not row tomorrow—but I suppose he will. M.E.M." In a note posted on the bulletin board in an effort to encourage boys to clean up after themselves, "Will the boys who were cleaning fish at the sink in the garage please clean it out. This has been in this



Above, the Pells and Felix duPont (center) at a campus event.



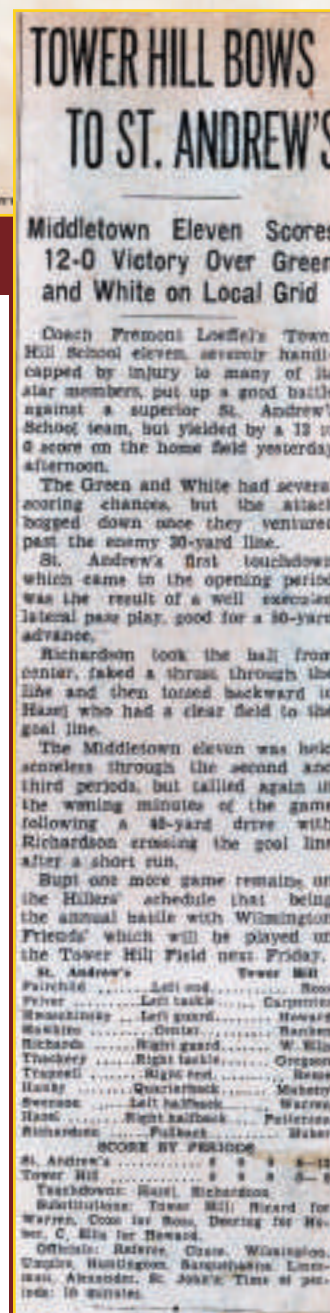
At right, the Western Union telegram from Waldy to Edith and local newspaper coverage reporting the St. Andrew's victory over Tower Hill in 1934.

condition since last Saturday. There are three fish not cleaned in the sink at this time. A suggestion that boys catching fish give to people at the School who can use them. Mr. Pell. Mr. Sherwood, Mr. Cooper, Mr. Foley, Mr. Wood." Another note expresses the chagrin of the superintendent of plant, Cedric E. Cooper, at a boy who has left something where it does not belong: "Mr. Pell—Will you ask the boy who has the pig in basement of garage to take it back to farm Mr Cochran wants it and I don't Cooper [sic]."

Besides domesticated animals set loose by boys, there was also the struggle to keep nature in check around the wooded, pondside campus. This aspect of campus life fascinated Edith Pell, who collected numerous messages regarding the

removal of black snakes from buildings, the capture of an owl that was brought, live, to Waldy Pell's office, in a bag, and even the eradication of rats from Nurse Meg Miller's beloved organ (she was the first organist and choir director at St. Andrew's as well as the first nurse).

It is clear Edith Pell had a soft spot for boys who got into a little bit of trouble, those who were naughty or played the occasional prank. Her children relate that this was true, and that she would often help the boys who were "on bounds" (restricted to campus) for disciplinary infractions by spiriting them away to her warm kitchen for haircuts. One of these early boys, James Perry '46 related, "Mrs. Pell served importantly as a sort of house mother to all of us.



THE CLASS OF 1940 COMES TO YALE

I was on bounds a good part of my time at St. Andrew's and would manage to get home by chewing on caramels and pulling my braces apart, requiring a visit to my Philadelphia orthodontist. Mrs. Pell called me aside one day and said I'd pulled that trick for the last time. . . . I could tell she was amused. I'm not sure Waldy was. She deserves recognition for her role as the warm-hearted partner of a somewhat austere headmaster. She was a wonderful person."

At the center, but in the background

One fascinating aspect of this massive undertaking is how rarely we are allowed a glimpse of its creator, Edith Pell, herself. In fact, the reader of the scrapbooks and the official histories of St. Andrew's begins to get the impression that this woman, who was so important to the success of the young School, kept herself intentionally out of the spotlight. But her attachment to the School and her association with St. Andrew's in the minds of its students is clear from her correspondence with graduates, who sent hundreds of cards, invitations, and announcements to her through the years. In St. Andrew's first years, a telegram sent from



ARRIVING AT VANDERBILT-SHEFFIELD HALL

SWENSON SAS '36

Mrs. Pell continued to look after the boys even after they graduated from St. Andrew's, saving the above clipping from the Yale alumni magazine.

the headmaster to his wife, away in South Carolina, bears witness to her engagement with the life of the School:

MRS. WALDEN PELL.
CARE MRS. CANFIELD 8 STOLLS
ALLEY CHARLESTON SOCAR.
SAINTS TWELVE TOWER GOOSE
EGG. WALDY.

And faithfully, next to this telegram, Mrs. Pell pasted the corresponding Cardinal, with large headlines: "Tower Hill Beaten 12-0," and "Tower Hill Football Team Subdued for First Time in School History."

Even today, students from that time recall her fondly. Peter Megargee Brown '40 recently wrote, "Edith Pell. . . shunned the limelight. She was a sterling catalyst in the brilliant start-up of the School—she was devoted to every detail of the process. All her life she followed the early students with love, affection and encouragement."

As Brown properly notes, Mrs. Pell's attention to the growing St. Andrew's community did not falter even beyond the gates at Noxontown Road. In the fall of

1936, she clipped an article in the Yale Alumni Weekly announcing “The Class of 1940 Comes to Yale.” Drawing an arrow to one of the young men in the photograph, she had written, “Swenson SAS ’36.” She would maintain this habit of tracking St. Andrew’s alumni even after their high school graduations.

Each year, even after retirement, Edith Pell sent a birthday and Christmas card to every boy who had attended St. Andrew’s while she and her husband were leading the School. In fact, Edith Pell died on December 20, 1973, part of the way through the well over 1,000 cards she was writing to these “boys” in her favorite chair. Over the 43 years that she wrote them, these cards were answered in their turn with news from St. Andrew’s alumni. Indeed, as the scrapbooks multiplied they were increasingly filled with wedding and birth announcements, as well as clippings from national newspapers and magazines about alumni promotions and achievements.

The marvel of the scrapbooks is how they bridge time, and from this array of clippings and Christmas cards and birth announcements, many pictures of St. Andrew’s as a community surface from the large scrapbook pages. As early as the first year of the School’s existence, wedding

announcements appear for the young men of the faculty who soon found brides. Even after Waldy’s retirement and the couple’s relocation to Elkton, Maryland, Edith continued to clip articles from Middletown, New York, Philadelphia, and other newspapers well into the 1960s. Names once gracing the pages of the *Cardinal*, *Textbook*, *Tattler*, *Student*, or *Buzzard* would reappear years later in the alumni newsletters, the *New York Times Book Review*, and the *Philadelphia Inquirer* weekend magazine—and Mrs. Pell would clip the articles and preserve them, alongside countless other correspondence from the growing St. Andrew’s family. ❖

We are grateful to Lili (Pell) Whitmer, Stuyve Pell, Peter Megargee Brown ’40 and James Perry ’46 for their invaluable assistance with this article.

by Will Speers, Dean of Faculty

At the end of each summer, I speak at a four-day conference for new teachers to boarding schools, and without terrifying them, I try to make them aware of the monumentally awesome opportunity that awaits them in a few short weeks—and I emphasize “awesome” in its original meaning: “inspiring reverential fear.” To teach in a boarding school is an exciting and exhausting ministry. You are hired primarily for your intellectual acumen, but you will find most of your day spent counseling, driving, encouraging, pleading, listening, laughing, helping, hoping, shouting “No!” and even exhorting “Yes!” Whatever our intellectual passion is—art, physics, literature, history, Latin, geometry—those moments in class will take up a small percentage of our day and of our contact with students.

I don't think the current job description of a boarding school faculty member has changed significantly in my 26 years of teaching. St. Andrew's still seeks scholars who are excited about their field, athletes who want to coach, artists who want to direct and

help nurture the creative vision in others, adults who love teenagers and students. What has changed is the complexity of that teenager and the intensity of the world he or she inhabits.

The Great Faculty

What makes a faculty “great” for St. Andrew's? One, St. Andrew's is a place where teachers can continue to learn; they learn not only from their students but also, and perhaps most profoundly, from their colleagues. John Austin '83 notes that during his teaching career at St. Andrew's,

I have been able to co-teach courses with Monica Matouk, Elizabeth Roach, Tad Roach, Bobby Rue, Nigel Furlonge and Brad Bates. In the American Studies class, I have worked with John McGiff and John Higgins. As a member of the English Department, I have watched my colleagues conduct hundreds of orals with individual students. That is literally hundreds of hours when I have been able to watch—and learn from—my colleagues, a great



gift. These experiences have given me a perspective on the art and mystery of teaching that my many years of formal education could not. That St. Andrew's is such a place has much to do with the personal qualities of the faculty—their patience and generosity, their openness to new ideas and willingness to listen, their adventurousness, their love of learning and deep commitment to teaching.

