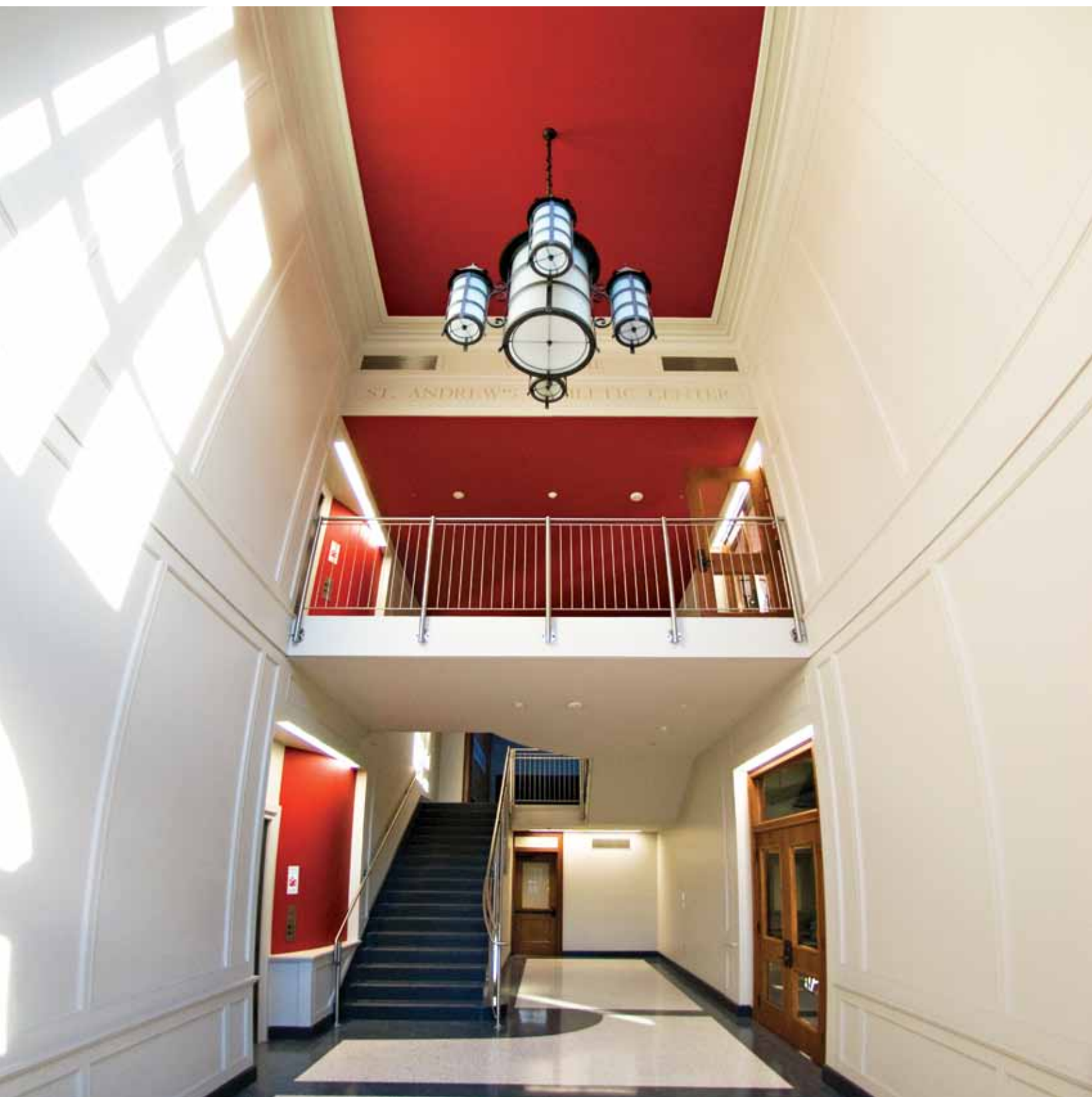


FALL 2009
WINTER 2010
SPRING 2010
SUMMER 2010

St. Andrew's MAGAZINE

- Women's Network
- Alums in the Military
- Parents Weekend



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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Front cover: Construction has been completed on the new entrance to the gym. For more details, see page 15. Back cover: After the December storm totalling almost 20 inches of snow, campus snow bunnies made this snowman outside of Founders Hall. Front and back cover photos by Elizabeth Crook.

Inspiring Great

Daniel T. Roach, Jr.
Remarks
Parents Weekend
October 24, 2009

It is an honor for me to welcome you to Parents Weekend at St. Andrew's. Your presence and participation in the events of this weekend mean so much to us as a School community, for the weekend represents more than a long-awaited couple of days to see your son or daughter—it represents an opportunity for you to join us in inspiring your sons and daughters to live and work and perform and play with joy, passion and creativity on this campus. The great 19th century novelist George Eliot wrote in *Middlemarch* that human beings “are fortunate to get a theater where the audience demands their best.” What she suggests, of course, is that we grow in intention, creativity, passion and humanity when we have an expectant audience for our lives, our performances, our commitments. At times, this audience is a literal one, assembled on a sports field, gymnasium, theater or recital hall. For most of the rest of our lives beyond high school, the audience is figurative—we look to our mentors and exemplars to find the strength to live with the passion and commitment they modeled and expected of us.

