

FALL 2008
WINTER 2009
SPRING 2009
SUMMER 2009

St. Andrew's MAGAZINE

- Olympian Dominic Seiterle '94
- History in the Classroom
- Mind the Gap



Mission Statement of St. Andrew's School

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

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

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

Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

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

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

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew's historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.



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Back cover: The Polar Bear Club remains active even in the coldest of temperatures.

Founders Day

Daniel T. Roach, Jr.
Chapel Remarks
December 3, 2008

I wish you all a joyous and peaceful St. Andrew's Day and invite you to join Trustees, alumni, faculty, staff, friends and me in giving thanks and taking responsibility and stewardship for the vision, courage and generosity that made the creation of this School possible.

Founders Day marks the anniversary of the laying of the cornerstone outside my office in Founders Hall. It was a day when the extensive planning for the opening of St. Andrew's led 75 people to brave a cold November day to witness the School's Founder Alexis Felix duPont place the first trowel of mortar of the cornerstone of this majestic building. The actual opening of the School and the completion of Founders Hall were still 10 months away, but the ceremony marked the end of the planning phase of the School's history. The ceremony included the insertion of a box embedded in the cornerstone. The box contains a Bible, a copy of the new prayer book, a copy of the *Journal of the Diocese of Delaware* for 1929, drawings of the architect Arthur H. Brockie, copies of newspapers reporting on the various planning stages of the School, a one-dollar bill and coins, founding documents of the School, names of Trustees and a statement of purpose and mission from Mr. duPont. The letter read:

"The teaching and conduct of this School is based on the Christian religion. The Trustees and teachers believe that man's knowledge of right and wrong has been revealed by Almighty God, demonstrated by the life and teaching of Jesus Christ, and that man is guided by the Holy Spirit to live according to God's revelation."

Today, 79 years later, we are the beneficiaries of Mr. duPont's legacy.

As we celebrate St. Andrew's Day and Founders Day tonight, I want to share a few thoughts about my vision for the School and our connection to the past. Part of the complexity and opportunity inherent in my work as the School's fourth Headmaster is applying the School's spirit and founding principles both to the realities and challenges of modern life and to the most important, innovative and inspiring theories of education. Each year, as the School develops and changes, I try to communicate my vision of St. Andrew's to a diverse

audience of alumni, students, faculty, staff, parents and prospective students. On a given day, I may receive an e-mail from a member of the Class of 2005 and a letter from a member of the Class of 1941. Their views on experiences and expectations of the School may at first seem quite different, but there are eternal verities the School celebrates for all eras.

My particular passion for and belief in St. Andrew's derive in large part from my belief that the essential principles of our Founders apply beautifully, naturally and effectively to 21st century culture and education. Our Founders created a school in 1929 that by mission, architecture and character emphasized community, friendship, mentorship, respect among students, staff members and teachers. From our earliest days as a school, St. Andrew's believed that the most transformative form of education was one characterized by smallness, intimacy, connection among members of the community. St. Andrew's was always intended to be a residential community, a family residing in a large yet welcoming building. Our Founders placed the School at some distance from the distractions of the world, believing that great education could be best achieved through contemplation, concentration and reflection and through the exploration of a campus flourishing with natural beauty. I think often of the first walk Walden Pell took on June 4, 1929, when Felix duPont and Allen Henry escorted him from the banks of Noxontown Pond up to the proposed site of the School. Pell described the scene and setting as lush and beautiful.

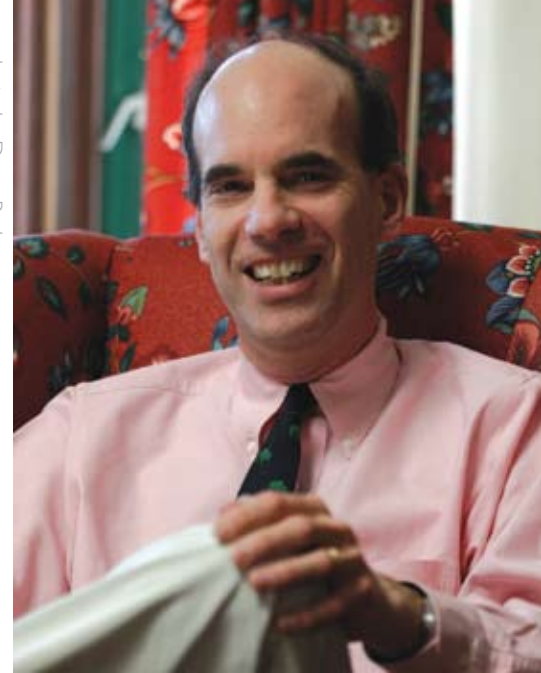
St. Andrew's was the first American boarding school to be founded with a mission that embraced the central concept of financial aid. Mr. duPont decided that his school would be open to all regardless of means. In so doing, he made specific and symbolic commitments

to the American belief in the promise of equal opportunity for all.

Our Founders envisioned St. Andrew's as a place that connected faith and learning, a commitment that enabled St. Andrew's to explore its spiritual mission in an open, discerning and progressive way. As we have sought to be a school directed by the teachings and life of Jesus, we have remained open to the unfolding of God's vision for us of the ideal Christian community, one characterized by a spirit of acceptance, empathy, charity and goodwill.

Today, we live in a frenetic and challenging new century, overcome at times with a glut of information, distractions, anxiety, isolation and fear. How appropriate and brilliant is it then to suggest, to pose a different mode of living and belonging, to suggest that we can best create meaning and hope and inspiration in our lives not by virtual distraction or individualistic success or isolation but through membership in a community of humanity. St. Andrew's present day ethos does harken back to our earliest beliefs about the power of a small community united for good, collaborating for a purpose larger than ourselves.

Even living in the age of distraction, the era of technology and mass communication, St. Andrew's campus, buildings and philosophy bring us together in conversation, in study, in worship and in play. We can, if we are intentional, live in nature, surrounded and renewed by 2,100 acres of pristine beauty and opportunity. We can learn to live sustainably, to honor the earth, to rescue our planet, to express a consistent spirit of humility and stewardship before the majesty of nature. We can learn to live more simple, fundamental, essential lives if we embrace the peace and serenity our Founders



Remarks from the Headmaster

bequeathed and envisioned. We can fill the common rooms, dining room and front lawn with students, faculty, staff members united by a common educational and moral purpose.

Our commitment to financial aid as a cornerstone of St. Andrew's remains strong and steadfast in the 21st century school. The rest of the world of colleges, universities and secondary schools has now recognized what our Founders saw in 1929—that great schools and colleges come alive through the dynamic interaction of young men and women from diverse backgrounds; that the very future of our democracy depends on education's ability to make equal opportunity a reality for all Americans. On a night like tonight, we can thank our Founders for their belief that St. Andrew's from the beginning was the antithesis of the private school designed mainly for private good. St. Andrew's was never designed to set students apart, to label them privileged or elite. We remember that St. Andrew's was founded to bring us together, as a school, as a community, as a nation.

Our Founders challenged us to create an extraordinary academy of learning on campus. They encouraged us to develop a program characterized by the highest standards and thereby unleashed a tradition of engagement, innovation and creativity among the students and faculty of the School. Our commitment to academic engagement, authentic learning, seminar classes, academic technology, exhibitions, tutorials, lab work, thought-provoking assessments and most importantly, the faculty/student mentoring model derive from our Founders' permission to dream of, create and enact a school that takes the process of learning seriously. The way we teach, study, engage and work each day honors our Founders' aspirations for the School.

But at St. Andrew's, the life of the scholar, athlete and artist is secondary to questions of character, ethics and responsibility. We as St. Andreans are called to explore and consider what it might mean to think, act and live in

Jesus' spirit. What acts of kindness, generosity and empathy might be possible here and in the world if we lived through his spirit and example, if we looked quietly and humbly for his emerging vision unfolding in the world? Former St. Andrew's Chaplain Simon Mein captured the transformative power of the church/school community when he wrote that Jesus' divinity rested on his continued declaration of the breadth of God's love standing over against human construction of narrow exclusivity. What Mr. Mein meant, of course, was that the Christian school enacts God's expansive never ending love of humankind and nature, that St. Andrew's stands proudly opposed to efforts to exclude, demonize and threaten others. This was, of course, the core of Mr. duPont's ethical experiment: Could a group of students gather each year and find meaning, courage, hope and love by living in diversity and in community and studying and emulating the life of Jesus Christ? Would such a community become at its core countercultural, progressive and transformational? Would such young men and women leave this place and create hope and meaning and love and reconciliation wherever they would go? Would St. Andrew's become a school of hope amidst a century of war, conflict and tragedy?

Tonight, we give thanks to all who dreamed of, envisioned, built, developed and inspired this school. This is our time on this sacred ground, our time to live in a community of humanity and nature, our time to participate in the ethical experiment of St. Andrew's. We need to do our best to fulfill the highest ideals and expectations of our Founders by living well, studying well, playing well, creating well and loving well. When it is time for us all to leave, let us go determined to live with new energy, vigor, purpose and intention and to support this noble enterprise and vision, to ensure that others have this opportunity, this experience of a lifetime. ❖



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Win Schwab '36

1918-2008

Daniel T. Roach, Jr.
Win Schwab Memorial Service
December 13, 2008

It is an honor for me to speak this morning on behalf of St. Andrew's trustees, alumni, faculty, students and staff and to express our collective sympathy, compassion and love to the Schwab family at this sad time. All of you here today in this beautiful church loved and appreciated Win's distinctive approach to the many roles he pursued in his life, as a husband, father, grandfather; as a business leader, civic leader and trustee. St. Andrew's was fortunate enough to have a wonderful association and friendship with Win that lasted from August 17, 1932 to the present.

When I heard of Win's passing this week, I realized that his life had spanned nearly the entire history of St. Andrew's School. I immediately felt the love, respect and admiration all four St. Andrew's Headmasters felt for Win: Dr. Pell who served as Win's mentor and guide for much of his life, Bob Moss who called Win to our Trustees in 1972, just as the School moved toward co-education, Jon O'Brien who worked closely with Win in his goal of creating a superb faculty at the School in the 1980s and 1990s. For Elizabeth and for me, Win Schwab was the consummate gentleman, so keenly aware of the work we sought to do, so supportive of our calling to serve the School, so kind, patient and humble in all his many conversations and communications with us. He not only spanned the history of my School, he embodied our virtues, our values, our spirit and our culture. His encouragement, support, friendship and kindness were consistent, reliable and uplifting.

In 1932, Win's father wrote a letter to Walden Pell, St. Andrew's first Headmaster, asking if Win might be considered for admission as a ninth grader. Economic times were difficult across the country, the tuition at St. Mark's was too high, and Mr. Schwab knew Dr. Pell and knew of St. Andrew's deep commitment to financial aid.

Win arrived at School in the fall of 1932 and began a 76-year relationship with St. Andrew's. He was a student, alumnus, trustee. He was a St. Andrew's parent and grandparent. He served on our Alumni Council and Alumni Association. He was a Trustee and

Trustee Emeritus. As I read through the voluminous correspondence between Win and St. Andrew's, I looked to find the source of this loyalty, this love, commitment and service. And I found it, as I read letter after letter written between Win, Dr. Pell and Mrs. Pell. The source of Win's love of St. Andrew's was his love of the Pells, his appreciation of how their lives influenced, informed and inspired him. He respected and emulated Dr. Pell's incredible ability to serve the School in many ways, as a Chaplain, coach, admissions director, teacher, Headmaster. He loved Mrs. Pell for her deep connection to people, for her kind, reliable letters of connection and hospitality. We all celebrate Win's incredible graciousness, kindness, civility, good humor and humility, and I saw these qualities emerge as he wrote to the Pells during the summers when he was a student, the years he spent at Yale, the time he spent in the Navy. He thanked the Pells for their gracious Christmas and birthday greetings; he inquired about the health and energy of his School; he shared news of his engagement to Patricia; he described his responsibilities as a naval officer. Here is an example—the letter is written September 27, 1944:

Dear Mr. and Mrs. Pell,

A few weeks ago on my way from New York to Washington, the train pulled into Wilmington, where the familiar sights, and especially the broad concrete highway leading south from the station, made me wish I could have stopped off and come down to visit you. My trip to Washington was for a week's temporary duty there after I had completed

21 days of leave and just before returning to the ship.

It is a shame to think that leave is over with now, although I have memories of a very happy visit at home—a particularly happy visit because I became engaged to Patricia Thurston, Wellesley '43, from Muskegan, Michigan, daughter of Mr. Harold McB. Thurston and the late Mrs. Thurston. I first met her when I was up at the Harvard Business School where her brother was a classmate. We plan on getting married when I get my next leave, whenever that will be. At present Patricia is working in New York, which gives mother an opportunity to get to know her.

I can imagine how busy you are these days getting the new school year under way! Best of luck!

Winthrop

In 1991, Win described Dr. Pell this way: “Well, Walden Pell was a man of heroic discipline. I count him and his wife, Edith, among modern-day saints.”

If Dr. Pell taught the importance of heroic self-discipline, Win was an open, able and engaged student, for he leaves us with great memories of extraordinary service and kindness, extraordinary devotion and dedication to family, school, profession and religion.

We at St. Andrew's celebrate his life, his family and his spirit. We love you all. ❖



Fun ON THE Front Lawn

The front lawn is the place on campus that St. Andreans cherish and miss the most after they graduate. In a way, the front lawn is a microcosm of St. Andrew's, the place where the life and spirit of the School is most clearly represented. This stretch of grass between Founders Hall and the edge of Noxontown Pond is a special kingdom open to all, welcoming all, shared by all. It is a venue for any number of activities: a place to socialize, study, start a snowball fight, sun-bathe, reflect on life, share ideas or just hang out with classmates.

Peter Caldwell spoke to the Class of 2008 on the night before their graduation: "Although you will never be able to duplicate St. Andrew's, my hope for you is that you can take the lessons that you learned on the front lawn with you wherever you go... That space, which is tangible, concrete, physical, has provided an intangible, visceral response that is part of who you are."

Several stages of renovations to Founders Hall over the past few summers took their toll on the front lawn, and this past summer the School decided to invest in restoring it to its former glory. Students were asked to stay off the grass for the first few months of school in order to let it grow back properly.

A taste of life without the front lawn made students aware of just how essential the space was to their lives at St. Andrew's. Where else could an entire Form sprawl and chat together? Where else could freshmen and seniors bond over an impromptu game of Frisbee? Where else on campus could you be sure to meet a friend at any time of day? Something about being on the front lawn, students realized, made them feel deeply connected to the St. Andrew's community as a whole.

And so students rejoiced when, in early November, they were finally allowed to run, roll and romp once more in their beloved grassy kingdom. ❖

(top) Students proclaim their love of the front lawn in November 2008. (bottom left) Members of the Class of 1975 enjoy a day on the front lawn. (bottom right) Students from the Class of 1993 goof off between classes.



Definitely the People

Chapel Talk

Kassie Fritz

Wednesday, September 17, 2008

It was then that the fox appeared.

"Good morning," said the fox.