“HUMAN ALWAYS”

A look at a great boarding school faculty



This faculty is not stagnant or satisfied. All of us ask for specific feedback in the form of detailed course evaluations at least twice a year. We learn from our colleagues and from our students constantly.

Two, we value and spend time talking as a faculty about teaching. This year we began meetings in August with a goal of developing a teacher observation program—not a program to evaluate teachers (one of the negative buzz words in schools today), but instead to cre-

ate what Tad Roach called “an academy of learners.” By inviting other teachers into our classrooms, we have gained a second set of eyes in our classrooms.

For example, John McGiff asked me to visit his art history class to help him with class discussion—were his questions provocative, leading, coherent? Were the students only responding to his questions, or were they talking to each other? By asking these questions, John was already self-assessing his work as a teacher: my role was to

act as “another John McGiff” in the classroom and give him direct and honest feedback on this particular issue. John “owned” the whole process—he decided what the questions were, what the issues were, what he wanted me to do. After visiting a few of his classes, we sat down and talked about teaching, about the difficulty of asking a question and then directing class discussion; about the goal of getting students to talk to each other, not just back and forth to the teacher. Together we brainstormed ways to reach this goal—and remember, between us there is almost 50 years of teaching experience. Both of us were learning new ways to be more effective teachers; we were deepening our friendship and trust by wrestling with the knotty aspects of teaching; and we were sharing in the joy of this mystical and mysterious ministry. Significantly, these observations and discussions are happening throughout the faculty.

William Bowen, former president of Princeton and recent author of *The Game of Life* and *The Shape of the River*, asserted that a great educational institution “is always under construction.” This is particularly true of the St. Andrew’s faculty. Even as we feel that we are teaching engaged

...*St. Andrew's
faculty through
the years...*



1930



1957

classes and creating intellectually curious students, the curriculum and our pedagogy are constantly “under construction,” questioning and examining. This happens through a number of on-going programs and structures which allow the faculty—and the students—to talk about the core of the educational program. Recently, these discussions have occurred through:

- the number of co-taught or inter-disciplinary classes;
- the amount of teacher visitation, observation and collaboration;
- the recent visits by educators Michael Thompson (*Raising Cain*) and Gerald Graff (*Clueless in Academe*);

- the work this winter with Ken Bain's book, *What the Best College Teachers Do*;
- our three-year discussion about the daily academic schedule;
- the new SAT II test;
- the national discussion about the value of the AP program;
- the place of women in math and science;
- the decline in student reading.

These are significant and complex aspects of teaching in the 21st Century, and there are not obvious or even easy solutions to the questions each of these topics raises. In a series of faculty meetings this winter, we have wrestled with and tried to answer two central questions from Ken Bain's book:

1. *How exactly can we inspire students to move towards the goal of becoming independent, critical learners?*
2. *What are the skills and habits of mind they will need, and how do we specifically teach to help them develop such skills?*

These questions force us to identify teaching practices and assessments which actually and intentionally create students we are excited to be challenged by. Through these open discussions, we have shared insights and approaches aimed at developing the intellectual skills to be life-long and impassioned learners. However, as Nicole Furlonge has observed, “this spirit of a teacher-learner is practiced and modeled in the ways in which we do



1975



2005

business here. We are willing as a school to question and reflect on what we are doing as we do it. We are willing to be creative about our approach to education even as we feel confident that we are already educating our students well, intellectually, athletically, socially and spiritually."

Our work this winter has focused on two critical areas of teaching. Initially, we have broken down Bain's central questions to a series of further questions—questions that are driving discussion in faculty meetings, department meetings and informal teacher conversations.

What does a passionate student look like?

Can we document learning outcomes?

What would the elements of a teaching academy look like at St. Andrew's?

How can we take more advantage of how well we know our students?

These questions are complex, and it takes time to move towards answers; but we are trying to be as specific as we can be so that we can be as clear as possible in our teaching. Part of the excitement of these questions has been that even in the dark days of the winter, we have been extremely excited about teaching, about the direction of these discussions, about the rethinking of each of our classes. The biggest challenge we've faced is giving ourselves time to think

and have these discussions. We know it is important time, but visiting classes, re-designing syllabi and classes, observing colleagues, creating examples of authentic learning assessments for colleagues and continuing to talk about the implications of these compelling questions—these efforts compete for time as much as everything else we do and value.

We want to be as intentional and clear as possible in our teaching about what exactly we are teaching and why we are teaching it. We have revised and created rubrics for assessments, for class discussions, for papers and labs; we have thought about where we want our students to be in June, or at graduation, and then tried to "plan backwards" in how we will get there, year by year, assignment by assignment. We have

tried to tell our students exactly why they are doing a particular unit or project, so that they too will be part of the process. As a faculty, we have been teaching in this intentional way for many years, but we've mandated it this year. Ultimately, we know that we care deeply about student learning, and we are actively committed to their learning.

Our other topic this winter has been authentic learning. Again, many teachers have made such elements and assessments the cornerstone of their courses, but we've brought the topic to the full faculty in January and February. Additionally, the Education Committee of the Board of Trustees spent their entire meeting in February hearing about this, and the full Board discussed it at their

meeting the next day. We want our students to be historians, scientists, artists, mathematicians; we want them to do the work of historians and scientists. We want the work that students engage in to be demonstrated and exhibited—not memorized or merely mastered, but be wrestled with for immediate relevance and connection. Students tell us that such work is both exciting and hard.

For many years the faculty at St. Andrew's have been challenging their students to apply their textbook skills to non-textbook situations and questions. The English Department has been involved with this type of work through the exhibition and the senior tutorial program; here are three examples from classes this fall and winter.

John Burk's Physics class: *Most introductory physics students study motion by recording the motion of everyday objects with a motion sensor, an electronic device that uses the principles behind sonar to determine the position of an object. However, rarely do students understand how these devices work. To address this, we created an inquiry-based lesson where students devised a method for measuring the distance to a faraway wall without getting out of their seats. As they tested their ideas, they quickly came to an understanding of SONAR, the idea that a sound wave can be reflected off the object. The time it takes for the sound wave to make the trip can be used to determine the distance to the object, if you know the speed of sound. From here, students begin to explore the many ways this principle has been further*



"I teach at a place like St. Andrew's because, as my teacher Don Saliers says of the Psalms, it allows me to experience humanity at full stretch, its mental and physical vigors and demands, its joys and sorrows, its questions and prayers, its ability to begin each day anew in the classroom, to be cognizant of human growth and the wonder of life in all its communion."

- Nathan Costa



applied—how bats locate insects using high-frequency sound and how radio pulses instead of sounds can be used to track planes with RADAR. Then, they see how these principles can be applied to map the ocean floor with SONAR, and they actually test their method by mapping a model ocean floor constructed by placing a variety of obstacles on the floor, and allowing the motion sensor to measure how far below the edge of the table these objects are. This inquiry approach gives students a much deeper appreciation of physics as a tool for asking questions about the physical world around us

and devising answers and steers them away from their preconceived ideas of physics as a discipline driven by formulas with little connection to their everyday lives.

Emily Pressman's History class: The Social Reform Movements students held a “teach-in” discussion and debate on different approaches and goals within the Civil Rights Movement in the mid-1960s, including the Student Non-Violent Coordinating Committee (SNCC), the Southern Christian Leadership Conference (SCLC), Malcolm X and the Black Panthers. The scenario

was, essentially, that the students were to imagine themselves as leaders of all of these groups meeting together to discuss the movement: what means and methods would best be employed, what the goals of the movement should be, etc. It was very interesting to have the kids put all of these different approaches to the problem of civil rights in the 1960s in conversation—and at times, heated disagreement—with one another. The disagreement that existed within these groups even came out, with two students representing well the clash between members of SNCC that wanted to hold onto the



organization's founding principles of non-violence, and members like Stokely Carmichael who wanted to move in the direction of "black power" (a term Carmichael coined) regardless of whether it took violence to achieve this.

Eric Kemer's Chemistry class:

Early in the year I ran across a very old unlabeled container of white powder in the chemistry stock room. I had seen it before, tucked away in the back of a cabinet. I had meant to try to perform an analysis to find out what it was, but hadn't gotten around to it. Bob Colburn could not

remember what it was either. Well, I turned the identification task over to the class, providing only a one-page reference to a qualitative analysis scheme, a flow chart of tests designed, by process of elimination, to identify the constituents of an inorganic salt. The students, working in independent teams, were successful in carrying out a non-trivial analysis, working their way through some initially ambiguous results. They verified each other's results. As a teacher I had no right answer to give them. They were confident in their findings, and they made their convincing case and that was enough.

We plan on continuing these discussions throughout the spring and into next year.

The third component of what allows the faculty to be "great" is that the faculty keep learning through the extraordinary generosity of the summer professional fund. Last summer we spent over \$80,000 on graduate programs, travel, conferences, course work and new class development for almost half the faculty; the rest of the faculty were reading, re-thinking courses, creating new assessments and labs, talking extensively with colleagues or

other professionals, visiting college and high school campuses. Over the past four years, 10 faculty members have experienced a full year sabbatical. St. Andrew's is almost without peer in its ability to fund such programs.

Four, for this faculty, teaching is exciting, intriguing, meaningful, intentional, personal. They are learning right alongside the students. Over and again in hallway conversations, at the lunch table, in semester comments or in college recommendations, St. Andrew's faculty talk about how they have learned from the collaborative nature of the classroom. Eric Kemer, Associate Dean for Math and Science, remarks, "I teach science. But what I actually do is involve students in inquiries of the natural world using the methods of science. This is my fun. Including students in it makes it more so. I can't imagine running out of amusing and awe inspiring things to wonder about, experiment with, or understand more deeply." For this faculty is truly a collection of artists: we create on different types of canvases—a Harkness table, a lab, a theater stage, a studio, a one-on-one tutorial.

Much of the excitement for us comes when we take our creations, our passions, our insights about

what we love in our field, and present them to our audience—the classroom, the students. It's there that a collaborative transformation occurs, a reinterpretation—and it happens in each class, each new year. No two classes will respond the same way to *Hamlet* or the Pullman Strike or Newton's Second Law. An art critic wrote last fall in *The New York Times* about the upcoming relocation of the Barnes Foundation's art collection to a new building in downtown Philadelphia, arguing that this was actually healthy because we will reinterpret these priceless paintings in a new setting. Viewing them in a fresh venue gives them more life. The same holds true for teaching: teachers almost weekly, if not daily, are saying in response to a student's comment or solution, "I never thought of it that way before." St. Andrew's is truly an "academy of learners" for both the students and the faculty.

The final hallmark of the St. Andrew's faculty is that it has always witnessed teaching as something far more than a job. In 1938, the faculty wrote down 10 ideas which each teacher felt was most important to his work: the consensus #1 idea was that the teacher "had to make the boys feel their thinking is valuable."

Here is how Director of Studies and Latin teacher Nathan Costa expressed it to the faculty in August 2004:

The business of teaching, properly done, is hard. It's hard to teach a class for the first time, to teach a class for the tenth time, to teach a student again, to teach one who is unknown, to balance the work of preparation and assessment, awareness and visibility, to envision what our students know and how they learn and know it, to question the effectiveness of how and what we teach, to balance a life of work and play, self and other, school and family. I teach at a place like St. Andrew's because, as my teacher Don Saliers says of the Psalms, it allows me to experience humanity at full stretch, its mental and physical vigors and demands, its joys and sorrows, its questions and prayers, its ability to begin each day anew in the classroom, to be cognizant of human growth and the wonder of life in all its communion. This is hard work, thankless at times, human always.

Teaching is hard, but it is "human always." George Steiner in his book about teaching, *Lessons of the Masters*, asserts that teaching is

indeed a matter of life and death: “Bad teaching is, almost literally, murderous and, metaphorically, a sin,” but “Great teaching, the education of the human spirit towards aesthetic, philosophic, intellectual pursuits ‘eternalises’ not only the individual but mankind.”

“Be with the Kids”: The Living Faculty

How does this treatise translate to daily life at St. Andrew's? Faculty have always been involved with the lives of their students; the faculty in 1938 noted how important it was to their classrooms to “work with individuals. Know each student's personality.” In 2005, that edict not only is essential, but it is almost forced upon faculty by the mere nature of the job. Faculty are still triple-threats (an admittedly odd phrase for such a nurturing position!); returning faculty already know their students before the opening class; many of them have been coaching them for a week in pre-season camp, spending time with them at meals and in the dorm, putting them to bed at night.

By the time the first class arrives after Labor Day, faculty already have a working relationship with their students, a relationship which only deepens as the year unfolds.

Family style meals, trips to town, late night desserts, weekend activities, headmaster forums, games, performances, rehearsals, corridor duty, advisee gatherings, tutorials, committees—so much of the structure of the School creates student-teacher interaction, teaching moments, time to gain insights to the adolescent world. Because St. Andrew's is an entirely residential school (with faculty apartments being added to dormitory space, and faculty homes built closer to the dormitories in recent years), faculty members have more chances to know their students, to augment the classroom relationship. But in fact, the work in and out of the classroom compliment each other: here is Allison Thomas-Rose '96 talking about the advantages of teaching and living on a III Form girls dorm:

On dorm, the door from the corridor to my apartment opens right into my living room. There is no entryway—just the living room, our couch, our home, our family. So when I open the door to a student she gets me, my dog, whatever show is on TV at that time, whatever smells are emanating from the kitchen, whatever laundry is waiting on the couch to be folded. I'm guessing this set-up was not an intentional design

decision, but it does accurately reflect what I believe to be at the core of being a St. Andrew's faculty member. Whether you do dorm duty or not, teach or not, coach or not, you are asked to include students in your life to the extent that when you open the door to them, they are right there, in your living room, in the heart of your home and family.

Teachers at St. Andrew's have long realized, as one colleague of mine said, that we have to “be better students of students so that we might become better teachers of students.” The challenge for 2005 is that the student's world is more intense and complex than it was even 15 or 20 years ago, and therefore the demands on teachers in a residential school are further increased. Teachers today can spend hours outside of the classroom working with students during the week, counseling, talking, lending an ear, driving them to town, helping them through an adolescent hurdle of a relationship or family issue.

St. Andrew's is no exception here: residential schools across the country are seeing an increase in counseling needs; at the college level, the demand on counseling and mental health personnel has doubled to tripled in the past four to

five years. Our students are remarkably healthy, in part because they come from great families who have already bought into the ethos and intentionality of St. Andrew's. A third reason why students are productive and healthy is the faculty, who model for them balanced and meaningful lives, who listen to and affirm them, who push and challenge them, who help them become resilient through their experiences. The faculty presence that Stacey Williams Duprey '85 talks about is exactly the presence she herself displays now as a faculty member:



“...being a member of the faculty means it is my turn to give back the love, the encouragement, the support, and yes, even the occasional kick in the pants that was given to me so graciously many years ago.”

- Stacey Duprey '85

So much of what it means to me to be a member of the faculty at St. Andrew's is rooted in my experience here as a student and consequently the reason I returned to St. Andrew's. What drew me back to St. Andrew's were the faculty members who gave so much of themselves—their time, their energy, their love and support to help me advance academically, develop athletically, grow artistically, and mature personally. These faculty members could not have known first-hand the obstacles I faced being a black girl from East Harlem attending a school like St. Andrew's, but they recognized that the obstacles were

there and provided a safe, supportive place for me and the few other students of color to come together. These are faculty members, past and present, who are still named as some of the most influential people in the lives of alumni more than a quarter of a century later. So to me, being a member of the faculty means it is my turn to give back the love, the encouragement, the support, and yes, even the occasional kick in the pants that was given to me so graciously many years ago.

Working with teenagers today is definitely a challenging task, “awesome” in its full meaning. But it is nevertheless exhilarating, especially at St. Andrew's, where the mission of the School grants teachers the chance to exist so closely with students, in and outside the classroom. In fact, the entire school experience becomes the “classroom” for faculty and students. The job description for a faculty member at St. Andrew's could simply read, “Be with kids.” The benefits of such proximity and

engagement are what art teacher John McGiff relishes about teaching at St. Andrew's:

In my previous teaching experiences at the college level, I had students for at least twice as much (and often three times as much) time in the studio, but I didn't know who their friends were, what sports they played, the kind of literature they read, the music that they listened to or what their family was like. Consequently, we did less formative, ground-breaking work together. At St. Andrew's, I feel much more deeply connected to my students in the process of developing their interests and spirit; and in spite of the frustration I feel at not having more time to spend with them in the studio, I am very gratified to work along with them and to have some small influence on their sense of who they are and what they are capable of achieving.

How do we know if we are accomplishing anything worthwhile, redeeming, effective? How do we know if each May we are graduating students who can navigate the world, who can be healthy people in their families and jobs and communities, who can serve others and change their neighborhoods for the better?