"Good morning," the little prince responded politely, although when he turned around he saw nothing.

"I am right here," the voice said, "under the apple tree."

"Who are you?" asked the little prince, and added, "You are very pretty to look at."

"I am a fox," said the fox.

"Come and play with me," proposed the little prince. "I am so unhappy."

"I cannot play with you," the fox said. "I am not tamed."

"Ah! Please excuse me," said the little prince.

But, after some thought, he added:

"What does that mean—'tame'?"

"You do not live here," said the fox. "What is it that you are looking for?"

"I am looking for friends," said the little prince. "What does that mean— 'tame'?"

"It is an act too often neglected," said the fox. "It means to establish ties."

"To establish ties'?"

"Just that," said the fox. "To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you, I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world..."

"Ah," said the little prince, "I am beginning to understand."



The first time I read Saint-Exupéry's *The Little Prince*, I was in eighth grade French. Since that introduction, over 30 years ago, I have reread this special story of a little boy in search of friendship countless times. It is one of those wonderful tales that means something slightly different to me every time I read it. In my experience as a teacher, *The Little Prince* has enriched the classroom, as I have watched students delight in the experience of reading their first piece of literature in French, amazed and proud of their linguistic ability, and fully engaged in the lessons Saint-Exupéry shares through his writing. I never tire of this marvelous tale. In many ways, it is quite simple: a little prince from a tiny planet no larger than a house travels the universe in search of companionship. Yet, as is so often true, it is through the eyes, heart and mind of the reader that this simple tale reveals so many truths about ourselves and about the world in which we live.

So a year ago, when I met with Madame Johnson to discuss teaching French III at St. Andrew's, I was thrilled that *The Little Prince* would be part of the curriculum. It had been a few years since I had taught French, so I was

comforted at the notion of revisiting this book and felt assured that I was prepared to engage students in the language and themes of the novel without hesitation. But, as has so often been the case with *The Little Prince*, I was again surprised by how different the experience of teaching and reading this book was for me this time around. You see, for the first time I was reading and teaching the story as a parent. And so it was, through my new filter as a mother, that this simple tale, once again, revealed a new lesson.

A year ago August, Mr. Fritz, John, Caroline and I arrived on the St. Andrew's campus for the first time. We had packed up our home and belongings in Connecticut and moved south, on what we were calling "a great family adventure." For those of you who have never been on campus in August, it is a little bit like a Fenway Park in March, with echoes of the season past and the promise of the season yet to come... but really empty! Nonetheless, we began to unpack our lives at 350 Noxontown Road.

Boxes were opened, rooms were settled and we began to find our way around campus. John and Caroline, undeterred by the 100-degree weather, explored the School with curiosity and excitement. Many a bike ride and scooter ride were taken as the weeks of August slowly moved by. So far, so good, Mr. Fritz and I thought as we neared the opening of school. Friends and family had assured us not to worry about John and Caroline; kids are resilient and will adapt to change quickly. And, for a few weeks there, Mr. Fritz and I rode that optimistic wave. As you all well know from the past couple of weeks, the opening of school comes with a flurry and the campus quickly takes on an energetic life filled with new faces and personalities. The fullness of those opening days both fueled and exhausted our family.



But our momentum came to a screeching halt, as I put John to bed after his first day of school at St. Anne's. "Mom," he said, chin quivering and eyes filling with tears, "When can we go home?" A deep breath, a rapid heartbeat and a lump in my throat, I answered, "This is home, John. This is our new home." "No it's not, mom. Everything is too different to be home. This isn't my home."

As I hugged John tight enough so he couldn't see my own tears, I searched for an answer that would make sense to his six-year-old mind and heart. As an adult, I had faith and perspective that time would make it all better, that John would make friends, settle into a routine that was comfortable and come to feel familiar and happy here. But how do you explain that to a little boy for whom everything and everyone is suddenly unfamiliar? How could I make the transition easier for him, quicker for him? The answer was, I couldn't, because it would take time....

How does it happen that a house becomes a home? That a campus becomes a community? That an acquaintance becomes a friend? That a teacher becomes a mentor? That a senior becomes a role model? That a stranger becomes familiar?

Sitting on the window sill of my classroom in late April, observing my French III class discuss the chapter I shared at the start of my talk—the tale of the fox and the little prince about how we create ties that make us unique to one another—I came to appreciate what new perspective I could glean from Saint-Exupéry's wisdom this time around. I listened as my mixed class of seniors, juniors and sophomores unpacked the moral of the little prince's story and related it to their lives at St. Andrew's.

To "establish ties," they concluded, was to spend time together. "Ties" are the connections we make day-by-day, week-by-week, semester-by-semester and year-by-year. Connection happens, they observed, in the classroom, through listening, risking, sharing and working together.

It happens at lunch, when we gather around a table to talk and listen in the midst of a busy day. It happens in the art room, when we share countless hours working on a project side-by-side with a fellow artist. It happens in the dorm, when we stay up late talking with a roommate. It happens in School Meeting, when we laugh, cry or celebrate as a community. It happens on the athletic field, when a group of individual players work tirelessly to become a team. It happens when we pass Mr. Ron's school van, and he greets us with his awesome smile and hello. It happens when we pass through the lunch line and stop to say "thank you." It happens here, when we gather to share our individual and collective prayers.

And, from my window perch, the mother in me wanted to add, it happens when you agree to read an extra bedtime story to a faculty child, even if it means you will stay up a little late that night to finish your homework. It happens when you play "mother may I" in the corner of the basketball gym with the coach's daughter. It happens when you stay after a long, hard football practice to play catch with the coach's son. It happens when you make Sunday school an event worth scooting your fastest to get to each week. It happens when you stop your bike ride home from work to ask a bright-eyed boy what he thought of the Red Sox game the night before. It happens when you spend Wednesday afternoons creating fairy houses out of tree trunks. It happens when you play wiffle ball in a back yard while you really should be studying for exams. It happens each and every time you shout a "hello" or give a hug to a wide-eyed child.

Students, faculty, staff and children, we are all stewards and beneficiaries of the human connections that make St. Andrew's our home. What a terrific opportunity and responsibility it is to be part of this



School. St. Andrew's is a beautiful campus with incredible resources. But none of that really means anything without you.

It is, indeed, the time we spend together, through the ups and downs, through the work and play, that brings this community to life and makes us unique and special to one another. With nearly 100 new members of this community, there is undoubtedly a range of transitions taking place. And who knows... your new roommate, teammate or teacher who seems totally at ease with life in Middletown may benefit from your intentional or unintentional act of kindness.

In June, the school year behind us and the campus once again empty, John and I headed off for a bike ride out to the farm. Beaming with the promise of summer before him, John had completed a great year in first grade and was happily ensconced in our life at St. Andrew's. As we rode side by side, I asked him, "What do you like best about our new home?" half expecting he might answer the ice cream and waffles at Sunday brunch or having a pool in our backyard. Without hesitation, John answered. "The people mom, definitely the people."

Just like Saint-Exupéry's little prince, John was beginning to understand.

Thank you. 🍀

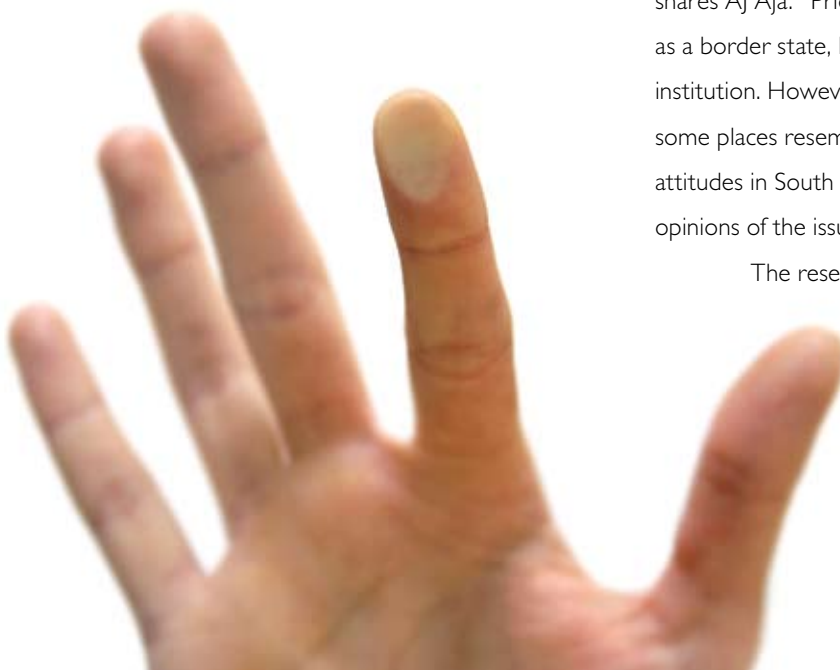
History at

Reading someone else's interpretation of historical events is far too often the norm in high school. While the author of a textbook or academic review might be revered and acknowledged for his or her skills, the words on the page can be limited by the subjectivity from which they emerged. Anyone else who reads the same source material might come to different conclusions, and therefore the historical scholar is often faced with the dilemma of weighing the value of primary sources against the convenience of secondary sources.

Nothing could highlight the importance of that conflict more than a first-hand research experience itself. This past fall, students in Lindsay Brown's Advanced Topics Tutorial in History ventured into the Episcopal Diocese archives in Amos Hall and sorted through documents that revealed the Church's political and moral perspectives during the era of slavery in North America. Rather than read some author's pre-existing work on the subject, and freely breeze through a century of archaic manuscripts, VI Form students AJ Aja , Katie Bennett, Spencer Davies, Sky Mackay and Ian Stabler rolled up their sleeves and gently and painstakingly perused stacks of records, sermons and reports from the 18th and 19th century.

The research transformed their previous understanding of the slavery issue in Delaware and helped them gain profound insights into the minds of the clergy and congregations of the era. "Our findings revealed that the issue of slavery in Delaware was far more complex than we initially perceived," shares AJ Aja. "Prior to beginning the class, I was under the impression that as a border state, Delaware was firm and unequivocal in their support for the institution. However, we discovered that Delaware's relations with slavery in some places resembled attitudes in Philadelphia, and in some places resembled attitudes in South Carolina. The different counties all had very different opinions of the issue of slavery."

The research required the students to explore extended periods of time in the Diocese history, from its early beginnings as colonial congregations in the Anglican community to its existence as an extension of the Episcopal Diocese of Philadelphia and finally to its independence marked by the installation of Alfred Lee as the first official Bishop of Delaware in 1841. The students' first project, examining



Their Fingertips

the colonial era, revealed that the period leading up to the American Revolution was extremely influential in shaping the Diocesan position on slavery. The Church's roots are traced to efforts by the Society for the Propagation of the Gospel (SPG) to establish the Anglican Church in Delaware. As the students discovered, this group may have helped maintain the institution of slavery in the state by holding the position the Bible did not specifically condemn the practice. Throughout the rest of the new world, the SPG held slaves and, in fact, did not release them until the Slavery Abolition passed by British Parliament in 1833. By that point, the United States, and the Anglican Church in the original colonies, had long since dissolved their formal connections to England, but the common thread of ambivalence toward slavery would remain until Bishop Lee's forceful sermons against such muted moral compromise.

During their trips to the archives, the students gained some perspective on the concept of historical research itself, and made other surprising finds unrelated to the specific issue of slavery. Sky Mackay was particularly intrigued when he found a Bible written in Latin, purportedly originating from the Vatican and printed in the late 16th century by order of the Pope. "Even just something as seemingly trivial as another Bible can reveal something," says Mackay. "Such an old and obviously valuable Bible shows that its owner must have been high up in society to, first of all, even have a book, and, second, to have one of such value." AJ Aja was similarly amazed with another discovery. "During our examination of the archives, we discovered a first edition, handwritten copy of Milton's *Paradise Lost* in fairly good condition," says AJ. "Though wholly unrelated to the institution of

slavery in Delaware, handling the priceless text was very enlightening."

Katie Bennett has found the work quite challenging. "When you're sifting through 200- and 300-year-old texts," reflects Bennett, "it is easy to get caught up in the unfamiliar language and loaded sentences. My first couple of weeks in the archives was spent trying to figure out how to read texts to get the core message, without going through and reading too much into each outdated word." Bennett's research revealed another pressing issue of interest besides the Diocesan position on slavery. "Not once going through the sources did I read women's voices or opinions."

As the group moves through the year, the gathered research is utilized on extensive scholarly writing. Spencer Davies explains, "The curriculum of our class is formulated such that we are constantly writing a paper. We start by compiling initial research, then formulating questions that appear to be supportable by the evidence in archives. After we conduct directed research, we write the final analysis." The class collaborates throughout the process to work as a unit and to develop each other's research and analysis skills. "At the conclusion of this process," says Davies, "we will submit our papers to a committee working for the Episcopal Diocese of Delaware. It has been proposed that we write a Wikipedia article about our findings. Currently, Wikipedia's information in regard to this subject is largely nonexistent and in the few cases where it exists, are riddled with errors." ❖

AN EVER-CHANGING BODY OF WORK

St. Andrew's Magazine *interviews artist and new mother Kate Padden '95*



St. Andrew's Magazine: How would you describe your growth as an artist from St. Andrew's up to the present?

Kate Padden: My growth as an artist has come in phases, and yet art has remained a cherished constant in a life full of change: a new city after college, different jobs, art school, marriage, another new city, motherhood...

In many ways, St. Andrew's established the pattern of doing many things while prioritizing what you love. A St. Andrew's student is a scholar, athlete, community member, dorm prefect, sibling—you learn not only to juggle your various roles, but to embrace the depth that this diversity brings to life. Since St. Andrew's, I have completed an undergraduate degree in studio art, gone on to work for an advertising agency in New York City, taught middle school for four years, and devoted a year to a full-time studio art program at the School of the Museum of Fine Arts in Boston.

Now married, settling into a new city, and having recently become a new mother, art continues to be an important part of my life. I look forward to continuing to explore new art challenges in our recently converted garage/studio, attending art openings in Houston's active art scene, and enjoying classes at the Glassell School at the Houston Museum of Fine Arts.

Finding the 25th hour in the day is a common problem for us all. Although I have rarely enjoyed the luxury of focusing 100 percent of my time in the studio, my experience at St. Andrew's taught me the ability to achieve fulfillment by balancing a variety of interests.

SAM: What is your process and how did you develop it?

KP: My work focuses on common biological phenomena, visually exploring how larger things break down into smaller components such as tissue into cells, or landscapes into the detail of mineral, flora and fauna. I am also interested in investigating biological processes on a microscopic level and extrapolating from these an analogous metaphor for human interaction and experience.

I typically work in a series, exploring a concept in multiple pieces, often in different mediums at the same time. I may start with a drawing and then work on a series of prints or a painting, or make a sculpture, or add sculptural elements to my painting. For example, my body of work entitled "Cellular Landscapes" consists of prints, paintings, and drawings.