Testimonies from alumni speak to what their experience at St. Andrew's was like. While in college, a recent graduate wrote back that what he felt was the greatest strength of the St. Andrew's program:

...the students feel loved. I think they feel that more than getting good SAT scores, being tri-varsity captain, going to a great college, the School loves

them and cares about them because of who they are, what kind of people they are. This is what makes St. Andrew's so extraordinary, so different from other boarding schools. There is a safety in knowing you are loved no matter what you do—a safety a lot of people don't have at home or in their own families. It is this knowledge and safety that drives one to explore and take risks, too, I think.



Allowing Failure to Flourish

My final point about the experience of teaching is the strange but critical paradox about failure's importance to us in the classroom, and in our schools as a whole. The paradox is that as teachers and as schools, we need to celebrate failure: in our world today, we are running away from the chance to experience and fail, and

the results could be catastrophic to our schools and children, and ultimately to our society and world.

When I talk about letting failure exist in our classrooms, even allowing failure to flourish, I'm not suggesting a loss of standards but an honest recognition that very little happens right on the first try. The nature of learning is trial and error, is struggle, is mistake after mistake, is risking another mistake in the process of understanding. Painters, musicians, athletes, actors, students, teachers, couples, lovers—rarely does it happen perfectly on the first try, and if it does, we usually don't understand why. Instead, there are wrong notes, mispronounced words, botched passes or stumbling passion—but we go at it again. We obviously don't want our students or children to fail, to be failures. However, I believe that we as a society put so much emphasis on not being a failure, on not failing, on only succeeding, that we've forgotten the necessary role of failure in that task. Today in our culture we've lost the notion that excellence is the end result of the journey; that failure is the tentative first but creative step in that voyage; that learning and knowledge and even wisdom are not a polished, perfect per-

formance but rather hours and months and sometimes years of rehearsals and practices and questions and risks and disappointments and exhaustion and almost giving up. We must teach our students that failure is not annihilation: instead, it is the only valid process of learning. If we don't, they grow up to be soft thinkers, spoiled athletes, short-lived artists, and immoral adults. What they will lack, ironically, is resiliency, the strength to voyage through the necessary and inevitable hurdles of life.

The odd aspect about failure is that it's what we encounter daily in our schools. In the classes I've witnessed, I am struck by how the work focuses not on an answer but on how to get to the answer. In an advanced physics class, the problems demanded attention to the steps, to the procedure, but never to the answer. In a geometry class, there were always two or three different ways to arrive at the end of the proof. During art classes, John McGiff told us we could not erase anything—our pencils didn't even have erasers—because he wanted us to see how each scratch, each supposed mistake, each revision, was integral to the vision. All of these classes affirmed risks, nourished mistakes, and fostered collaborative

THE FUTURE OF THE FACULTY

What are the immediate and future challenges for maintaining such a faculty, and what are the challenges for this faculty in the coming years? These come in a variety of challenges to schools like St. Andrew's:

1. How can the faculty continue to support these students without coddling them? How can we make sure they are resilient academically and spiritually as they enter the college world where their independence and self-responsibility will be tested significantly?
2. How can we continue to teach what we feel is important and essential to teach, and still graduate good human beings?
3. How can we strive for academic and intellectual excellence without creating grade-grubbers?
4. With all the necessary and important demands on teachers outside the classroom, how can we make sure they have the time and energy to teach dynamic and inspiring classes?
5. How can we continue to teach what we feel is essential to a high school education and still be mindful of the SAT and AP program?
6. How can we continue to assess what is great teaching in our own classrooms? How can we make "teacher evaluation" a part of the professional growth of each faculty member at St. Andrew's?
7. Where can we find more time in the daily schedule for intentional discussions about the art and craft of teaching?
8. How can we further develop dialogues with colleagues at other schools and especially at colleges about teaching and the transitions between these two worlds, about future directions for schools and the classroom, and about the quality of our students' work?
9. How can we make sure we attract and retain adults who are scholars, who want to be surrounded by teenagers and who are patient and flexible and funny?
10. How can we make sure we can continue to teach the way we want to in a world that is increasingly obsessed with test scores, grades, victories, resumes?—all valid matters, but not at the heart of what the St. Andrew's educational experience is.
11. How can we find ways for more opportunities for teacher observation, collaboration and co-teaching?—an issue of time and, in terms of co-teaching, money.

explorations. Despite how terrified I was to be in those classes, it was also evident how much excitement and fun the students had, because they had the freedom to fall, because they knew from these sage teachers that learning and understanding are pilgrimages of twists and false starts and serendipity and recreation. They become the narrative of how to learn.

Let us also recognize, ironically, that the profession of teaching itself is about failure: teaching encounters and embraces failure constantly. We don't reach a student; we teach a class poorly; our students ask questions that reveal how little they've heard; no one down administration alley seems to notice our efforts. As a career, teaching is so close to the soul, to our own identity and our moral value. We may ignite 10 students, but there are still three or four retreating at the fringe. The way we approach this built-in reality check, this reminder of the inherent failure of our ministry, asserts our courage and our conviction. I believe the acceptance of this paradox is what catapults us back to St. Andrew's at the end of August each year: it is our refusal to see this calling as anything but a mission. And our example of tackling failure not as a defeat but as an inspiration transmits potent messages to our students and our colleagues.



What, then, is the gift of failure? Failure grants us a vision, a knowledge of how life is lived far deeper than what we find when we merely succeed. Yes, failure hurts, stings, is embarrassing, messes up that perfect lesson plan we thought we had. But when we allow failure to flourish, students—and teachers—earn insight and knowledge and a spine that will sustain our students years after they have forgotten our study of metaphor and Napoleon

and the subjunctive. The experience, not the single moment of failure, but the whole process—the strength to risk, the willingness to fall, the courage to try again—becomes a sacred crusade. ❖



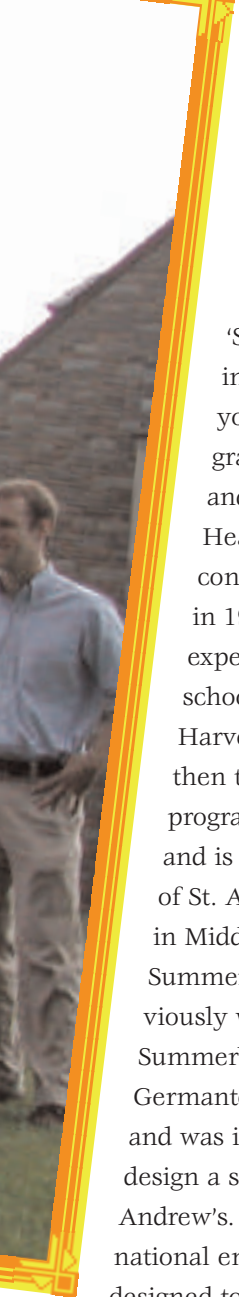
A Quest for Summer Enrichment at St. Andrew's

by Alexandra Cox '97

After the students and faculty leave St. Andrew's for the summer, the campus staff prepares for the invasion of assorted sports camps, weddings and other events that take place over the summer. What occurs at

St. Andrew's during the summer months leaves little trace, thanks to the able hands of the facilities staff and the absence of many students and faculty. However, during the past five summers, a youth summer program, designed and conceived by St. Andrew's

faculty and alumni, has thrived on the campus, yet few members of the St. Andrew's community even know about its existence. The impact of this program, however, has been remarkable, and its story has so far been a great success.



This program, called 'SummerQuest,' is an innovative program for young, talented eighth graders from Middletown and its surrounding area. Headmaster Tad Roach conceived SummerQuest in 1999, basing it on an experience from high school. Roach asked Harvey Zendt, who was then the director of special programs at St. Andrew's and is now the headmaster of St. Anne's Episcopal School in Middletown, to help launch SummerQuest. Zendt had previously worked with the Summerbridge program in Germantown, Pennsylvania, and was inspired to help Roach design a similar program at St. Andrew's. Summerbridge is a national enrichment program designed to serve motivated, low-income, middle-school age youth by preparing them for success in college preparatory programs. Summerbridge also recruits college-age students to teach, motivating and preparing them for their own careers as teachers.

Both Roach and Zendt felt that St. Andrew's would be an excellent place to host a program like Summerbridge. This program would be an opportunity for St. Andrew's to forge a strong and lasting relationship with members of the surrounding community as

well as allow St. Andrew's alumni to return to the School, and contribute to the program and learn valuable teaching skills. The program would expose many young people and their families from the Middletown area to the St. Andrew's campus, mission and philosophy, and it might eventually create a bridge between St. Andrew's and the wider community.

Harvey Zendt was the director of the program during its first summer. Over the course of the next two years, Zendt shaped SummerQuest into a unique St. Andrew's experience that reflected the philosophy and ideals of the School. SummerQuest has two fundamental goals: first, to prepare motivated middle school students, especially those with limited educational opportunities, to enter and succeed in rigorous high school programs and to genuinely relish and value the process of learning; second, to prepare talented high school and college students for the varied responsibilities and opportunities of teaching and to encourage them to pursue careers in education or public service. SummerQuest at St. Andrew's has been an extremely successful program, cultivating curiosity, confidence and introspection among this group of young people, allowing them to emerge from their summers with newfound insights into themselves

and the world around them.

Terence Gilheany, a religious studies teacher at St. Andrew's School, directed the program for the summer of 2001 and handled the recruitment and pre-summer organization of the program in 2002. Under his leadership the program continued to grow, adding an Open House event to familiarize students and families with the campus and introduce them to the program. Starting in the summer of 2002, Gantt Miller, a former Middletown High School teacher, directed SummerQuest. For the next three summers, Gantt developed an incredibly strong program, adding trips and events as well as developing a teacher-training program by incorporating regular pedagogical discussions and video reviews of teaching style.

Now in its seventh year of operation, SummerQuest's new director will be Sarah Bowers '00. Sarah is a 2004 graduate of Boston University, where she majored in English. She has been a teacher at SummerQuest for two summers, and was Lead Teacher last year. Sarah is a creative and inspiring young teacher; she has taught students a variety of classes, including a class on writing murder mysteries. Additionally, she has used her experience in drama to successfully direct students in plays that culminate their experience at SummerQuest.



THE STUDENT EXPERIENCE AT SUMMERQUEST

SummerQuest has evolved into a creative, energetic program that allows students to develop and display their strengths and interests. Learning takes place both inside and outside of the classroom, and students are allowed to explore their strengths in varied settings, from the classroom to the movie theater and stage to the playing field.

In the summer of 2004, SummerQuest consisted of 25 students, eight teachers, and five junior teachers. Throughout the school year of 2003-2004, Gantt Miller and teacher Jayme Peterson actively recruited students from area schools. They sought out students who demonstrated a curiosity and an interest in learning. Students enrolled in SummerQuest as a result of a

teacher's recommendation, their own interest based on an information session, or through interest developed via word of mouth.

Last year's program included students from Middletown, Odessa, Townsend, Smyrna, Bear, and Newark, Delaware. A small pool of junior teachers, selected from the previous year's class, also participated, acting as classroom and activity assistants and providing general guidance to the incoming students.

The program lasts one month, and students arrive at 8:30 every morning and leave around 3:30 in the afternoon. Students begin their days with Quest Circle, a team and trust-building activity that usually involves the entire group. A favorite activity of many students and teachers, for example, is called "Tank," which involves pairs of students, one blindfolded, throwing enormous balls at each other. The student

who is able to see guides the student who cannot see. This activity, which takes place on the front lawn, is chaotic and exhilarating and frequently involves a near miss with Noxontown Pond. Quest Circle also takes place at the end of the day. During this session, Quest Circle is frequently more quiet and reflective, allowing small groups to gather and talk about their goals, fears and general thoughts.

Morning classes take place between 9:00 and noon, with students rotating between four different classes. This past summer, Director Gantt Miller encouraged



teachers to think creatively about their curricula, so the classes did not fall under the typical subject areas student might find in their middle schools or high schools. For example, students had an opportunity to learn about Frida Kahlo in art history class with teacher Jayme Peterson, to discuss the writing of murder mysteries in a class with Sarah Bowers '00, the dimensions and implications of racial stereotyping in the film *Bamboozled* with Elijah Weeks '04 and Matthew Roach '04, the impact of suburbanization in Middletown, Delaware, with Alexandra Cox '97, opportunity

costs with Rob Ward '00 and protest music with Rich Hovan '00. These classes are just a few examples of the way that students were able to explore ideas throughout the summer. The goal behind the classes was not simply for students to gain quantitative knowledge, but rather for them to develop skills of analysis and debate. Every week, teachers would take on a new subject area, and students would again rotate through classes each day.

In the afternoons, students would participate in a variety of "choice-time" activities, which included dodge ball in the squash courts, wilderness survival in the woods, canoe-tipping and rescue in the pond, "squirrel fishing" with peanut butter and meditation in the theater. Although these activities sometimes bordered on the absurd, students eagerly participated in them. Choice-time activities allowed the students to let go of their adolescent inhibitions and play and laugh freely without the concerns that high school brings. Although these activities are—at heart—for fun, they also contribute to one of the overall goals of SummerQuest, which is to encourage these students, as they enter high school, to develop con-

fidence in their own sense of themselves, which includes a sense of humor and silliness.

Afternoons at SummerQuest would also include time for athletic activities, including soccer, basketball and Ultimate Frisbee. These activities, often ably run by recent St. Andrew's alumni Elijah Weeks and Matthew Roach, were a highlight for young, promising athletes, especially those whose strengths may not have been encouraged already in the classroom. In particular, Elijah and Matthew would demonstrate to these young students the importance of sportsmanship, mutual encouragement and determination on the athletic field.



Students at SummerQuest come away from the program with a newfound confidence and strength that allows them to enter high school patiently and reflectively. They emerge from the program as thinkers, listeners and, most importantly, engaged students committed to their love of learning. The change they are able to undergo in just one short month is astonishing. Many students who were never previously given an opportunity to succeed in the classroom or on the playing field thrived at SummerQuest.

TEACHING AT SUMMERQUEST

One of the most unique characteristics of SummerQuest is its emphasis on creating strong students and teachers alike. Teaching at SummerQuest is an important exercise in building and developing a strong cadre of creative, insightful teachers who can develop their commitment to teaching and learning in a creative learning laboratory. Many of the teachers who have been involved in SummerQuest are recent St. Andrew's graduates, and as a result the learning

environment is strongly influenced by St. Andrew's teaching traditions and styles. As such, the SummerQuest learning environment involves a great emphasis on providing students with strong analytical skills, a challenging yet cooperative learning environment and an emphasis on non-traditional subjects.

This past summer, teachers underwent a rigorous, week-long training period in which they learned about various educational and pedagogical theories, developed and practiced lesson plans and discussed ways of engaging and supporting the young people in the program. Teachers discussed ways of creating lesson plans that would keep students engaged and active in the classroom, as well as challenge them to think creatively and analytically.

Teachers at SummerQuest, many of whom now work as teachers in public and private schools around the country, have had profound and varied experiences. Some friendships with students and other teachers have been lasting and significant. Others have spent their time at SummerQuest reflectively, enjoying the beautiful St. Andrew's campus during the summertime. And for those who are currently teachers, SummerQuest has allowed them to reflect on their role as teachers and



mentors as they take a step away from their intense, daily life in the classroom.

I came to SummerQuest after two and a half years out of college, in which I had worked at a drug policy organization in San Francisco, California, for two years and had traveled around the world for six months. I heard about the program from my classmate Will Robinson '97, a former public school teacher in St.

John's Parish, Louisiana, and senior teacher at SummerQuest in the summer of 2003. I had never taught before but was hungry for an opportunity to teach and to spend time with kids, despite my lack of teaching qualifications. SummerQuest turned out to be the perfect answer. My experience in the classroom was transformational: for the first time, I was required to flesh out many ideas that I had explored both in college and in my post-graduate years and learn how to communicate them to young people in a way that would keep them engaged and active in the classroom. Additionally, I learned how to develop positive and powerful relationships with young people that helped me personally to explore my own notions of patience, professionalism and trust. SummerQuest allowed me to become a teacher, which I realized that I can and will always be, even if I am not working in a classroom. Today, I am a social worker at a public defender's



Richard Housseal Jr., known to his friends as RJr, has been a participant in the SummerQuest program since its inception, starting as a student, then as a junior teacher and project leader, and eventually becoming a teacher. In many ways, RJr. not only embodies the spirit of SummerQuest, but he is the keeper of the program's collective memory. He has seen three directors and various creative changes and evolutions in the program's identity. RJr believes that "the program ... has only gotten better. We have so much that we can share with the kids. The staff changes every year, and we always find a way to have the staff come together. By pulling in such positive people, we just can't lose."

After graduating as Senior Class President at Newark High School, RJr went on to attend the University of Colorado at Boulder, where he maintained a 3.4 GPA after his freshman year. Throughout his years at SummerQuest, his role and impact on the program have expanded to include not only classroom teaching, but also compiling and editing the annual SQ Gazette, organizing a Poetry Slam, sponsoring numerous artistic and musical activities and being an indomitable advocate for SummerQuest and all of its participants.

RJr. has many fond memories of SummerQuest during its inaugural year. "Harvey Zendt just had a lot of energy for the program and convinced us that it would be so exciting, and then we saw this beautiful campus and knew it would be a good time." Much of the credit for making SummerQuest so enjoyable, RJr says, was due to the "small classes and the atmosphere that was so positive and laid back. The staff did such a great job of combining learning and fun that everything just worked."