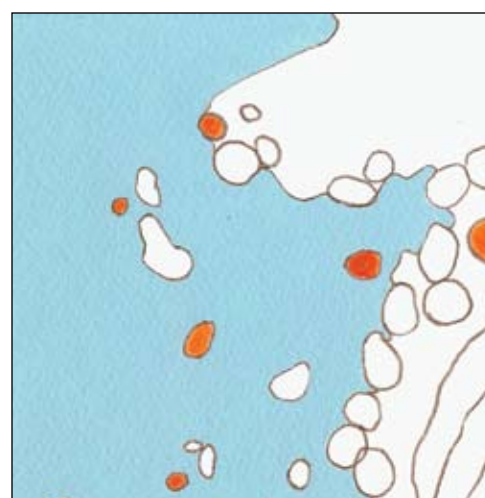
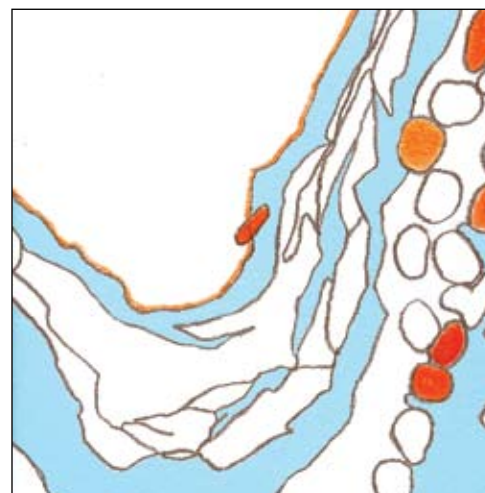
When I'm working through a concept, I have a lot of pieces going at once and am busy and obsessive. Then, of course, there will be a creative lull, which is the hardest part of being an artist—the time in between ideas, between inspirations. Every time it happens, I worry that I'm out of ideas and I have to make an effort to stay calm and not throw out everything in my studio. My husband is really helpful in this problem; he guards the work.

SAM: What direction do you envision your work taking in the near future?

KP: I would like to go back to working on abstract landscapes and focus more time on printmaking, as I did before 2005. I love the process—the methodic steps of creating an image on a plate, inking and printing a series. I am looking forward to enrolling in art classes this coming year. The exciting thing about classes is that you never know how learning a new technique or participating in critiques will shape your work. In the immediate future, I'm dedicated to my latest creation, my newborn son, Grant LaSalle Evans. He is a busy and ever-changing body of work!

SAM: Any advice for budding artists at St. Andrew's?

KP: Keep it up, even if it can't be your major in college or your full-time job. Take classes; make space for your work. If you are a friend of an artist, support them. My St. Andrew's friends come to my shows, open studio events and collect my work. Their support means the world to me.



(top)
Cellular Landscape: Drawing #1
 acrylic paint and graphite pencil on paper
 Dimension: 7" x 7"

(bottom)
Cellular Landscape: Drawing #2
 acrylic paint and graphite pencil on paper
 Dimension: 7" x 7"

(facing page)
Spring Burst
 collagraph print
 Dimension: 12" x 9"



On Friday and Saturday evenings during Parents' Weekend, Ann Taylor and a talented group of student players presented Ralph Troup's *Shadow Hour*, a suspenseful courtroom drama that examines the complexities of sexual consent. "The purpose of producing such a play at St. Andrew's was to provoke thoughtful conversation surrounding a sensitive and real-life issue," says Ms. Taylor. "In that vein the play was hugely successful, as I have had many reports of impromptu dorm, class and advisee group conversations."

Olivia McGiff '10 was Christy Connelly, a young woman working for Senator Adam Martin, played

by Joe Seiler '10. Christy and the senator share an evening together, and wake up with drastically different interpretations of their encounter: Christy feels intensely violated, while Adam swears their sex was consensual. The action of the play takes place in both the present and the past, ingeniously intercutting jury room deliberations, courtroom proceedings and the actual events in question. The stage was separated into three levels to highlight passages in time and space. As the author intended, the 23 characters were played by only 12 actors, each doubling as a juror.

The case is complicated by the ulterior motives, preconceptions and biases brought by everyone

Shadow Hour



involved. John Lavanga '10 was convincingly sleezy as the lawyer who manipulates Christy's story to enhance his own career. Danielle Montanez '10, Liza Scher '10, Katie Craddock '09, Ben Wainwright '10, Spencer Davies '09, Tania Maatouk '09, Jacob Seidenberg '09, Maya Cave '11 and Greg Whitaker '10 helped make up a motley crew of jurors sifting through weak evidence and conflicting testimonies to reach a verdict. The audience, also, was cast as an undecided jury, trying to translate a shadowy event into the factual light of day. The final scene depicted the decisive moment between Christy and the senator, forcing the audience to reinvestigate the final votes of the jury members.

In addition to addressing an incredibly sensitive and difficult issue, the play examined the problem of passing judgment, and the difficulty of doing so responsibly. As director Ann Taylor wrote in the program, "The jury raises many beliefs, prejudices and feelings surrounding the issue of date rape. After hearing the evidence and witnessing the actual events, how would you cast your vote? Guilty or Not Guilty? Are you sure?" 🍷



UPDATE: Campus

Open, airy, bright and connected spaces

When the various recent renovations to campus take place in a well-traversed area and they are squarely in the center of the community's daily existence, the work that occurs rarely receives much fanfare. Everyone sees it and the area instantly becomes utilized in the busy schedule of St. Andrew's life. It's not that the work is unappreciated, but that most of the projects are designed to restore the utility in traditional fashion. Accordingly, those efforts to restore or enhance what is already expected from a facility are sometimes overlooked. There are exceptions, to be sure—most particularly when the final outcome is so dramatically different than what we remember before the work began. Most would agree the average replaced ceiling or re-laid carpet doesn't grab the campus wanderer's eye so much as an authentic architectural rebirth. But even those words cannot adequately describe this past fall's work on the School's squash courts.

Hidden behind tarps and sheets of plywood for more than six months, the only evidence of activity in the Cameron Gym was the daily presence of skilled craftsmen and the pervasive howls of saws and jackhammers. Few could know how radically this area would be transformed when the community was finally let back into the space. When the first eyes were laid on the completed project, they were blinded by its sheer brilliance.

First and foremost, the original squash courts, dating back to 1936, had somehow been bathed in an unfathomably stunning natural light. The prison cell walls that bounded the back of the courts were replaced with modern glass, enhancing the appeal to spectators and players alike. In addition, a section of the arcade between the squash court balcony and the Cameron Room was restored, allowing visual passage for the first time since it was bricked up nearly 50 years ago.

In the hallway between the renovated courts and the weight room, a salvaged wood wall and exposed stone were a

surprise to Bill Soukup who directed the project. "The School took advantage of these architectural delights, and modified details to add to the overall comfort and feel of the space," says Soukup. As he has learned throughout the many renovations of campus spaces in his years at St. Andrew's, every project is fraught with challenges. "There are nine different floor elevations in the gym," explains Soukup. "There are large stone walls even in the interior of the building because of several additions during the School's history." And, not to be ignored, the electrical and HVAC is mostly original, requiring significant updates, as with the Founders Hall projects. "The good news is we are experienced at dealing with these issues," says Soukup.

The players and coaches might have been speechless upon first returning to the former dungeons, but they can't say enough after playing their first month of matches on the new courts. Not mincing words, Ryan Heaney '09 describes the courts as "phenomenal" and "world-class," a view shared by his fellow players on the boys' and girls' varsity squads. Tilden Davis '10 appreciates the potential for an increase in the number of spectators. "People can now watch when we have home matches and their support helps me and my team members to keep fighting to win our matches," says Davis. "They have made a drastic difference in the School's interest in squash," adds Ted Rooney '10.

"Having coached in these courts for 30 years," says Will Speers, "I am amazed at how those dark and isolated courts have been transformed into open, airy, bright and connected spaces." He enjoys the opportunity for more interactive coaching afforded by the glass walls and open hallway. "The squash courts are connected to the whole gym now," he adds. "The skylights bring in fresh air and vistas of the world beyond." ❖

Cardinal POINTS



Football

by Coach Jack Hoopes

The St. Andrew's football team concluded another successful season on November 8. The team finished with five wins and three losses. The highlights of the season were outstanding wins over Tower Hill School, Princeton Day School, the George School and Morrisville PA, and an exciting 51-22 win over a talented Perkiomen School team. Our losses were to Red Lion Christian Academy (7-1), Wilmington Friends (10-0) and unfortunately the Cannon game to the Tatnall School.

The season was marked by a sound running game spearheaded by seniors Alex Flynn and JaiVon Wesley who each rushed for over 580 yards. Sophomore Dee Simon and freshman Jake Myers also contributed greatly giving the team the most balance in recent years.

The leadership of third-year starter Andrew Pfeiffer at quarterback and Jim Gerrity as our leading receiver and place kicker/punter were invaluable. Seniors Derin Akintilo, Dan Primiani, Sam Jeffries, Sam Patton and A.J. Amara provided the maturity every good team needs to be successful along with



the enthusiasm of junior James Simon and sophomore Sean Crowley.

Although nine seniors will graduate from the team, the returning students from this past season will provide the necessary ingredients for a successful season next year.

Field Hockey

by Coaches Lindsay Wright and Melinda Tower

This year was the beginning of a new and exciting era for the St. Andrew's field hockey program. Both Coach Wright and Coach Tower are new to St. Andrew's and were able to come into pre-season in August with a fresh outlook on the program. Team captain Susie Gurzenda assumed her leadership role early in the season. However, Susie had a great deal of help in leading this team from a cohesive senior unit including Sadie Hammond, Mary-Shea Valliant and Michel'Le Bennett. These seniors were true citizen leaders in every sense of the word. Thus, they were able to serve as role models for the rest of the squad. Each young woman did a fantastic job at setting a tone of sportsmanship and perseverance for the rest of the players.

The varsity team ended the season with a record of 5-11, which included two conference wins versus top ranked Wilmington Friends and Tatnall. The offense was lead by V Former Tilden Davis and IV Former Katie Keating, who contributed the majority of the goals of the season. In the center, Mackenzie Peet '11 controlled the midfield with Susie Gurzenda to her right and IV Formers Frannie Gurzenda and Madison Beres to her left. Sadie Hammond and Mary-Shea



Valliant were responsible for controlling the defensive circle and Michel'Le Bennett was the stellar last line of defense in the cage. Despite losing these four valuable seniors at the end of this school year, the Saints are excited and ready to work hard to improve upon this record for next fall.

Two Saints recognized by the Conference included Mackenzie Peet, who earned All-Conference First Team selection, and goalkeeper Michel'Le Bennett, who was chosen to play in the State Senior All-Star game. Our team awards included the following: Mackenzie Peet received Most Valuable Player, Madison Beres received Most Improved Player, Susie Gurzenda received the Coaches Award, Frannie Gurzenda received Rookie of the Year and Michel'Le Bennett received "Goof" Ball Award.

Boys' Cross-Country

by Coach Dan O'Connell

Depth and speed defined the 2008 boys' cross-country team. All 36 runners on the team ran five kilometers in under 24 minutes this season. The junior varsity team won the Salesianum Invitational and placed sixth at the New Castle County Championship Meet. The varsity placed second at the Salesianum Invitational (placing better than perennial power-house Tatnall), second at the DISC Meet, seventh at the New Castle County Championship Meet, and finished a very impressive third at the State Championship Meet. The team was led by its strong senior class and by co-captains Tyler Gehrs and Douglas Stuart. The team looks now to rising seniors Ryan Koski-Vacirca, Bucky Pierce, Ryan Bickley, Peter Melhado, Crenshaw Meehan, Jack Moffitt, 2008 varsity members Jack Hain and Will Plautz, and every other returning member to keep pace with all that was accomplished this season.

Girls' Cross-Country

by Coach Wilson Everhart

The 2008 St. Andrew's girls' cross-country team turned in one of the fastest seasons in the history of the program, and the girls have every reason to be tremendously proud of their accomplishments. After their race at the Lake Forest Invitational—the first meet of the season—the Saints were ranked 16th in the state, and they set out to catch as many of the teams in front of them as they possibly could. In the end, they caught nine of them. The St. Andrew's girls turned in the fifth fastest team time in the entire state with a third place finish in the Division II State Meet.

The team flourished under the guidance of VI Form Captain Phoebe Matthews and the entire class of 2009. These seniors work hard and were remarkably generous with their energy and dedication. Phoebe, Hannah Schecter, Vivian Smith, Sara Khan and Sarah Haroldson have all left a positive imprint on the girls' cross-country program, and they will be missed next year.

In addition to impressive team accomplishments, the 2008 season also saw a number of impressive individual accomplishments. Phoebe and Lucinda Caldwell '10 earned All-Conference and All-County Honors. Phoebe also went on to earn All-State Meet honors for her 12th place finish at the state meet, while Lucinda is the first St. Andrew's girl to ever earn 1st team All-State honors in cross-country. This honor was in recognition of her impressive fifth place finish at the state meet, as well as the fact that she set a new School record of 18:55 on the home course.

With 13 runners returning, the St. Andrew's girls' cross-country team has every reason to be optimistic about next season.



Boys' Soccer

by Coach Ben Kennedy

The boys' varsity soccer team finished a competitive season 3-12-1. Nine of the sixteen games were played against teams who ultimately made the state soccer tournament and half of the team's losses came in one-goal games. The biggest win of the season, a 3-0 result at home, came against conference rival Sanford School.

After the season, coaches in the Independent Conference and throughout the state recognized four St. Andrew's players for outstanding play this fall. Lee Whitney '09 was named Honorable Mention All-Conference, Mark Wieland '09 and Garrett Hart '10 earned Second Team All-Conference, and Joe Garvey '09 was selected First Team All-Conference and Third Team All-State.

The 2008-09 boys' varsity team graduates twelve seniors. These athletes have given much to the soccer program over their four years and leave a core of younger players ready to build upon their efforts.

Girls' Soccer

by Coach Sarah Demers

The 2008 girls' soccer team capped off an incredibly successful 8-3-1 season, boasting a new School record of 10 goals in one game in their match-up against West Nottingham and a four game stretch where they outscored their opponents 25-0. From pre-season to the final match-up, the Saints brought hunger and passion to the field, and since the squad lost only two seniors last year, the team was able to hit the ground running. The main objective this season was to simply want it more than their opponents and that drive started right away because of the amazing leadership of our eight seniors: co-captains Beth Martin and Mac Lilly, Lizzie Dutton, Katherine Belk, Mary Craig, Liz Wolinski, Nina Fleischer and Corrine Armistead. The seniors brought passion, fun and fire to the field day in and day out, and managed to craft a tight group of athletes that had a singular desire to play good soccer. The team will sorely miss their talents both on and off the field next year.

Although the team dropped three tough losses to rivals St. Peter and Paul and Westtown, each player showed marked improvement over the season and the progress of the team as a whole was showcased in the final game against Westtown. The Saints left everything they had on the field and showed everyone what they were made of in their efforts at victory.

Although the Saints will certainly hurt from the loss of their talented core of seniors, the team has a group of rising juniors that will certainly look to fill their shoes. With MVP Bailey Marshall at midfield and star Grace Gahagan dominating the middle, the Saints will rely on young talent like Most Improved Player Margaux Lopez to carry the squad. Kaley Hanrahan and Emily Delaplane will look to anchor the defensive unit and Amanda Gahagan and Claudia Heath the wings. Up top, Molly Miller, Molly Belk and Elizabeth Dalrymple will continue to stay hungry in the box and Ruth Fuqua will defend the net. Despite missing the wonderful presence of Coaches Award winners Mac Lilly, Katherine Belk and their outstanding classmates, the Saints will look to continue a winning legacy into the 2009 season.



Volleyball

by Coach Christina Kennedy

Varsity volleyball concluded the 2008 season with a record of 5–12. We played hard for each of our wins, but our best three matches ultimately resulted in losses. Against Smyrna, we came back from a two-game deficit to lose by only three points in the fifth game. And, in both of our match ups against Tower Hill, we went to a nail-biting fourth game.

Many factors played a part in shaping our successful season. First, we had enthusiastic and dedicated seniors who worked hard in every practice and game to build camaraderie, elevate our level of play and keep the morale of the squad up even after disappointing losses. Our captains, Brittanie Leibold and Margot Mellon, along with our other senior leaders—Divya Natesan, Hayley Swan, Laura McCready and Louise Dufresne—played an integral role in shaping our season, as well as the volleyball program as a whole. They love volleyball and their love is contagious, evident by the fact that we had our first Thirds team in School history this year.

Second, we were lucky to have the guidance and support of JV Head Coach Elizabeth Ross and Thirds Head Coach Treava Milton, as well as that of the players from the JV and Thirds squads. Third, we had responsible and caring managers, Christa Lambert and Grant Nikols, who kept us organized and laughing the entire season. Fourth, we had dedicated fans that followed our team and cheered us on: the Duprey family, Mr. DeSalvo, Ms. Walton, the Klecans, the “Ramillers” and Ms. Williams. Finally, we had selfless underclassmen (Caitlin Forsthoefel, Devin Duprey, Catherine Geewax, Aurora Leibold, Grace Seekins, Rachel Shields and Leah Weston) who were willing to share playing time and embraced adjustments that strengthened and highlighted the team as a whole rather than one or two individuals. I only need to look at our season stats to confirm that when played well, volleyball is the quintessential team sport. Brittanie led the team in aces, Margot led the team in blocks, Hayley led the team in kills, Laura led the team in digs and Grace led the team in assists. Volleyball is quick and unforgiving, and our success derived largely from the fact that different players stepped up from game to game.

To conclude the season, several players were recognized for their achievements and unique contributions to the team. Three of our players received All Conference honors this year: Caitlin and Leah were selected to the Second Team and Hayley was selected to the Honorable Mention Team. Selection for an All Conference team is a great accomplishment, as it indicates that the coaches in our conference have recognized the court leadership and outstanding play of these three athletes, in particular. In addition to All Conference awards, Louise received the “There’s no I in team” award for her selfless play, for the support she extended to each of her teammates and for the energy she brought to each match, both on and off the court. Leah received the award for Most Improved Player due to her increased confidence, stamina and skill, which allowed her to become our most consistent all around player. Finally, Hayley received the Coaches Award for her countless contributions and development as a player over the course of her four years on the varsity squad. In her final season, she evolved into one of the most vocal players on the court, leading our team in kills and enthusiasm. ❖



Mike Quist '09

St. Andrew's Magazine: *How have you changed over the course of your time at St. Andrew's?*

Mike: When I first got here I was very quiet and reserved. I usually held back from participating in conversations. Through the years that I've been here I've grown and become more comfortable in situations where I need to speak up in front of people. I really appreciate that ability, and the fact that I've become more social. One of the reasons I came here is because I love the environment; everybody's so open and welcoming.

SAM: *Describe a turning point in your career here.*

Mike: Mr. Van Meter's English class last year was big for me. Though I had made a lot of progress in speaking up in all my other classes, I was still lagging in English. I always felt that my ideas were sort of out there, maybe a little bit strange. But Mr. Van Meter encouraged me to just say whatever came to my mind, so I tried it and it worked. Sometimes people agreed with me and sometimes they didn't, but it wasn't as bad as I thought it would be. Now I am able to speak in English [class] and I really enjoy it. I'm no longer nervous.

SAM: *What are some of your academic interests?*

Mike: I'm interested in calculus and biology. I've always loved science. I began liking math in sixth grade, when they started letting us do the problems ourselves. Instead of having someone say, 'Here's how to do this problem,' you could read the book and decide for yourself how to do it. I get a thrill from working through a problem, even if it takes hours and hours and I get frustrated. There's nothing better or more satisfying than the feeling of solving a problem.

This year I'm taking two math and two science classes—physics, chemistry, multivariable calculus and AP statistics—and I'm enjoying how all of my classes interrelate. In the beginning of the year we were talking about time in physics class. Then in multivariable we looked at time as a fourth dimension. And then in English we were talking about time as well, reading Ian McEwan's *The Child in Time*.

SAM: *What goals do you have for your senior year?*

Mike: I want to be able to look back and say that I tried a lot of new things that I wouldn't have had the opportunity to try elsewhere. I have done a lot of that already: I had never played tennis before I came here, and now I play. I'm on the math club. I've done ushering for the chapel. I'm thinking about maybe acting in the play. I've never acted and I have terrible stage fright.

SAM: *What will you miss most about St. Andrew's?*

Mike: I'll miss the people here; they're like a second family to me. People at home are shocked that I hang out with my teachers, go to lunch with them. The other night I went to Mr. Van Meter's apartment—he lives two doors away from me—and we had a great conversation. That's one of the things I love most about being here. I looked at about six or seven schools, and the thing that made St. Andrew's stand out to me was the community. The first thing I noticed when



I came on campus was that everybody said 'hi'; everybody had a smile. College is going to be a totally different community, and I'm a little worried that my college experience won't measure up to my experience here.

**“Whatever chemistry is behind the process,
the product of placing so many awesome people
on a beautiful campus is a community unlike any other.”**

Sarah Haroldson '09

St. Andrew's Magazine: *How do you like being a senior on a freshman dorm?*

Sarah: It's been really exciting to see the girls come into their own in the community. When they first got here, they would spend the time between dinner and study hall in the common room on their computers checking in with their friends at home. As the year has gone on, they have started to hang out together, and it's really great to see. It was tough not having the front lawn in the first couple weeks of school, because that is such an important social space.

SAM: *What are some of your passions and when did you discover them?*

Sarah: My sophomore year I started taking a photography class and I started doing community service, and my interest in both took off from there. A couple of kids suggested we go to the [Middletown] Boys' and Girls' Club every afternoon as a winter sport, so I started going. The next year I ended up continuing by myself because I enjoyed it so much, and I'm doing it again this year. I love being able to see the progress of the kids I am helping. When you go on the first day, they ask for help with every aspect of their homework. By the time you leave, instead of asking questions because they need help, they start asking questions that go beyond their homework. That's really cool, because it makes me feel like I'm using what we do here at St. Andrew's to help kids who might not have the same educational opportunities.

SAM: *You've been elected to represent St. Andrew's on the Youth Philanthropy Board of New Castle County. What does that entail and how is it going?*

Sarah: The Board gets \$15,000 to give to the youth organizations we choose. We just had our first meeting last week, and we picked a grant focus. We decided on support groups for children from fifth to eighth grade that help kids who are dealing with issues like pregnancy and drug use. A lot of the [YPB] grants in the past have focused on preventative education. The statistics we saw at the meeting showed that these programs aren't doing enough, so we're thinking maybe if we get involved after the problems begin then the number of kids who are involved in this kind of behavior will go down. Meetings happen once a month until May, when we award the grant. Until then, we read and discuss applications and visit sites to see how the organizations work.

SAM: *If you were to design your own service project, what would it look like?*

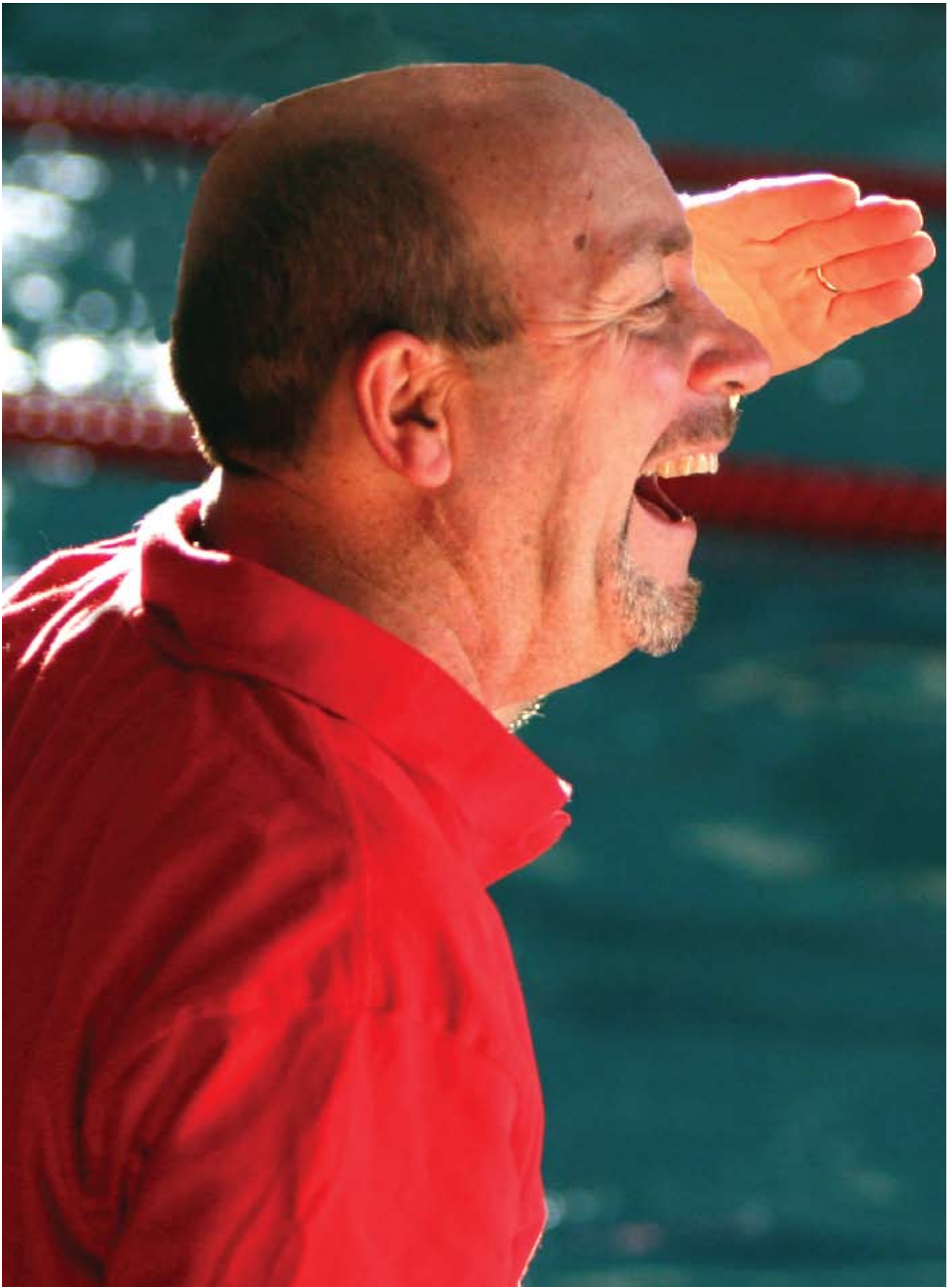
Sarah: I read about a program where a group of students went to a school in eastern Africa and taught photography to the kids. That would be my two favorite things combined—service and photography—and if it was in South America rather than South Africa, I could practice my Spanish too, which is my favorite class! That would be perfect. Teach for America or the Peace Corps also sound really great.

SAM: *What classes or experiences at St. Andrew's have taught you the most?*

Sarah: I've learned the most from talking to teachers outside of class, just running into them in the hallway or sitting down with them at lunch to have an informed conversation about whatever it may be. That has really helped me grow. It's kind of the same thing that I do at the Boys' and Girls' Club—it's having someone there to lead you when you are not obligated to put yourself in a learning position, yet you do it anyway.



“Our class is united and so excited to lead the School as seniors, but more than that, as artists, athletes, academics and friends to the underformers.”



SPLASH OF INSPIRATION

When you enter the Raymond P. Genereaux Aquatic Center during a swim practice, the first shock that greets you after the warm smell of chlorine is the booming voice of Bill Wallace. With resounding thunder he coaxes his athletes and walks along the side of the pool, bellowing status updates and technical pointers. To a meek observer sitting in the stands, the volume is imposing. To the students struggling in the water to shave off a half-second on this pass down the length of the pool, the delivery is perfect. As their ears dip in and out of the waves, only a few syllables get through. Assembling the audible pieces into cogent feedback requires a sharp mind, all while their heart and lungs are pounding and nearing the threshold of complete exhaustion. Somehow it all comes together, for Wallace has been at the helm of the team for 11 years and has led the swimmers to several conference and a few state titles along the way.

It was 1992 when Wallace first arrived on campus. The Aquatic Center was slowly emerging from plans on paper to the first scoops of earth removed from the building site. Wallace recalls then Headmaster Jon O'Brien's distinct influence on the project. "He wanted to be sure that swimming would fit in with the philosophy of all the other sports here at St. Andrew's," says Wallace. "He could foresee the coming of the age of specialization—something he thought was the antithesis of the role of sport here." Wallace agreed fully, and has continued to maintain that approach. The team practices only in the winter months, yet manages to outperform teams comprised of many year-round athletes.

Wallace credits much of his success, and indeed his deep love of coaching the sport, to Jeff Wren, who coached at the University of Maine from 1972 until his retirement in 2007. "I was always impressed by his fairness," says Wallace, "and interest in coaching anyone who had a passion for the sport of swimming—regardless of their talent level. He had a no-cut policy during his entire career. He believed that the swimmer you cut was the swimmer you wished you had three weeks later, so he never cut anyone." Wallace has adopted the same practice as his mentor: The St. Andrew's team welcomes all with open arms, and is well known for the tenacity of its "home-grown" swimmers—those who developed all of their competitive prowess at St. Andrew's, rather than arriving with impressive prior history.

That home-grown attitude is particular endemic to the young program at St. Andrew's. After all, Wallace watched the backhoes carve the pool itself. While the pool remained under construction that year, the newly-formed team swam at a pool in Newark, and Wallace still has a bottle of water from their first practice. He also saved one from the inaugural practice at Genereaux in November of 1993. "Swimming is my life," he cheerfully admits, "and being part of a new sports tradition at St. Andrew's is one of the highlights."