According to RJr, SummerQuest "definitely prepared me for high school in a way that I couldn't have imagined. It helped me to mature. Every day I would come from the city where it's always so loud—and being on that beautiful campus gave me time to reflect."

PROFILE

PROFILE

Darius Henson, 16, a bright, curious young student from Newark, Delaware, found out about SummerQuest through his favorite science teacher. She asked Darius if he would like to participate in an academic summer program, and he readily agreed.

For Darius, SummerQuest was transformational. He had struggled in middle school and junior high, and had found himself entering 9th grade as a 16-year-old. For Darius, SummerQuest gave him the opportunity he had never had to shine in the classroom. Darius learned that there are “different ways to come about learning...[that it is] not just about pen and paper.” He is an avid and ambitious learner, and as a student, Darius thrived in a small classroom setting. He wrote his final research paper about genetically modified foods, and used his humor and bright mind to develop a complex role in a play at the end of the program.

In reflecting recently about the role that SummerQuest played in his life, Darius spoke about how he developed a “different outlook on life” through SummerQuest. He felt that he was allowed to have an “outside view in,” realizing that “life is much bigger than you think it is.” Arriving at St. Andrew’s every day allowed Darius to reflect on the world outside of what he previously knew.

Finally, Darius found that SummerQuest gave him a confidence he never felt before, allowing him in particular to reach beyond the people he had always felt comfortable around and finding a group of friends that “could help him out” and who could challenge his world view. Darius describes his experience at

SummerQuest as “motivational.”

SummerQuest allowed Darius to thrive in a way that a large, public school environment had not. His voice, which is entirely his own, was heard and respected by all of the other students at SummerQuest, allowing his intelligence and curiosity to reach new heights.

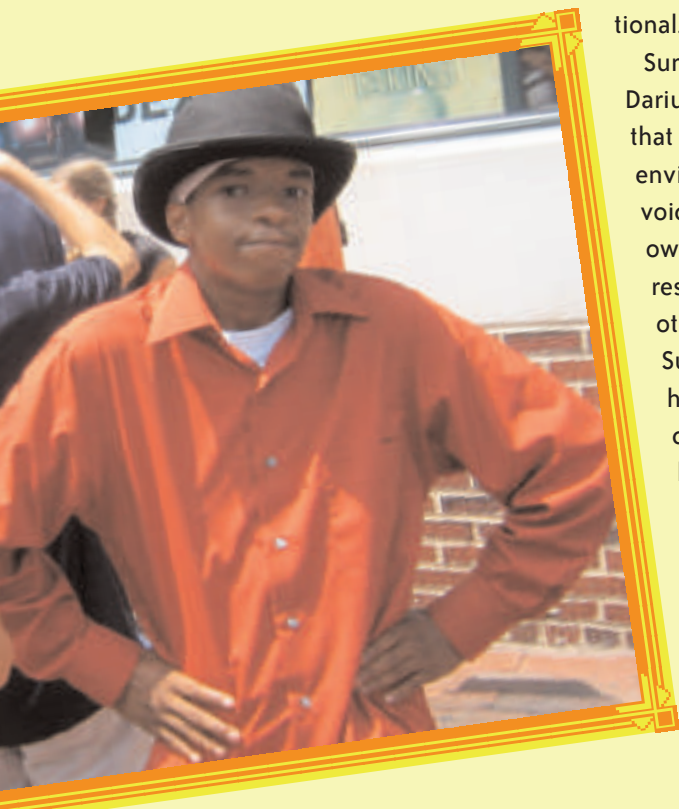
Darius is currently working on his application for Junior Teacher at SummerQuest for the summer of 2005.

office in Harlem, yet I apply many of the tools I learned during SummerQuest to my work, particularly with young people.

WHAT DOES SUMMERQUEST MEAN FOR ST. ANDREW’S

SummerQuest plays a significant role in allowing St. Andrew’s to make a sustainable, local impact in Middletown and its surrounding area. Since its inception, SummerQuest students have been able to participate in the program for free or for a nominal fee, thanks to the generosity of St. Andrew’s and its supporters and the abiding philosophy of the St. Andrew’s administration that the benefits of St. Andrew’s School and its beautiful campus should be extended to as many individuals as possible. As a result, hundreds of local students have had an opportunity to participate in an excellent program that wouldn’t ordinarily be accessible to them.

The impact of SummerQuest on local students is long lasting. While just a small fraction of SummerQuest students have applied for—and attended—St. Andrew’s School, many SummerQuest students go on to attend local high schools and make excellent academic and extracurricular contributions to their schools, infusing these





environments with an approach to learning that is unique to St. Andrew's. This approach—which combines a love of learning, coupled with an emphasis on creating respectful, trusting relationships with adults—helps shape young adults who are confident in themselves and who have a strong critical eye. Finally, SummerQuest plays a role in allowing St. Andrew's graduates to participate in building a great

educational program while serving the community. This process allows recent graduates to use a combination of what they have learned in their time away from St. Andrew's with the wisdom they gained while at St. Andrew's itself. Ultimately, SummerQuest is an ever-evolving program that continues to grow stronger each year and which is on its way to becoming a significant part of the St. Andrew's story. 🏡

Editor's Note: More information is available at the SummerQuest Web site

<http://www.summerqueststandrews.org>

ACB

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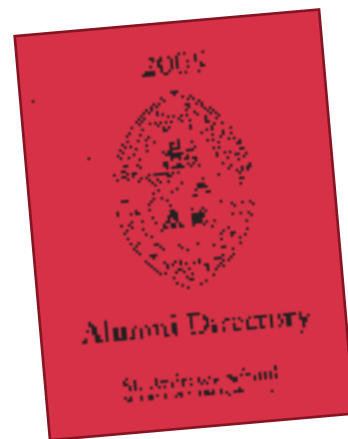
The mission of the Alumni Corporation Board is to nurture stewardship of the St. Andrew's community, making possible the total involvement of all members of the St. Andrew's family, to facilitate communications within the St. Andrew's community, to plan and participate in events and to support the experience of current students. Board members are elected from within the greater Alumni Corporation, the association of all St. Andrew's graduates and former students.

Alumni Directory updated

Over the course of the winter months, the latest edition of the St. Andrew's School Alumni Directory was mailed to over 2,900 active and reachable alumni.

Alumni are listed alphabetically, geographically and by class year. The 2005 edition also contains some notable upgrades from previous versions, including an occupational listing—using information gathered in the spring 2004 Alumni Survey—and a listing of former faculty.

If any alumni did not receive this publication, please contact Sandy Bailey in the Advancement Office at 302-285-4257 to request a copy.



ACB Quick Quips



Barry Register '51

“Beginning in the mid-sixties, I became closely associated with alumni activities by serving on the Alumni Council with, among others, the distinguished graduates Holly Whyte '35 and Loudon Wainwright, Jr. '42, and faculty alumni Ches Baum '36 and George Broadbent '41. Our mission in those days was raising funds for the Alumni Memorial Scholarship to fund a foreign student at St. Andrew's every two years. By returning in 1992 to join the successor Alumni Corporation Board, I have personally witnessed the growth from a fledgling Council, which had a membership of about seven or eight, to today's 37-member and ever-active ACB with its standing committees, working with alumni from every decade of the School's history. I love St. Andrew's and have enjoyed every minute of it.”

Rick Hall '89

“Having the opportunity to serve on the ACB and as a class agent has allowed me to give back to the institution that has meant so much to me for over 20 years. I shared some terrific experiences with classmates while a student, and through my work with the ACB, I have grown close to alumni from different eras. We all work together to promote school events all over the country, and we take great pride in seeing the excitement of the parents and alumni who attend these functions. I encourage every St. Andrean to become involved with alumni activities. Send in Class Notes. Attend events. Visit campus. Promoting the greatness of this special place will go a long way to ensure its legacy.”





Michael Loessner '84:

Building on his St. Andrew's foundation

Campus building projects are never a simple task, but St. Andrew's was in good hands with Michael Loessner '84 of Bellevue Holding Company undertaking a major role in the construction of the O'Brien Arts Center over the last two years. St. Andrew's Magazine recently caught up with Michael to get his perspective on the newly-completed addition to the campus.

St. Andrew's Magazine: Michael, what were your specific responsibilities with regard to the construction of the O'Brien Arts Center?

Michael Loessner: As the Project Manager, I was responsible for overall supervision of the project. Those responsibilities included constructability review and managing estimating and budgeting during the pre-construction phase. During the construction phase, my responsibilities included management of permitting, procurement of subcontracts, scheduling, budgeting and quality control. Fortunately, I have a lot of competent help, which led to the success of this project.