More memories have been seared along the way. In February 2005, Wallace looked on at the Delaware Boys High School State Championships as Will Clary '05, Eddie Hickman '05, Joe Appleyard '06 and Tyler Caldwell '07 won the

Bill Wallace's
passion for the
pool delivers a
team experience
like no other.

by Greg Doyle
Photos by Jeffrey Gehrs P'09



200 Free Relay—the School's first state title in swimming. Two years later, he watched Tyler Gehrs '09 win the 50 Free.

Beyond mere victories, Wallace currently enjoys the opportunity to coach both of his daughters, Lyndsay '10 and Selena '12. Their presence on the team makes it a family afternoon at the pool, with Bill's wife, Donna, serving as co-director of the Aquatic Center. "The operation and maintenance of this Aquatic Center is so complex," says Wallace, "that without her skill as the chief pool operations officer, we as coaches would be so bogged down that we couldn't effectively do our jobs."

Wallace outlines his goals for the students in his program without missing a beat. "I want to provide them with an Olympic-caliber program that lasts from the end of November to the end of February," says Wallace. "Everyone on the team is a varsity swimmer and I place varsity expectations on each swimmer. Each swimmer knows what they want to do in practice every day, but it's the coaches who know what the swimmers have to do to get better." His athletes know every practice will be hard and there will be no days off during the week. "We go through the normal cycle of wins and losses just like other St. Andrew's teams," says Wallace, "but I've never believed that these have much bearing on the success of a season or program." Instead, Wallace uses high expectations,

enthusiasm, commitment, teamwork and accountability as measures of success.

With a wider perspective, Wallace also seeks to enhance the swimming experience for his assistant coaches. "The more they enjoy what they do," he says, "the better coaches they become." That effort pays off, as they eagerly share their appreciation of the atmosphere that Wallace creates. "Bill lives and breathes coaching and I have never seen him have an off-day on the pool deck," confides assistant coach Sarah Demers. "Every day is a good day for swimming in his world, and he is ready to be there coaching."

From her first days at the pool last year, Demers was struck by how passionate Bill was about everything in his life. "He is quick to recount a funny story or a great saying, always has a twinkle in his eye," she admits, "and he is always walking the line between pushing the kids to be their best and being able to step back and enjoy the moments when their success really comes." Most importantly, adds Demers, "Bill coaches everyone, celebrating the winners and the last place finishers with equal joy."

In the water, the students feel the warmth of that joy. "He is above and beyond the most enthusiastic coach I've had during my four years at St. Andrew's," claims Mackenzie Lilly '09. To highlight the point, Lilly shares one distinctly

memorable moment that has been etched in her mind. "As we were sprinting during a very hard workout, Mr. Wallace took his shirt off and began spinning it like a lasso above his head while cheering us on to go faster." Lilly is one of the few students who has a basis for comparison. She swam for a club team prior to coming to St. Andrew's and never saw the level of personal investment from other coaches that Wallace places in his swimmers.

Rachel Pedersen '10 bears witness to the open and embracing nature of the team that Wallace helps to create. "Mr. Wallace has always placed an enormous emphasis on the importance of cheering for our teammates," says Pedersen. "He discourages us from sitting down at any point during the meet when St. Andrew's students are racing." While she was initially skeptical as to exactly how effective this is, in her third season, she recognizes its power. It became refreshingly clear to her again during a recent meet against Westtown School. "Going into my last turn of my 100-meter freestyle, I was well behind Westtown's fastest girl racing in the event," recalls Pedersen, "but every time I took a breath, I heard teammates screaming and urging me to go faster." That enthusiasm paid dividends, as Pedersen out touched the Westtown girl at the end of the lane.

Along with the supportive team atmosphere, Pete Mihalcik '11 also values the technical skills that Wallace is able to impart. "He breaks down the swimmer's stroke to its smallest components and finds little things in your stroke you need to change," says Mihalcik. "A lot of the things he corrects you on take a while to finally get down, but Mr. Wallace never loses patience—he continually and calmly corrects you and says different ways you can think about the change which make the transition easier."

Wallace isn't comfortable resting on the success he has found thus far however. There's always more to be done. For over 15 years, St. Andrew's has been blessed with the convenience and comfort of the Genereaux Aquatic Center, but Wallace is conscious of the need for maintenance and upgrades, and even the possibility for minor renovations as circumstances permit. For the near term, he hopes to add training equipment that enhances the experience of the swimmers and allows them to swim faster. "We have just recently upgraded our capacity for video analysis of swimmers through the generosity of a longtime friend of the swim program," reports Wallace.

"Video analysis has always been available, but has been time consuming," he adds. "The emergence of digital movie clips, e-mail and other time-saving technologies allow swimmers to be filmed and viewing to be done more quickly and at much more convenient times."

While technology has its place, Wallace's swim program still relies on the strength of its human capital, sometimes reaching beyond the campus for development. "We are fortunate to have collegial relationships with some of the best minds in the sport of swimming," says Wallace. "These coaches have generously shared their expertise with us and have allowed us as coaches and swimmers to move farther forward more quickly than I could have imagined."

Every winter's afternoon, Wallace paces the deck of the pool, carefully watching his charges and doing everything in his power to ensure that progress never ceases. 🏊



Finding Your Fit

AN INTERVIEW WITH TECHNOLOGY GURU BILL CASHION

When your laptop computer starts making unpleasant sounds and you contemplate the fact that every piece of useful information you need is now on the precipice to oblivion, you need someone to rescue you from falling with it. Of course the world is not going to end. You might be a little humbled by the experience; you might vow to actually learn how to do a backup. But you will survive. You will move on. The man telling you these things, as you stand trembling in his office and tearfully holding the pieces of your perceived existence in the information age, is none other than Bill Cashion.

To many on campus, he is Superman. Bad things, such as electronic mayhem and unrecoverable data loss, may happen before you can summon help, but once you are within his reach, the situation instantly gets better. His superpowers are a combination of exquisite mastery of computers and an enviable sense of calm. If there is anything to be saved in the hunk of metal you lay upon his desk, he will make it happen. If there is any thread of strength left in your emotional fabric, he'll weave magic there as well.

It's the second part that provides the greatest value. A new computer part is easy enough, but it's the restoration of your dignity that you value most. Bill learned his computer skills the traditional way, but his peaceful and reparative spirit was forged against hardship and struggle that few could survive. As an HIV-positive man, Bill has faced not only the physical aspects of his condition, but the societal challenges that complicate it. Because only Bill could give voice to his experiences, *St. Andrew's Magazine* asked him to share some reflections on his life, the School community and his perspective on technology.

St. Andrew's Magazine: How would you compare our community's response to issues of sexual orientation, HIV/AIDS, etc., to your experiences prior to coming to St. Andrew's?

Bill Cashion: St. Andrew's is an amazing place when it comes to issues of sexual orientation and HIV/AIDS. I guess to fully allow you to understand where I came from and how difficult of a road I have been down I am going to start from the beginning. I started working for a large public school district in North Carolina in the technology department back in 2000. I became real close with my co-workers and so I felt it was fine to share that I was gay, so I did with my closest co-worker during lunch. My friend told me that she and my direct manager had been discussing it, and I thought, "Wow this is crazy if you want to know don't talk about me, come ask me!"

So I decided to talk to my boss. I told her that since it appeared to be a subject that was being talked about behind my back, I figured I would be open and honest, and I told her that I was gay. She was so excited and hugged me and told me she was proud of me for doing this. I felt things were fine since it was out in the open and there would be no more talking behind my back. I was very wrong. Things suddenly changed.

As a result of my being truthful and trying to teach the office about direct communication and honesty, I was moved to another office on the other side of town. I was told to document everything I was doing. No other worker or colleague had to document their activities. I alone was asked to do this.

Not long after that I was called into the assistant superintendent's office where my manager was. I was told I was being let go because of a number of things I had done, including not ironing my clothes and divulging my sexual persuasion. I was told that I could go in front of the school board within 24 hours to fight this decision. So there I was. In one fell swoop I was denied my job and offered the "opportunity" for a public debate because I was gay.

After losing my job at the school system, I ran into similar situations in temp work. One day as a temp worker, I walked in on conversation between two co-workers about my being gay. This situation turned out much better than the last, but it marked the end of my trying to work in an area that was so intolerant, so I decided I would start looking for a job in a place where I would not find discrimination against my sexual orientation. One of my dreams was to work for Apple, Inc., and I managed to land a job there. I was glad I was in a place that allowed people to be themselves. One thing that was lacking in the Apple Austin group was an active Apple Lambda group [the GLBT group at Apple]. I contacted the person in charge of Apple Lambda in Cupertino, Calif., and I started a local group. Sadly, this group ended up causing "problems." Even though the problems ironed out, I was left burned again.

After multiple road blocks in my effort to find a work place which offered acceptance, truth, honesty and respect, I decided it was time to find a place I could call home, and I found my present job here at St. Andrew's. Now talk about a place that lives by what it says. If you read our mission statement, you will see a School that does what it says it does. Anyone could be GLBT or whatever; and it truly does not matter. What matters is that people are

treated like people. So St. Andrew's is a true winner when it comes to GLBT and human issues, and I would rate this place 100 percent out of the places I have ever worked. HIV/AIDS I guess is still quite new to me. Knowing I have HIV is only about a four-year experience for me. St. Andrew's has allowed me to heal some very bad wounds when it comes to having HIV. I have been able to be open and talk about how HIV can affect anyone no matter what! I have also had the privilege of helping orchestrate three successful AIDS Walks since I started working here. This past year at St. Andrew's, with the help of fundraising sales of Cheerwine—a southern soda like no other—we raised \$3,911 for AIDS Delaware. I have never worked at a place that stands behind those dealing with HIV/AIDS like St. Andrew's does.

St. Andrew's mission statement says that it is "a residential community founded on ethical principles and Christian beliefs." It says "students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community." St. Andrew's is, truly, what it says it is, and I am more than proud to say I am part of the St. Andrew's community.

SAM: *What is your perspective on technology, the internet, etc., and its influence on a community like St. Andrew's?*

BC: We can't live with it and we can't live without it! Technology has become a staple of the average person's life even if they don't think it has. Technology is everywhere—it is not in just computers but in everything from a simple cell phone to your washing machine. The Internet amazingly has become the hub for almost all communication these days. Look at iChat, IRC, AOL, FaceBook and MySpace just to name a few. I know that I keep in touch with so many people through at least three of the services mentioned. All this technology appears to be thrown at us at such rapid speeds but St. Andrew's has done a great job at making sure our community is running on the current mainstream technologies, but at the same time not using technology to replace human interaction and exchange—which I don't think can ever be replaced. I am amazed at how our faculty, staff and students adapt to all this. I also think that the reason technology is so well utilized in the life of the School is from the great work of my co-workers Beth Crook, Dave Myers and Peter Hoopes. We make an awesome team, one like I have never worked on before. Our team is able to educate the community about how to best use technology as a resource and not a crutch.

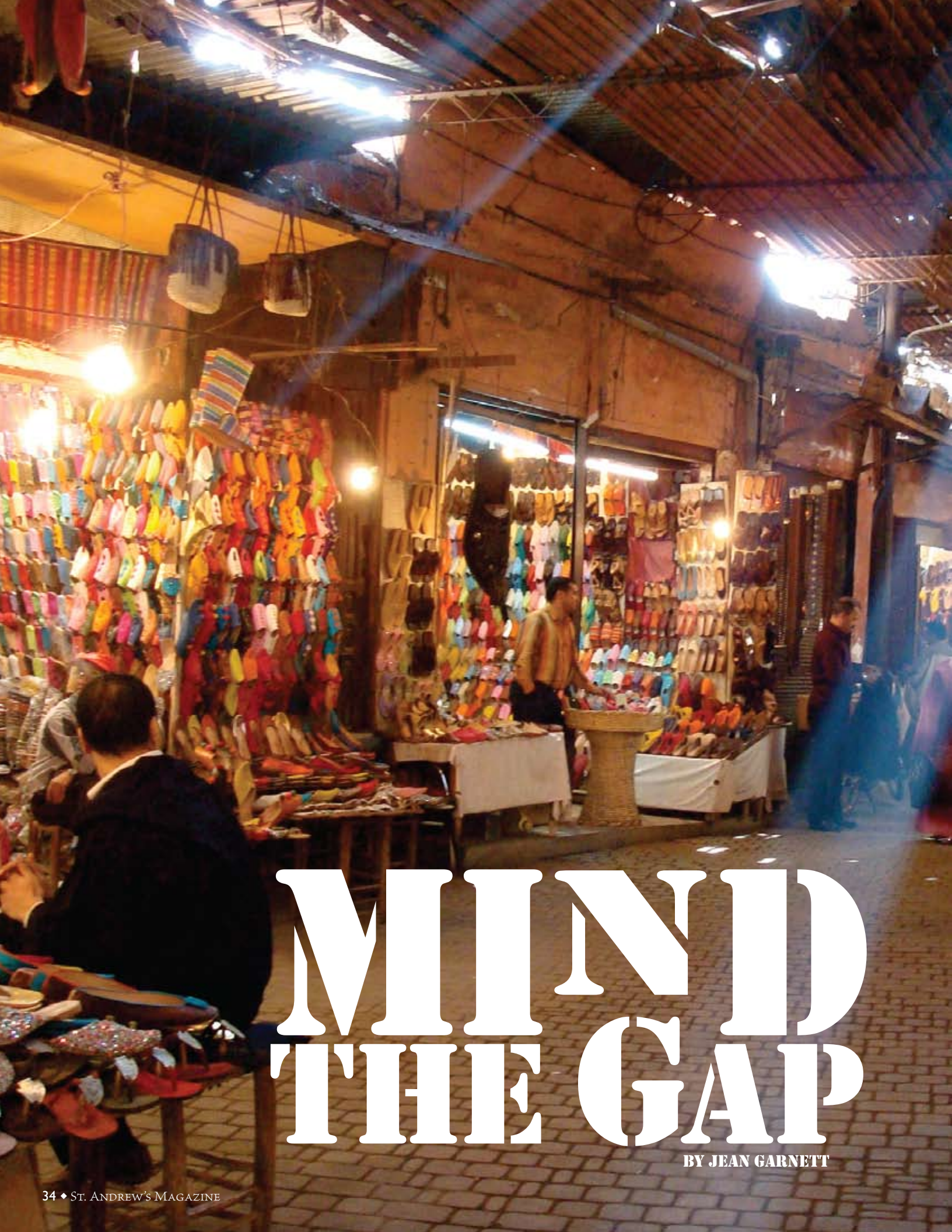
SAM: *What are the typical job challenges you face on a daily basis? What have been some of the more unique problems?*

BC: Typical job challenges I face would be focusing on multiple issues at any one given time. I can have two or three people standing outside my office needing help with their computers and another person on the phone needing help, all at the same time. People tell me they appreciate the way I help them. I honestly don't think I am different from anyone else. We are all here to help each other. I like being a problem solver for people in this community. My most common problem is how do I do a perfect job and do it fast! I am a perfectionist and sometimes I think that is what makes my job so hard. I honestly can say that there have been no real unique problems; I have enough backups between our team, Apple and support of friends that used to work for Apple that I can get through most things without a hitch. The most interesting thing is that my mentor, Villary LaRue, who got me started on my career in the Mac field now calls me for help, instead of me calling her. That is a fantastic feeling, as I know without her guidance that I would not be where I am today.

SAM: *Outside of St. Andrew's what occupies your time?*

BC: I am a member of New Ark United Church of Christ where I do a little of this and that. I love my church and while like most churches it has its ups and downs I am learning how to deal with those, how I view Christ and how my church fits my vision. I also help with our newly formed youth group. This part of my church life is my favorite because now I am giving back the time and hours given to me by many as I was growing up. I have over the last three years spent lots of time in Internet chatrooms talking about HIV and the issues that surround it. I have had many people announce themselves as having HIV to me and ask for advice. I take the "been-there-done-that-got-the-T-shirt" approach to this. I also use humor because sometimes I swear I would rather laugh than cry! I also think when faced with a life-long disease like HIV, diabetes, etc., your attitude makes a big difference in your health. ❖





MIND THE GAP

BY JEAN GARNETT



LONG POPULAR IN EUROPE,

the “gap year” is on the rise among American students. Perhaps in response to the pressure and anxiety of college admissions and the increasingly manic schedule of school, more and more students, parents and admissions offices are seeing the value of taking time off from the fast track to college. Some dismiss the gap year as an expensive postponement strategy; others insist it is a life-changing opportunity for learning and growth. Whatever it is, the gap year is a growing trend, an alternative path that more students seem to be taking each year.

The rise of the gap year is reaching St. Andrew’s as well. Six members of the Class of 2007 chose to defer from college and pursue adventures of their own. A year and a half after graduating, and now settling into college life, these “gappers” shared their experiences with *St. Andrew’s Magazine*. Katherine Patrick, Jessica Crawley, Lucy Brady, Tolly Taylor, Chris Speers and Nicola Fleischer spent their gap time in widely different programs and pursuits. But whether they were at home or abroad, learning a language or holding down a job, all describe this interim as a transformative period of immense growth and self-discovery. All, too, find that the time they spent away from formal education is allowing them to now appreciate the college experience more fully. ►

Katherine: “A good time to find yourself”

Students choose to take a year off for a variety of reasons. Some are unsure of what to study in college and need time to explore their interests. Some want to pursue specific ambitions. Others, like Katherine Patrick, simply need to take a breath and reboot. “St. Andrew’s is an incredibly demanding and mentally straining environment,” says Katherine. “I knew I needed some time to soak in the great things I experienced there and get myself ready for what was to come.” Having decided to take a ‘breather’ before reentering the academic intensity of college (she had deferred from Brown University), Katherine needed to find some structure, some way to bridge the gap ahead.

She found Holly Bull, president of The Center for Interim Studies, an organization specializing in the art

of gap year planning. Interim helps students impose structure on the gap, interweaving different travel, work and learning opportunities to create personally tailored itineraries that ensure “time off” is time well spent. Holly has been counseling students through the gap year planning process for more than 20 years. She spoke with Katherine about her interests, pulled some options and helped her to make a plan.

Katherine spent five weeks in Brazil in the fall, living in a crowded hostel and volunteering part time at an orphanage for children with skin disorders. This experience made a deep and lasting impression on her. “The kids there were so full of life, despite having nothing in the world,” she says. “It reminded me that I am incredibly fortunate.”

“Leaving Salvador was almost as difficult as saying goodbye to St. Andrew’s,” she recalls. “They have a saying there, *saudade*. It has no direct translation to English, but it means to miss something so much that it physically hurts. I’ll never forget, on the day that I left, I put the kids down for their nap. They knew we were leaving, and they looked up at us and said, ‘*Saudade*,’ kissed our cheeks, then fell asleep.”

After returning from Brazil, Katherine got another chance to work with young people, this time in a cause that carried particular meaning for her. She got an internship at MassEquality, an LGBT (Lesbian Gay Bisexual Transgendered) organization. As a youth organizer, Katherine visited public high schools and taught their Gay Straight Alliances how to fight for their rights in the state house. “This was an incredible experience,” she says. “I began my gap year coming out as a lesbian to my friends and family, and it was so grounding to be able to do this work with other youth almost a year later. I remember one kid in particular who, after a meeting, came up to me crying. He hugged me and thanked me for reminding him that he had rights too, and that he could fight for them.”

Katherine rendered service to communities of young people that needed her help, a great and

▼ A street scene from Katherine’s time in Brazil.

► Katherine and one of the children from an orphanage in Brazil.

▼ Katherine (center) with Sean ’07, Kathy, Tom and Connor Gerstley ’10.





generous accomplishment. And in helping others, she helped herself. “Leaving high school, I thought I knew what I wanted and who I was, but I wasn’t nearly there,” she says. “People think of gap years as this thing where you have to backpack across third world countries... and to some people it is. But you don’t have to save the world; it’s just a good time to find yourself before you enter one of the most important experiences of your life.”

Now a psychology major and women’s studies minor at Smith College, Katherine is enjoying her newfound sense of self and purpose. “[Smith is] a tough school, but I know I couldn’t be surviving it without my gap year experiences. Now I can go into college not having to worry about finding myself; I can focus on the reason I am here.” She came to college armed with a new philosophy: “If something makes you scared or uncomfortable, then that’s all the more reason to do it and educate yourself.”

Jessica: “improving my self-confidence”

Raised in England, where the gap year is far more widespread, Jessica Crawley had always known that she wanted to take time before college. She spent the first three and a half months of her year

studying at the Arabic Language Institute in Fez, Morocco, an experience she describes as “incredible, but challenging,” as she had to learn to navigate the difficulties of being a non-Muslim woman in a predominantly Muslim and male dominant society. When not in Arabic class, she traveled around on wobbly buses hoping to see as much of the country as she could, sometimes taking overnight journeys on her own. With two friends she traveled 20 hours away to do a camel trek in the desert. They spent the night in a Berber tent and just managed to arrive in class on Monday morning (though still covered with sand).

One memory of Morocco stands out to Jessica as particularly meaningful: “During the month of Ramadan, Layla, the Moroccan lady who cleaned the Institute, invited me to her aunt’s house in the medina (the old, walled city in Fez) to celebrate Iftar, the breaking of the fast after sundown. She barely spoke English and my Arabic was still abysmal at this stage, so there was a lot of enthusiastic gesturing and miming instead. It was a wonderful evening, and the first time I actually experienced Moroccan life rather than just observing it.”

In December, Jessica’s gap entered a new chapter. She had realized her passion for literature as a St. Andrew’s junior studying with Monica Matouk. Global and American Studies courses with John Austin and a *New Yorker* tutorial with Tad Roach had furthered her love of reading and writing. While in Morocco, she applied for an internship at the *Paris Review* in New York. *The Review* sent back an assignment: two short stories to read and write critical essays on. She tackled the job, got an interview, and soon found herself as an editorial intern doing “everything from proofing to copy editing to fact checking to reading submissions.” This four-month period afforded a window into a potential career path.

For the final phase of her gap year, Jessica met up with best friends and fellow gap year-takers Nicola Fleischer and Lucy Brady in Buenos Aires, where Nicola was living. The trio spent a month

“If something makes you scared or uncomfortable, then it’s all the more reason to do it and educate yourself.”

—Katherine Patrick



▲ A produce street cart in Morocco.

► Jessica traveled 20 hours to do a camel trek in the desert.



and a half traveling through Argentina and Bolivia, an adventure that afforded new kinds of learning. “Though we had traveled together before, that month we learned things about ourselves and each other that we never could have imagined,” says Nicola. “Spending upwards of 30 hours on buses at a time, not showering for days, eating nothing but greasy empanadas and dulce de leche, and somehow managing to navigate the country with only my elementary Spanish-speaking skills (and the phrases Lucy so deftly picked up) all made for an indescribably memorable experience.”

Now an English literature major at the University of Edinburgh in Scotland, Jessica reflects on the year behind her: “I really can’t stress enough how valuable my gap year was for me in terms of improving my self-

confidence. Going to Morocco and being there on my own forced me to be brave, talk to strangers, and jump in the deep end. I cannot imagine that I would have had as easy a transition to university as I have had without that year and those experiences.”

Lucy Brady: Driving Passions

Lucy Brady, now a student at Boston University, reflects, “Middle school prepares you for high school, which prepares you for college, which prepares you for graduate school, which prepares you for the real world... But when are we supposed to reflect and decide what passions really drive us if we are constantly being prepared for the next step in life?” Inspired by her friend Jessica, Lucy decided a gap year would be the perfect opportunity for such reflection.

Lucy “fell in love” with Mandarin while studying the language at St. Andrew’s, and she knew she wanted a trip to China to be the central adventure of her gap year. She found Projects Abroad, a program that sets young adults up with internships in foreign countries, and in September she found herself in Shang’hai, doing research and writing at a law and accounting firm.

“The first two weeks felt like a daze,” says Lucy. Worlds away from her family and former life, her first challenge was to assimilate into the foreign culture of her own apartment. Her roommate was Arianna, a 21-year-old German girl working in medicine at the local hospital. Their suitemate was Flip, a Dutch man who, at the age of 52 and in the midst of a midlife crisis, was taking a kind of gap year of his own to teach English in Shang’hai. Unfamiliar circumstances force us to hone our adaptability, and Lucy soon found a place for herself in this unlikely trio of ex-pats. “As random as it sounds,” she says, “[this group] created a nice family atmosphere.”

Once the culture shock began to subside, Lucy saw that she needed to take steps to make her experience all that she wanted it to be. “Rather than waiting for things to happen to me, I had to go out

and make things happen,” she says. She overcame her shyness, reached out to other interns from Projects Abroad, and discovered a strong group of friends who helped her get to know the city.

Love of the Chinese language—“the longest lasting uninterrupted language in the world,” she says excitedly—had attracted Lucy to Shang’hai, but the cosmopolitan nature of the city made it all too easy to slip into English. “It was easy to get caught up in the fast, luxurious ex-pat life of Shang’hai,” she says, “but I felt a bit disconnected from the Chinese culture.” Lucy applied her new proactive approach to the problem: She hired a tutor who visited once a week—a Shanghainese girl her own age named Ciel. Ciel’s friendship offered a window into the Chinese way of life. With her tutor, Lucy “experienced home-cooked Chinese meals, including the delicacy of chicken feet... a one (and only one) time experience.”

Lucy credits her gap year with teaching her to be proactive, boosting her confidence and clarifying her path in life. “I can now differentiate between the passions that drive me and the passions that interest me,” says Lucy. “I see a lot of freshmen trying to figure this out in a really high-pressure environment, and I’m so glad I had the space to work it out on my own. I wouldn’t trade my experience for anything.”

China, Lucy now knows, is a driving passion; her trip brought her interest “to the level of an obsession,” and she plans to travel east after graduating from Boston University.

Tolly: “a different perspective”

Tolly Taylor comes from gap year legacy. Following in the footsteps of both his father and sister, Charlotte Taylor ’02, he signed up for School Year Abroad (SYA), a program focused on foreign language mastery that places students in home-stays and schools throughout Europe and Asia for a full academic year. Charlotte had spent her SYA year in Beijing before heading to Dartmouth. Tolly chose to go to Rennes, the capital of Brittany, about two



◀ Lucy visited the Great Wall while in Shang’hai cultivating her knowledge of the Mandarin language.

hours west of Paris. The program involves a full load of language classes, but Tolly was not seeking credits or application accolades. Like his classmate Katherine, he had finished St. Andrew’s with the feeling that he “needed a break from the pressure. I was burned out with work and really looking forward to going out and seeing some of the world.” He determined to spend his trip soaking up a foreign culture and seeking new experiences. He would work to master the language without focusing on grades or performance.

Life in Rennes occasioned “daily epiphanies” for Tolly: “I realized that you don’t have to work 80 hours a week, don’t have to make tons of money or work all the time. The French way of life is much simpler, less materialistic and yet much more fulfilling and much happier. The people I met had an appreciation for life that I don’t see matched in the States.” He came to appreciate details of his life in France: walking everywhere, eating great food in moderate quantities, the ritual of going out for fresh baguettes each day. Faced with the challenges of communicating in French and navigating the city alone, he felt a growing confidence in his independence. “St. Andrew’s can be quite the bubble,” he says. “I really appreciated that when I was there, but it was also great to learn that I could go out and do things on my own.”

Tolly returned from Rennes fluent in French and versed in a new mode of approaching life and work. “I matured a lot during the year and because of that I feel I have the ability to see things in a different

I can now differentiate between the passions that drive me and the passions that interest me. I see a lot of freshmen trying to figure this out in a really high-pressure environment....

—Lucy Brady

perspective than some of my peers here,” he says. Having left St. Andrew’s “burned out,” he began Franklin and Marshall College “refreshed, with the yearning to learn again and the desire to work. I have energy for my classes and am able to invest myself fully in them.” He has also learned a new and healthier approach to school work, one that is less likely to lead to that burned out feeling: “I was very competitive with myself in high school,” he recalls, “and I would get very anxious about big assignments. Now I am able to take a deep breath and know that it isn’t the end of the world if I bomb this assignment. As a result my work is better; I am not always cramming for the

next big thing. There are so many ways of enjoying life. Work isn’t everything.”

Chris: “a leap of faith”

The gap year is often stereotyped as an expensive, purchased experience. Many see it as a luxury for those who can afford to work for free and enroll in fancy travel programs. But the benefits of taking time off are not contingent on going far away or, as Katherine puts it, “saving the world.” You don’t have to go to Morocco to be shocked into a different perspective. New territory can take the form of a city, a job, a new rhythm of life.

Chris Speers had set his sights on Bates College, and was disappointed when he didn’t get in. He took his rejection in stride, though, and settled on the most practical alternative; he enrolled in his second choice school, Wheaton. When he arrived on campus to begin his freshman year, he discovered that the practical alternative wasn’t necessarily the right one for him. “After four or five days of orientation I realized that college wasn’t for me—not yet,” he says. “I called up my parents and said, ‘This isn’t the place I need to be right now.’ It was a leap of faith, leaving the security of school. I went with my gut which was calling me in a different direction.”

A week after Chris returned home, he got a call from Massachusetts Governor Deval Patrick, an old friend of Chris’s dad and the father of classmate and fellow gapper Katherine. When Deval asked him to come and work for his campaign, Chris seized the opportunity to do something meaningful with the year ahead, and he headed up to Boston. Working on Patrick’s advance team, Chris traveled to events all over the state, met other Massachusetts politicians and discovered all the work and collaboration it takes to run a campaign. One highlight of his year came at an event in Iowa, a week before the caucuses, where Patrick was introducing then-candidate Barack Obama. Chris watched the Illinois senator from across the room, amazed at the casual and calm friendliness

► A street scene from Tolly’s trip to Rennes, France.

▼ Tolly and his host family did some sight-seeing in their down time in Rennes.



of a man who was about to address 4,000 people. Then Obama addressed one person—Chris. “He made his way around to me, shook my hand, thanked me for coming and asked me, ‘What’s your story?’ He was interested in what I had to say, even in the midst of a heated campaign.”