SAM: What were some of the unique challenges posed by this building compared to other projects you have handled, such as the MBNA buildings, the new Wilmington Trust building, and the "Baby Grand" in Wilmington?

Michael: While I have managed larger projects, this project was challenging because it was in the middle of a populated and serene campus. In addition, the foundations were below the water table, and the architecture was complex. The design incorporated various exterior materials which met at somewhat unusual angles, therefore making termination details challenging as they relate to water infiltration.

SAM: How did your alumni affiliation enhance your work?

Michael: St. Andrew's was my home for five years, from II through VI Form. I put my heart into this project more than others as a result. I never thought I would return to the campus in this capacity, and when I did, there was no question in my mind that I would make it a positive experience overall for the School as well as for myself.

SAM: Now that the building is complete, what are your reflections on the project as a whole?

Michael: I am disappointed that it is over. It was an enjoyable experience that reminded me what a special place St. Andrew's School is. It has been one of the most satisfying projects I have managed, because I have had the opportunity to return after its completion and to find that the students and faculty are enjoying the building.

SAM: What other local projects are you currently working on?

Michael: I am currently working on a 300,000 square-foot retail complex in Middletown, and a law office fit-out on four floors of a mid-rise building in Wilmington. In addition, I will be returning to St. Andrew's this summer to manage renovations to the Gym, Moss Hall, Moss Annex and Gaul Hall.

VI Form Dinner FAQ Sheet

Q: What is the purpose of the VI Form Dinner?

A: The VI Form Dinner celebrates the current VI Form Class and welcomes them into the alumni corporation/body.

For the alumni, it is an informal opportunity to meet current students—those who have gleaned what St. Andrew's has to offer. It's a pulse on the climate of the current school.

Q: What is the format?

A: Students and alumni wear nametags with their hometown (as well as name). Seating is somewhat random, although a number of seats at each table are "reserved" for alumni to ensure mixing. Normal getting-to-know-you dinner conversation ensues.

During dessert, each alumnus/a stands up and introduces him/herself. Someday you may all see each other again—at a reunion, Metro Stop or even job interview!

Q: How long does it last?

A: About an hour and a half.

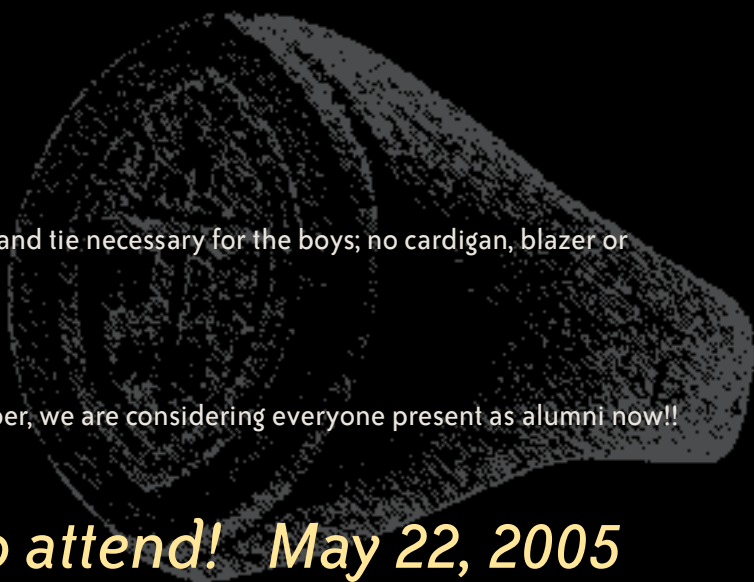
Q: What is the dress code?

A: Haycock. That is sportswear—no coat and tie necessary for the boys; no cardigan, blazer or stockings for the girls.

Q: What's for dinner?

A: It will be a nice plated dinner. Remember, we are considering everyone present as alumni now!!

Make your plans to attend! May 22, 2005



Donald M. Tucker '41

Reprinted from *www.ConstructionEquipmentGuide.com*, Monday, August 30, 2004:

Donald Tucker, Past Power Equipment President, Dies at 81

Donald Miller Tucker, former president of Power Equipment Co., died of pneumonia on July 25. He was 81.

A resident of Knoxville, Tenn., Tucker spent his career in the construction industry working alongside his brother, Thomas M., and father, R.S., who founded Power Equipment. He succeeded his father as the dealership's president and Chairman of the Board.

Tucker attended St. Andrew's School of Middletown, Del., and served in the Army. Soon after, he graduated from the University of Tennessee with a degree in civil engineering.

He was a member of the Cedar Springs Presbyterian Church and was active in the United Way, YMCA and Salvation Army. An enthusiastic sports fan and University of Tennessee supporter, Tucker was an avid jogger, hiker and gardener.

He was preceded in death by his son Ray H. Tucker; parents R.S. and Blanche McMahon Tucker; and brother Thomas McMahon Tucker, Sr.

He is survived by his wife Jo-Anne Kuhlo Tucker; sons Donald Tucker, Cambridge, Mass., and Mark H. Tucker, Kingsport, Tenn.; daughters Janie Tucker Gibbs, Brandenton, Fla., Julianne Tucker Hartman, Davidson, N.C., Joan Tucker Fife, Orinda, Calif., and Sheila Tucker Reno, Maryville, Tenn.; 12 grandchildren; and one great-grandchild.

Albert Van Petten '42

Reprinted from an obituary sent in by Billie Van Petten:

Albert Archer Van Petten, 79, died Sunday, January 16, 2005, at his home. Born January 26, 1925, in Prestonburg, Ky., he

Donald M. Tucker '41



lived in Escondido for 29 years. He was an electrical engineer for General Dynamics for 25 years.

He graduated from West Point with a master's degree in 1947. He served in the U.S. Army as a captain in the Korean War. He received the Silver Star, the Purple Heart, the Army Occupation Medal with Germany and Japan Clasps, the National Defense Medal with four Bronze Stars and the United Nations Service Medal.

He was an author of political and scientific books. He was an advocate for political reform.

Mr. Van Petten was preceded in death by his parents, Mary and William Van Petten, and brother Oliver Van Petten. He is survived by his wife of 47 years, Billie Ann Van Petten of Escondido; son Al Van Petten II of Valley Center; daughters and sons-in-law Lani Van Petten of Amsterdam, Netherlands, Venus and Fred Allison of Puyallup, Wash., and Tiffany and Fred Hardesty of Carlsbad; sister and brother-in-law Emilie and Bill Merritt of Albany, N.Y.; and grandchildren, Scott, Travis, Daniel, Brittany, Lan and Keith.

Reprinted from *North County Times*, as written by Tim Mayer, January 19, 2005:

Albert Archer Van Petten: Looking after the other guy

Albert Archer Van Petten, 79, was a Korean War hero, engineer, author, inventor, husband, father and grandfather who believed in hard work, education and always looking out for the other guy.

"I guess if I had to categorize him, it would be as a free thinker," said daughter Tiffany Hardesty of Carlsbad. "He really wanted to change the world, make it a better place for the average, hard-working Joe trying to support his family in the best way he could."

A West Point graduate, he was wounded in Korea and awarded the Purple Heart and Silver Star as an Army engineer-

ing officer. He then turned his electrical engineering skills and mind to the space program, working with General Dynamics in the United States and Australia through the Apollo space program, said his son, Albert Van Petten II, of Valley Center.

“He felt it was the endeavor (to match) his ingenuity after building bridges in Korea and getting the troops through,” Van Petten said.

“He said he saw a lot of guys come and go through that (space) program, but he must have been doing something right because they kept him around,” said his son.

Hardesty said she never heard much from her father about his war experiences.

“He didn’t like to talk about it much,” she said. “I just think his experience in Korea affected him deeply. He knew the necessities, but he also knew the tragedies of war.”

Van Petten was an inventor—Hardesty said she always remembers her father when she was a child working on inventions to generate electricity.

An author, he wrote and self-published five books in his lifetime on politics and science. Four of them proposed political reforms to the judiciary, the tax systems and government, Hardesty said.

“He wanted to throw out the dirty rotten politicians if they weren’t doing what the people wanted them to do,” she said. “He wanted taxation overhaul in terms of more of an equal taxation. He was a Democrat and wanted to make sure that the

top 10 percent paid most of the taxes.”

As a father, “he was a military dad,” said Hardesty. “He expected us to put our very best into everything, whether it was homework or whatever. He said the only limit you have to your education is yourself.”

“And he also expected us to think of the other guy. He was the type of guy who liked to idealize the common guy—the farmers, the retired military,” she said. “He always wanted us to have respect for them (ex-military) whether they were holding a tin cup on the street, or in uniform attending a buddy’s funeral.”

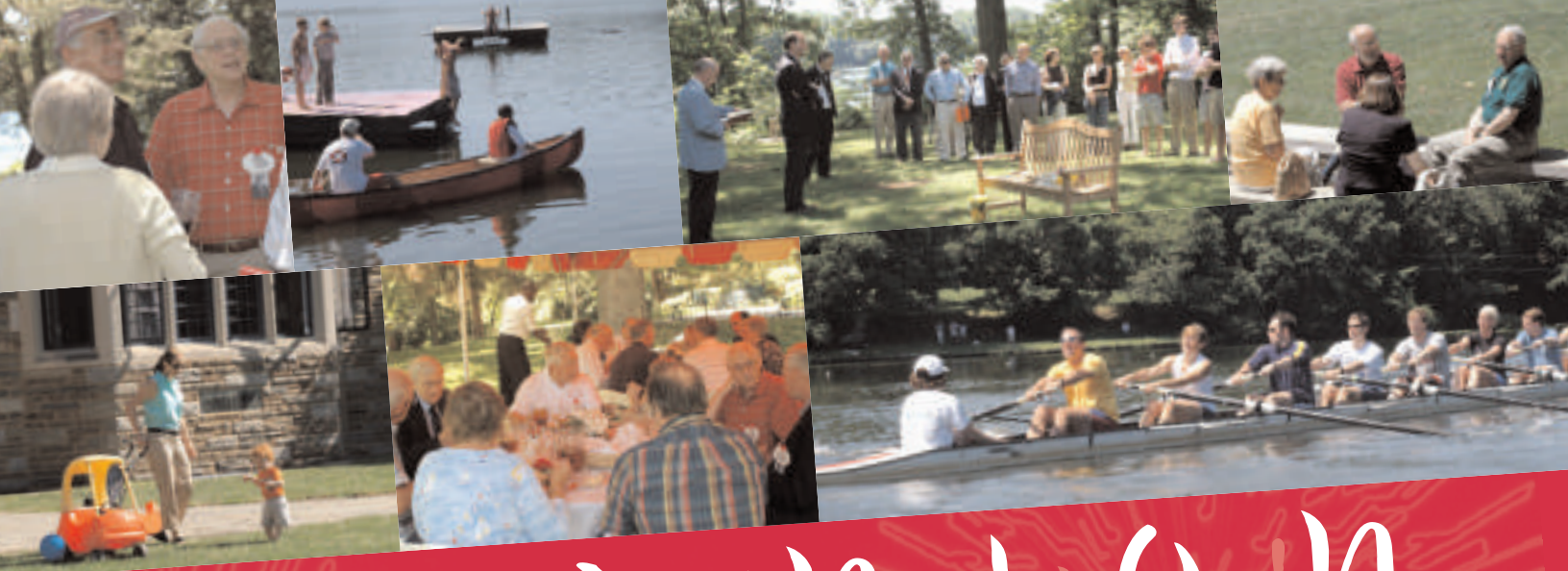
Although he lost his vision to glaucoma about 30 years ago, Hardesty and her brother said their father continued to write and do scientific research using a computer with software that allowed the computer to talk to him.

“He was very adept (at) improvising to overcome all the obstacles that came in life,” Van Petten said. “He was a hell of a good guy.”

“He will be very much missed,” Hardesty said. “I was lucky to have him as a father.”

Albert Van Petten '42





Reunion

All the regular reunion fun is planned, but in addition:

All former faculty members have been invited back to campus for the weekend.
If there's a particular teacher you want to see, contact them!
(Check the alumni Web site under "Faculty" or call Trapnell House for contact info.)

An all-alumni concert in the new Engelhard Performance Hall will be featured
on Saturday evening, followed by a Piano Bar on the O'Brien Arts Center terrace.

Saturday evening's banquet and karaoke later in the evening will be located in a big tent on the front lawn....

...and of course, a chance to see the new Arts Center, the Strand, the "new" campus center.

Detailed schedule on the alumni Web site.

Friday, June 10

Eastern Shore Crab Feast & Cookout

Class Hospitality Suites:
Libations and nostalgia in your dorm
common room

Saturday, June 11

Morning Outdoor Pursuits:
Barge Trip on the Pond, Nature Walk
Around the Pond, Alum Run on the
X-Country Course, Crew

Picnic at Noon

Annual Meeting of the Alumni
Corporation

Headmaster's State of the School

Cocktails and Class Photos in
O'Brien Arts Center

75th Anniversary Banquet
under the Big Top

Alumni Concert in Engelhard Hall
Followed by: Fireworks, Piano Bar and
Karaoke

Sunday, June 12

Alumni Memorial Chapel Service
followed by Farewell Brunch

Weekend package rates:
Adult \$150
Children \$75

2 thousand 5



Last fall, I wrote in this space of my hope that the American public stage would one day know the presence and influence of someone who had a deeply personal understanding of the motto, “Faith and Learning.” If my wishes and beliefs were not clear in that passage, let me be resolute: this country desperately needs St. Andreans in significant positions of leadership. Stick with me for the next few paragraphs and I’ll tell you why.

Over the course of this winter, I had the opportunity to watch the St. Andrew’s boys’ basketball team face several opponents, eventually making their way to the second round of the state tournament. What I saw unfold during a few of these games was an excellent example of the challenges besetting this country and the solutions that must prevail.

For the Cardinals, whether on the court or cheering from the stands, there was always a distinct positive air. Their style was selfless and supportive. For the most part, the opposing teams—especially those who have steadfastly maintained healthy competition with St. Andrew’s over the years—responded in kind. The results were enjoyable games, independent of the outcome. But there were a select few in contrast, whose fans and players offered up little more than a egotistical thirst for glory and an unequivocal disrespect for authority and the norms of sportsmanship. They singled out players and officials for verbal harassment. They found twisted pleasure in ridiculing the shortfalls of others.

We’ve all seen that behavior before, but it’s always a news clip from someplace far away that oddly warrants a broadcast on our ‘local’ news. After watching these stories, we are left to assume the sports arena, much like American politics, is becoming another place to ignore the bonds between us all and focus on nothing less than the abject humiliation and subjugation of the opposition. I disagree.

Yes, in the heat of competition, it could have been so easy to descend to that level, to change game into gauntlet. Thankfully, our players and our fans didn’t

take the bait—not even a nibble. They played every second of every game as teammates; they cheered non-stop from the first jump ball to the final buzzer. Without a review of the compiled statistics, you would be hard pressed to pick out the star players—their demeanor on the court never demanded the spotlight. Without a glance at the scoreboard, you would be hard pressed to determine whether the Cardinals were winning—the cheering in the stands pressed on regardless.

In the fourth quarter of the semifinals of the state tournament, the Cardinals were facing the imminent end of their season. The opposing stands began their finest heartfelt taunting rendition of “Hey, hey, goodbye.” Before they could shout the next round of ‘nah-nah-nah-nah,’ they were drowned out by a considerably smaller section of red clad St. Andreans, standing for the final 90 seconds, cheering and clapping non-stop as each of our starting players was finally retired to the bench. You couldn’t hear the singing anymore. You could barely hear the buzzer. Play stopped on the court when the clock ran out, but the cheering continued. I am sure every Cardinal player (and fan) wishes the score could have been different, but they left that arena with no doubts about their character.

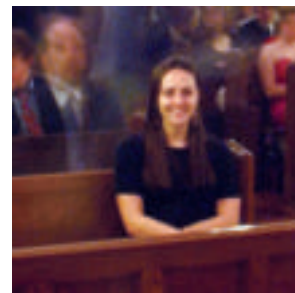
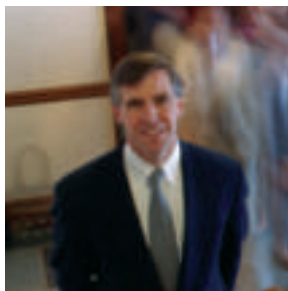
That wave of love, support and admiration is what will change the world. It can’t stop the unfortunate things from happening—just as it couldn’t change the score—but it can provide the critical positive energy to surmount the obstacles and disappointments we face. That spirit fuels the outreach, inclusivity and optimism that will eventually overpower the ugliness that threatens us all.

If it can silence negativity in one small gymnasium in Delaware, it can spread. Sooner or later, others will want to join in—because it feels better.

We’ve already learned that lesson. Sure, our faith provided a little guidance, but we confirmed it out in the field.

When this goes global, watch out.

Be a part of every day at St. Andrew's.



Every year, your gift to the Annual Fund is used to cover expenses in the School's operating budget.

We need your support for the 2004-2005 Annual Fund.

Give online at <http://www.standrews-de.org/donations>
or look for your envelope in the mail.



Be a part of the Annual Fund.



Teammates Eddie Hickman '05 and Tyler Caldwell '07 shake hands after winning the School's first state title, in the 200-meter relay.

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