One year has changed everything for Chris. He reapplied and was accepted to Bates, and is now settling into college life. Through his work with Deval, he discovered a deep interest in the campaign side of politics. He also discovered some things about himself: “I learned to trust my gut, which guided me in the right direction.... The transition into the grown up, professional world was fairly easy, and that surprised me. I learned how comfortable I was in that world, and since being back in college I miss that world.”

Chris’s experience shows that a period of uncertainty can lead to a deeper sense of direction. It isn’t easy to trust your gut, especially when you have arrived where you thought you were aiming—at a good college. But by listening to himself, Chris found a path better suited to him, and he is now far more grounded and oriented than he had been during that week of Wheaton orientation. “When I came back to school,” he says, “I came back with a pretty good idea of what I wanted to study and possibly what I wanted to do professionally, and I think it made me more focused, more prepared.”

Many worry that a gap year will distance them from their peers when they return to school, and see this as a deal breaker. By being more focused and more prepared, Chris may be alienated from fellow freshmen who feel the need to prove their independence through drinking, drugs or rebellion against academic demands. But colleges are full of smart young people, and there is no reason to be confined within one’s own class. Time can also bridge the social gap. “It may be that taking a gap year creates some alienation when you get to college,” says

Jessica, “but I think it’s only temporary; everyone levels out as the year goes on.”

Nicola: “the moment when I realized I could handle it”

Nicola Fleischer had always liked the idea of a gap year. “I was young for my grade, so I thought I could use some extra time to grow up a bit before college, and I thought it was a perfect opportunity to travel. When else in my life would I have such a chance?”

After saving up money in San Francisco for a few months, Nicola headed down to Buenos Aires to spend the second half of her year learning Spanish, volunteering at a local day care, and “getting to know the Argentine lifestyle.” The prospect of living in a foreign country was overwhelming at first: “I spoke absolutely zero Spanish, didn’t know a single person, and somehow had to navigate myself through Buenos Aires.” In retrospect, Nicola describes this difficult and daunting period as “the single most thrilling obstacle” of her year, producing one of its most profound epiphanies: “The moment when I realized I could handle it was unbelievably empowering.”

Moments like this show the absurdity of calling such an adventure a “year off” or “time off.” These names point to the narrowness of the naming culture, the one-track view of education in which exploration registers as absence or off-ness. Nicola’s embrace of a “thrilling” but frightening obstacle, or Jessica’s moment of “gesturing and miming” with her hostess to bridge a cultural gap, show experience that is fully activated, fully happening. As Holly Bull puts it, “You have to be so on when you’re in a new setting; you’re in survival mode, and very much alive.” Seeing the gap year as an interruption in the business of education means ignoring the many and varied ways in which learning can happen.

Nicola’s independence opened the floodgates of self-knowledge, and she began her career at Brown University with a detailed compass: “I learned that I love learning and speaking new languages, and that

I learned to trust my gut, which guided me in the right direction.... I learned how comfortable I was in [the grown up] world, and since being back in college, I miss that world.

—Chris Speers

The goal isn't to go to college; the goal is to be happy and be of service to the world.... A lot of our students are looking for ways in which they can help, and a lot of gap years are either direct ways of performing service or ways of getting better prepared to do so.
—Terence Gilheany

I enjoy teaching them as well. I realized how much I love spending time with children. My passion for traveling was reinforced, and I found the value in exploration. I learned that I don't want to spend the rest of my life in an office. I want my career and my life to be full of creativity, and to always make room for adventure."

Nicola's sense of what she wants in life (and what she doesn't want) is a powerful decision-making tool, one that will help steer her through the sea of choices that make up a college career. The National Research Center for College and University Admissions estimates that over 50 percent of students switch majors at least once. An NCES report on 1999-2000 graduates shows that on average, undergraduates took more than four years to complete their degrees. Indecision can be expensive, and gap year can make real economic sense if it leads, like Nicola's, to a clearer sense of direction.

Stepping away from the lockstep

In many ways, education is preparation for what lies ahead. Colleges are selective; one must prepare to dazzle them. The job market is competitive; one must prepare to surpass others. But there is danger in imposing such unrelenting urgency on the process of education. In the rush to prepare for the future, what of the present is lost? Some of the most important processes by which a young person comes to find and know herself—experimentation, self-reflection, creativity, travel, discussions with peers—are time-consuming and, by nature, rambling. Without aiming for a specific reward, they are deeply rewarding. No amount of cramming can teach a young person who they are or what they want. Such knowledge requires trial and error. A gap year provides a resource that is increasingly scarce in student life, especially at rigorous boarding schools like St. Andrew's: Time. Real learning takes time—time to experiment with interests, time to process the past, time to sketch the

future, time to discover new things about the world and about oneself.

Why not wait until after college to take this exploratory time? According to Holly Bull, Nicola was right to wonder, "When else will I have such a chance?" In *The Possibilities of the Gap Year* she writes, "As one grows older and accrues obligations, it becomes increasingly difficult to take an interim period of time to explore different areas of interest or fully immerse oneself in another culture. In fact, the reality of America's manic work ethic barely allows an individual to take a consecutive two-week vacation. The gap year is, therefore, a jewel of a period of time for students to creatively step away from the lockstep path of high school to college to graduate school or job."

A step away is one thing, but some parents worry that taking time off will derail their child from the college track permanently. According to Holly this fear is unfounded; nearly all of the students Interim has worked with have gone to college directly after their gap year. If a young person wants to go to college and has the means, a gap year is not going to change their course, she says.

Even in a view of education as a series of preparatory steps, the gap year fits clearly into a trajectory toward a richer life. St. Andrew's Director of College Counseling Terence Gilheany explains: "The goal isn't to go to college; the goal is to be happy and be of service to the world. College is a step to that, and the gap year can be a step to that step." Mr. Gilheany says that he would like to see more students taking gap years. "I've never had somebody do it who didn't come back raving about their experience and how they really think everybody should do it," he says. He adds that a certain kind of gap year may be particularly suited to the character and ambitions of St. Andrew's students: "A lot of our students are looking for ways in which they can help, and a lot of gap years are either direct ways of

performing service or ways of getting better prepared to do so.”

In a culture obsessed with getting an edge in college admissions, gap years may be about to explode into the mainstream, and future students may have more strategic reasons for taking them. Some of the best colleges in the country are openly endorsing gap years and even recommending the option to incoming students. In their article *Time Out or Burn Out for the Next Generation*, William Fitzsimmons, Marlyn E. McGrath and Charles Dulcey, all of Harvard University, advocate taking time off as a way to avoid the “burn out phenomenon” caused by the intense pressure felt by today’s students. Princeton University is working to formalize the gap year option, creating a program to send a tenth or more of newly admitted students to do service work in a foreign country before they enter as freshmen.

Seeing college clearly

Nicola credits her gap year with teaching her the balance she now brings to her work and life: “I came to understand the best part of academic work is not the grades I receive but the self-gratification of success. I now try to approach college work with this attitude—that my grades and ‘on paper’ progress aren’t as important or as valuable as the sense of achievement I receive. This has been integral in defining the way I work here at Brown, as I see so many peers who are merely focused on their ‘next step’ (be it grad school or their careers) that they neglect to appreciate the day-to-day experiences and intellectual enrichment of being a student.”

Perhaps the most compelling argument for the gap year lies in its influence on the college years that follow. There’s nothing like distance to snap things into clearer perspective. These students brought with them to college a greater appreciation for the privilege of higher education and all its possibilities. This appreciation means a willingness to work hard, but it also means a commitment to enjoying the



▲ Lucy, Nicola and Jessica at Cerro Aconcagua in Mendoza, Argentina.



◀ Lucy, Jessica and Nicola at their hostel in La Paz, Bolivia.

process. College is a once-in-a-lifetime experience; slacking off will waste it, but so will a joyless trudging through, however filled with hard work. A student who sees college as simply the next hoop to jump through risks missing the rich stores of learning and life that it has to offer. Even the most motivated student can miss the miracle of college—the opportunity to throw yourself fully into the work of your choice, to learn what you want to learn, to become what you want to become. Arguably, a young person who has had to take an active role—in a job, in a journey, in a confrontation with nature or with another culture—will bring that proactive approach to his or her college career, understanding that the onus is on them to make the most of an extraordinary opportunity. ✦



Basking IN THE Golden Light

Canada's Dominic Seiterle finds redemption and reward in Beijing

Across the starting line of the Shunyi rowing course in Beijing, the world's six fastest eights were waiting for the official command to unleash every ounce of power against each other. Every seat in every boat represented years of personal sacrifice and pain for the man who occupied it.

In lane one sat the Netherlands, historically strong in small boats, but never to be underestimated in the eight, having shocked the world at the Atlanta Games in 1996 and, more recently, taking silver in 2004 at Athens. They hadn't shown strength in the years since, but Holland could always deliver an Olympic surprise.

The defending champions from Athens, the United States, aligned themselves in lane two. They had just missed the medal stand at the 2007 World Championships by a boat length, but had taken gold in 2005 and bronze in 2006. From a country with a fanatical and unapologetic obsession with the eight, the U.S. crew was under intense pressure. They had struggled in the heats earlier in the week at Shunyi, then rebounded with a strong performance in the repechage, or second chance race, but their burden was nothing compared to that of the Canadian eight.

Sitting in lane three, the Canadians were the 2007 World Champions, and the heartbreak of the 2004 Olympics. The Canadians had arrived in Athens as the favored crew, back-to-back World Champions in 2002 and 2003, but when the finish line at Schinias sorted out the details, they had achieved a disappointing fifth place. All but three members of the Athens lineup had returned, committed to avenging that loss, but 2005 and 2006 saw a failure of the eight to make the "A" final, and a 35-year streak of no defending world champion finding subsequent Olympic success didn't help matters.

Alongside Canada, Great Britain waited in lane four. With their status as the world's birthplace of competitive rowing, and the national pride that comes with it, no entry from Great Britain in any boat class is ever to be taken lightly. In 2000, their eight lineup won gold and unexpectedly eclipsed the nation's primary focus on the men's four, where rowing legend and five-time gold medalist Sir Steven Redgrave was making his last stand. Coming out of the heats at Shunyi with a time almost two seconds faster than the Canadians a few days earlier, everyone would be watching the Brits for the upset.

Australia sat in lane five, itching to finally put an Olympic gold medal in the eight class into their trophy case. Rarely out of the running for a position in the finals, they yet had failed to capture the top step on the podium at the Olympics. That unlucky streak had to end sometime, and a strong performance in the repechage behind the U.S. crew gave hint to the possibility.

In lane six, Poland rounded out the starting list. For three years, they had made the finals—dragging up the rear of the field—but that day at Shunyi had already revealed a Polish winning trend, with their light men's four taking silver and their men's quad earning gold. The luck could spread.

Alignment completed, the air thick with tension and Beijing's heat and humidity, all six boats wrenched forward at the starter's command. Almost immediately, Canada vaulted ahead of the field by a few seats. By the 500-meter mark they had forced it to nearly a half length. The Canadians were sitting upright, rowing clean and moving ahead with every stroke. A firm boat-length margin at the 1,000-meter mark put the field on notice—this would not be another Athens for Canada.

Basking in the Golden Light

► Canada's men's eight team celebrates their gold medal win at the Beijing Olympics in Beijing, China, on Sunday, August 17, 2008. The team from right to left is Brian Price, Kyle Hamilton, Adam Kreek, Dominic Seiterle, Malcolm Howard, Jake Wetzel, Andrew Byrnes, Ben Rutledge and Kevin Light. Photo credit: The Canadian Press/Jonathan Hayward.



Still, no crew was prepared to let the Canadians take the gold uncontested. Great Britain and the United States had moved out from the rest of the field and had been steadily fighting for the second position. Together they were chipping away at the Canadian lead. The passage of the 1,500-meter marker revealed their efforts were paying off, as they had taken back a few seats. But 500 meters is too short a distance for a comeback when the world's best are locked in furious battle. The Brits and Americans would come within a half length of stealing the moment, but the finish line—and redemption—belonged to the nine men wearing the red maple leaf.

The sense of redemption was slightly different for the man sitting in the six seat of the Canadian boat. Dominic Seiterle '94 wasn't part of the Athens crew that had imploded—he wasn't even at the games—but his journey to Shunyi was no less fraught with its own struggles and setbacks. All of them came flooding back as the horn sounded and the boat drifted in the celebrations beyond the line.

Some 16 years earlier, Dominic was walking through Founders Hall on his way to classes when a short conversation with crew coach Lindsay Brown planted the seed that would lead to Beijing. Dominic had rowed his first year at St. Andrew's, but didn't quite catch the bug and decided to play junior varsity tennis the following year. After making a second attempt his V Form year, Lindsay told him, "if you really put effort into it,

Dominic, you have the potential to make the national team someday." Dominic wasn't so sure that was possible, but the conversation stuck in his mind.

After leaving Noxontown, Dominic headed to Dartmouth College, where he quickly rose through the ranks of their heavyweight squad. The summer after his junior year, he found himself rowing for Canada at the 1997 Nations Cup Regatta, a world championship for athletes under the age of 23. But, after returning home, he received some shocking news. He had thyroid cancer. For many, that would have ended an athletic career, but not for Dominic. Successful treatment and an unsinkable determination on his part combined to put him right back in the Dartmouth varsity boat his senior year, and he served as team captain.

In 1999, Dominic was part of the Canadian eight that placed fourth at the Pan Am Games in Winnipeg, Manitoba. The following year, he earned a spot on the Olympic squad, rowing in the double sculls at the Sydney games, where he finished 13th. The experience left him conflicted. "I was excited to compete in the Olympics," recalls Dominic, "but I didn't go there to race in the C final, so I knew I had more to prove."

Back home, he took some time to focus on the non-Olympic areas of his life.

He worked for a technology firm in Victoria, British Columbia, then taught biology and coached crew for a year at Friends Academy on Long Island, N.Y. In 2002,

he started studying for his M.B.A. at the University of Rochester. Mindful of his good fortune, Dominic rowed 80 miles across Lake Ontario in the summer of 2003 to raise money for the James Wilmot Cancer Center, a research institute at Rochester, and Camp Trillium, an Ontario camp for kids with cancer. His efforts raised over \$6,000.

But the Olympic hunger still bellowed inside him. In the fall of 2003, he took leave from his studies at Rochester and returned to Victoria to try and earn a spot in the Canadian lineups for Athens. The Canadians had been 2002 and 2003 World Champions in the eight, so Dominic had his work cut out for him. It would be hard to make the squad, but if he did, there was a good chance it would pay off. In April, he earned a seat in a pair to race at one of the World Cup races, which put him in striking distance of making the eight.

Fate had other plans. Suddenly, Dominic found himself hospitalized with a life-threatening blood infection, and he withdrew from the team to recover. With his Athens hopes dashed, Dominic watched the 2004 race on a motel television at 2 a.m. somewhere in the middle of Canada while driving back to Ontario. As he witnessed the heartbreak of the boat's fifth place finish, it gave him pause with his own plans. Maybe it wasn't meant to happen.

He couldn't put the oars down yet, however. He returned to finish his M.B.A., got married and moved back to Vancouver in 2006, but all the while continuing to train on his own. In September of that year, he took a job with a human resources branch in the British Columbia provincial government, communicating with 30,000 employees across a dozen ministries with different mandates and policies, each affected in different ways by every little change that top-level administration might initiate. It was a job that might not leave much time for any other pursuits, but Dominic still had a goal in mind. He requested a flexible work schedule in the early summer of 2007 to train full time, and received a rather favorable response from the agency. They were seeking to appeal to young employees with healthy and public relations friendly passions, so they armed him with a Blackberry, laptop computer, and kept him busy just 35 hours per week, while he dedicated the rest of his time to training. Just before the World Championships in 2007, he stopped work altogether to focus on the final approach, but he came back after the victory.

The Olympic preparation would require even more of his time, but the agency liked the arrangement enough to extend him further liberties. He worked fewer hours, and stopped work even earlier as Beijing loomed. In the end, it worked for both parties. Dominic is currently being

used as a "poster child" for the flexible work options, as well as utilizing his Olympic fame for presentations and conferences on the agency's behalf.

Six months after crossing the finish line, Dominic reflects deeply on that moment.

"You wake up and think—did that really happen?" he says, with a laugh. "It's very bittersweet," he adds. "You're excited about what you accomplished, that you followed the right path in your training. It confirms what you knew all the time, that you were the fastest in the world, that you had the best team. But obviously, there's also that sadness that you realized those were the last strokes that you will pull together in that lineup."

Clearly those words reveal he will miss it. But given the challenging path he followed to Olympic gold, he's also earned the rest. Presently, he finds himself "in decompression mode," on the fence about returning. "It's hard to look at 2012, even though some of the guys in the boat have been discussing it."

For now, he's getting on with his life, relishing the opportunity to spend more time with his wife, Laura, and son, Max, born while Dominic raced at the 2007 World Championships in Munich. He enjoys playing with his son, and not worrying about hurting his back, or doing anything that might upset the delicate balance of elite rowing. "You put everything off and hope you'll have the opportunity to catch up on all of that at some point," he says, "but it's a huge gamble on whether it will be worth it."

At home with his family and gold medal, he knows the answer. ❖



▲ Dominic Seiterle embraces his son, Maximilian, at the Victoria International Airport August 25, 2008, in Victoria, B.C. Photo credit: The Canadian Press/Arnold Lim.



St. Andrew's Service



Service has always been central to the St. Andrew's mission. Since its founding, the School has sought to instill a spirit of generosity in its students that they bring to their lives and work beyond high school. Members of St. Andrew's extended family from all walks of life share a belief in the importance of giving to a cause greater than themselves.

Honoring this ethic, the Alumni Association Board organized several service events in 2008, bringing current and former St. Andreans together to help their communities. In September, a small group of alumni, parents and their families joined others to help spruce up Philadelphia area public schools as part of the Philly Cares initiative. In November, alumni, parents, families, faculty and students packed Thanksgiving food boxes at the Sunday Breakfast Mission in Wilmington, Delaware. Later in November, another group of St. Andrew's alumni and parents worked wonders at the Central Union Mission in Washington, D.C. The group did a thorough clean of the kitchen, prepared lunch and dinner; repainted the entire elevator lobby area on all four floors of the building and sanded and refinished eight wooden dining room tables.

In order to honor and extend this powerful spirit of service even further, St. Andrew's is launching a new

initiative that will give more St. Andreans a chance to come together and make a difference in their communities. For the past five years, St. Andrew's has hosted annual "Coast to Coast Toasts," cocktail parties where alumni, parents, grandparents and friends have gathered in cities across the country to "toast" each other and the school they love. Realizing that many are too busy to commit to a full day of service work, St. Andrew's has decided to add a "twist" of service to its "toasts," this year offering friends of the School all across the country a chance to give back to their communities, enacting the spirit of St. Andrew's as they celebrate its power and endurance. These "Toasts with a Twist" will take place on April 16, in over 20 locations across the nation, as well as in Hawaii and London.

Each party will include a service component, benefitting a local shelter, food bank, school, or other charitable organization. Partygoers will celebrate their commitment to St. Andrew's and to service by bringing donations of canned goods, toiletries, school supplies and other designated items to the "party with a purpose." A local "toast host" will choose a charity, promote the drive and deliver the donations. ❖

In Memory

In Memory

Jesse Nalle '39

Jesse Nalle '39 passed away on August 8, 2008. He is survived by his devoted family, wife Alice; children, Patty (Richard Hart), Marshall (Paul Ayers) and Albert (Amy); and his 4 beloved grandchildren, Nora, Charley, Rosie and James.

Winthrop deV. "Win" Schwab '36

The following was written by Sally A. Downey and printed in *The Philadelphia Inquirer*.

Winthrop deVilliers Schwab, 90, retired chairman of Strawbridge & Clothier, died Sunday of Alzheimer's disease at Waverly Heights, a retirement community in Gladwyne.

A native New Yorker who later lived in Wynnewood, Mr. Schwab worked for Macy's, Bloomingdale and Lord & Taylor department stores before joining Strawbridge & Clothier department store in Philadelphia in 1951.

Mr. Schwab, who was hired as assistant to the general merchandising manager, was promoted to vice president and treasurer in the 1960s. In 1978, he was named vice chairman of the board and chief financial officer, and was charged with overseeing the expansion of the company's department stores and its Clover discount division.

He became company chairman in 1980. Three years later, Strawbridge & Clothier's Center City flagship store posted the highest sales in its more-than-100-year history.

As chairman, Mr. Schwab installed a management team to focus on the presentation of merchandise on the sales floor, and oversaw the construction of a food court in the Center City store. He retired in 1984.

In 1996, Strawbridge & Clothier was acquired by May Department Stores. Macy's bought the company in 2005, and the next year, the Strawbridge & Clothier in Center City was closed and the name was phased out.

Mr. Schwab graduated from St. Andrew's School in Middletown, Del. A scholarship student at the then-new boarding school, he remained a devoted alumnus and chaired the school's board for more than 30 years. He earned a bachelor's degree from Yale University, and a master's in business administration from Harvard University.

During World War II, he served in the Navy in the Pacific aboard the heavy cruiser *USS San Francisco*. He was the bomb disposal officer and, in his free time, crafted jewelry from tin cans for his future wife, Patricia Thurston, and learned to play the guitar.

He and his wife met at a dance at Harvard, and married in 1946.

Mr. Schwab was active with numerous civic groups, including the Greater Philadelphia Chamber of Commerce and the Citizens' Council on City Planning. He was past chairman of the board of Waverly Heights, where he had lived since 2001.

In retirement, he was a hospice volunteer, delivered Meals on Wheels, and sang to nursing-home residents. He enjoyed woodworking and played tennis into his 80s.

An "incorrigible Mr. Fixit," he offered his skills to those in need, his son John said. Though usually reserved, Mr. Schwab wrote and performed songs and played his guitar for family and friends on special occasions, his son said.

Mr. Schwab—whose ancestors included John Winthrop, Massachusetts Bay Colony governor, and French Huguenots who helped establish the South African wine industry—was fascinated by his heritage and self-published a book about his family history.

"He was a gentle, yet inspiring leader and a father who encouraged all dreams," his son said.

In addition to his son and wife, Mr. Schwab is survived by another son, Winthrop, Jr.; daughters Katrina Anderson, Eliza Petersen, Lucy Blythe and Anne Schwab; a sister; eight grandchildren; and three great-grandchildren.

R. Stockton B. "Stocky" Hopkins '41

R. Stockton B. Hopkins '41 of Waverly Heights, Pa., and formerly of Wayne, Pa., died on Thursday, December 4, 2008. Stocky was the husband of Elizabeth Hopkins and father of R. Stockton B. Hopkins, Jr., Mary G. Hopkins and Elizabeth D. Hopkins. According to Mrs. Hopkins, Stocky died of bladder cancer and had been sick for a while.

The following was written by Anthony R. Wood and printed in *The Philadelphia Inquirer*.

R. Stockton B. Hopkins, 84, a chemical-company executive and one of the Main Line's most prolific gardeners, died December 4, 2008, of bladder cancer at his residence at the Waverly Heights retirement community in Gladwyne.

Mr. Hopkins, known to his friends as "Stocky," was a purchasing executive with the Vick Chemical division of Richardson-Vicks, which was acquired by Procter & Gamble in 1985.

But his real avocations were gardening and cooking, said his daughter Mary G. Hopkins. Mr. Hopkins grew tomatoes, beans, Brussels sprouts, cauliflower and greens, most of which ended up on the table or in his soups.

She said that one summer, her father and his wife of more than 50 years, Elizabeth W.D. "Bessy" Hopkins, canned 124 quarts of tomatoes. "We were always eating home-grown," she said.

Mr. Hopkins was a talented and tireless cook, his daughter said, and after he retired, in 1989, he took over all the household cooking chores.

"He made an unbelievable vegetable soup," she said. He was meticulous about his broth. Anytime the family had meat for dinner, he stashed the leftover bones in the freezer for broth to be made later. Broth-making was a two-day process, the aroma pervading the Villanova home.

At least as much as the growing and cooking, Mary Hopkins said, her father took pleasure in the process. "He was a planner," she said. "Everything he did was about the process. When he would go on vacation, the whole thing was planning. He would pull out maps and say, 'This is where we are going to go.'"

After retirement, he and his wife traveled frequently to Italy, took river cruises in Europe, and visited Turkey, New Zealand and Australia. He played tennis and golf and fished, and met with his friends at The Rabbit, his cooking club.

Mr. Hopkins' interest in gardening probably took root in his childhood in the Bethayres section of Lower Moreland Township, his daughter said. He attended St. Andrew's School, in Middletown, Del., where the movie *Dead Poets Society* was filmed. He graduated in 1942, at the height of World War II. Because of a stomach condition, Mr. Hopkins was rejected for military service, but he decided to join the American Field Service, driving an ambulance in Italy and the Middle East. "He felt terribly guilty walking around feeling healthy," Mary Hopkins said.

In 1950, Mr. Hopkins graduated from the Wharton School of the University of Pennsylvania, where he was a member of Delta Psi.

In addition to his wife and daughter, Mr. Hopkins is survived by a son, R. Stockton B. Hopkins, Jr.; another daughter, Elizabeth D. Hopkins; and a niece.

William "Bill" Sibert '42

According to the *Princeton Alumni Weekly* dated September 24, 2008, William Sibert '42 died on November 19, 2007.

James "Jim" Rooney '45

Chestertown noted veterinary pathologist James R. Rooney, author of *The Lame Horse* and several other books about equine illness and pathology, died September 5, 2008, at his home in Chestertown of complications from cancer.

The following was written by Walter F. Naedele and printed in *The Philadelphia Inquirer*.

James R. Rooney, 80, a former pathology professor at the University of Pennsylvania School of Veterinary Medicine, died of complications from lung and bladder cancer September 5 at his home in Chestertown, Md. Mr. Rooney was professor emeritus at the University of Kentucky, where he taught until he retired in 1989. From 1987 to 1989, he was both head of the University's department of veterinary science and director of its Maxwell H. Gluck Equine Research Center.

David Powell, a colleague at Gluck, said last week that Mr. Rooney "was one of the few people to devote his professional career to undertaking postmortems. He developed both a national and international reputation as an equine pathologist." A University of Kentucky spokesman said that Mr. Rooney taught at its veterinary school from 1961 to 1968, taught at Penn from 1968 to 1976, and returned to teach at Kentucky in 1983. From 1976 to 1983, the spokesman said, Mr. Rooney was a pathologist for ICI Americas Inc., a chemicals manufacturer in Wilmington.

A 1949 graduate of Dartmouth College, he was a 1952 graduate of the New York Veterinary College at Cornell University, and earned his master's at Virginia Polytechnic Institute in 1955, his son, Alec, said. Mr. Rooney spent a fellowship year in 1957 at the Royal Veterinary College in Stockholm. The first of his seven books, *Autopsy of the Horse*, was published during his third year of veterinary school, his son said

and, revised as *Rooney's Guide*, is still used at universities. Another work, *The Lame Horse*, published in 1974 and revised in 1998, was also printed in Germany and Japan.

He was a guest lecturer for such organizations as the British Equine Veterinary Association, and spoke in England, Ireland, Germany, South Africa, Australia and New Zealand. In 1983, the Tierklinik-Hochmoor, a clinic for large and small house animals near Essen, Germany, gave him an award. At Dartmouth, his son said, Mr. Rooney majored in English drama, and while living and working in Pennsylvania and Delaware, he acted in and directed amateur and professional productions.

In 1998, for instance, he directed a performance of Marlowe's *Dr. Faustus* for the Radnor Actors Workshop at Radnor High School. He was also a published-and-performed playwright.

Besides his son, Mr. Rooney is survived by his wife, Audrey; daughter, Melinda Florsheim; and five grandchildren.

Thomas Peter Robinson '51

Thomas Peter Robinson died Tuesday, September 23, at his home in Rehoboth Beach, Del. He was 76.

Mr. Robinson was born August 16, 1932, in Lewes, Del., and grew up in Georgetown, Del. He was the son of Mary Comfort Houston Robinson and Julian Thomas Robinson. He was a 1951 graduate of St. Andrew's School in Middletown, Del., where he was a member of the crew. Later he attended the University of Delaware where he was a member of the Kappa Alpha Order. On July 1, 1957, he joined the Pilots Association of the Bay and River Delaware and served as a pilot for 45 years before his retirement on August 15, 2002.

Mr. Robinson was a member of All Saints Episcopal Church in Rehoboth Beach and St. Georges Chapel near Angola, Del., where he served on the Vestry and as chairman of the Cemetery Committee. He was a member of the Rehoboth Beach Country Club. He was a blue water sailor and an avid surfer. He enjoyed gardening, golf, and playing ragtime and classical piano music. He was recognized by the Delaware Department of Agriculture for preservation of his family's Century Farm near Lewes and by The Delaware Nature Society for his outstanding stewardship of the Great Marsh Natural Area.

Mr. Robinson is survived by his wife, Alice Caroline Pitt Robinson, formerly of Port Deposit, Md., and by his three children, Mary Elisabeth Robinson Monigle and Thomas Peter Robinson, Jr., both of Lewes, and Caroline Pitt Robinson Luckett of Buxton, N.C. He is also survived by his two sons-in-law, D. Keith Monigle of Lewes and James "Ty" Luckett of Buxton, N.C.; a brother and sister-in-law, Robert and Battle Robinson of Georgetown; and by seven grandchildren, Lucy Elisabeth Monigle, Jackson Keith Monigle, Jeb Thomas Monigle, Kyle Davis Monigle and Chase Robinson Monigle, all of Lewes, and Marlee Taylor Luckett and Lana Katherine Luckett of Buxton, N.C. He was predeceased by his sister, Margret Katherine Robinson.

Frank D. Howden '55

The St. Andrew's School Alumni Office received notice from his son that Frank Howden '55 passed away on December 9, 2007. No further details were given. ❧



Faculty member Wes Goldsberry photographed the sunset over the Front Lawn last spring, remarking, "It was an unusually colorful sunset, even by Front Lawn standards."

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