It might be interesting to think of the people we would ourselves assemble if we as adults wanted to present our life's work as a kind of thesis or dissertation. Imagine who would be in the audience if we were to make a presentation of our work as adults in the world of the 20th and 21st centuries. We would identify men and women who somehow suggested to us or persuaded us that we could live more engaged, ambitious, moral and committed lives. Standing on the stage of

the theater, we would say to those mentors—this is my life's work—this is the spirit and work and commitment you inspired. Thank you.

I lost two such mentors this year, Fritz Zeller, my Assistant Headmaster, soccer coach and mentor from high school; Fred Stocking, my great English professor in college, and like Eliot, I could say “the theater of all my actions is fallen.” But that is not really the case. My mentors' lessons on hope, engagement, integrity and spirit live on just as powerfully today as they did some 30-40 years ago. I teach, advise, mentor and work this year with a new passion, intention and determination—I want to honor St. Andrew's by honoring these men in my life. Zeller taught me the importance of honor, integrity, hard work and dedication. He helped me understand that with pressure, competition and adversity came opportunity—opportunity for courageous acts of collaboration, courage and resilience.

Fred Stocking taught literature not as an academic obsessed with literary theory and the expression of his own arrogant ego. He taught literature because he believed great writers explored essential questions and fundamental questions facing individuals and humanity. What is the meaning of life? How does humanity find coherence and meaning in the face of fragmentation, distraction and chaos? When I lead, teach or advise, I do so with the model of these men in my heart.

Just yesterday, I learned of the death of Ted Sizer, one of the most influential thinkers on the art of education in the late 20th century. As a

Growth

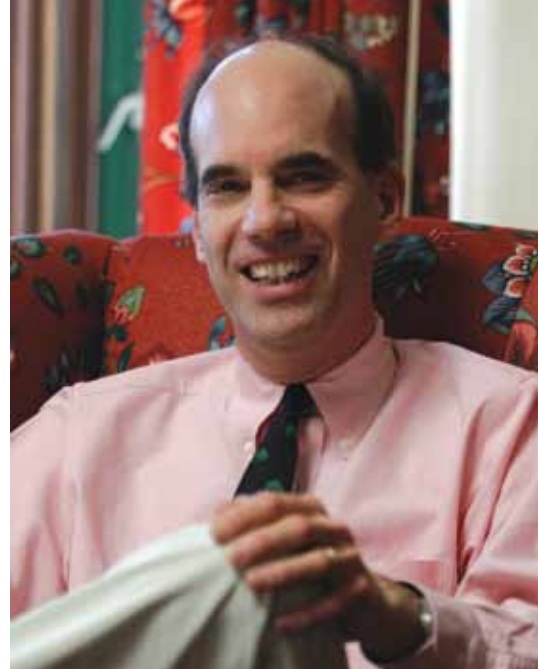
former Headmaster, Head of the Coalition of Essential Schools and writer,Sizer always inspired me through his vision of what great schools and teachers should accomplish. Here is a typical, brilliant passage from his great book *Horace's Compromise*:

"A good school should be a place of unanxious expectation. Although some expectations are angst-producing, a good school's standards are challenging, not threatening, energy-producing rather than defense-producing. Neither a casual school, where no one does anything except that which seems to titillate him at a given moment nor a tyrannical school, where cruel jockeying for position, involving students and teachers, is the answer. Casual schools practice the conspiracy—I'll not hassle you, Mr. Teacher, if you don't push me, the Student. Tyrannical schools simply scare people, whether by shakedowns in the lavatories, humiliation in the classrooms, or the psychological warfare that some bigger, older, rougher . . . people impose by treating others as dirt, unpeople or worse."

The phrase "unanxious expectation" is precisely descriptive of the philosophy and practice of great mentors who trust us, honor us through their expectations of our growth. Sizer understood perfectly the potential for abuses in American schools—he knew that in schools across the country, students and teachers form alliances designed to cement a kind of educational mediocrity and passivity. And he knew that bullies on a teaching faculty and bullies in a school could attempt to subvert the humanity, diversity and potential of our schools.

Of course, we as parents want to be in the literal or figurative theater 20-30 years from now when our children are ready for their dissertation: their public expression of their life's spirit, goals and ambitions. Oddly enough, it is hard for us to reserve a seat in that theater, for adolescents and college students may look with gratitude and appreciation on the advice of and wisdom of a teacher and skepticism and irritation at the advice of a parent—even though the message may be identical. When a teacher tells a student to work harder, a student may respond vigorously: if you or I tell our son or daughter to pick up the pace, we may meet irritation, resentment or even defiance. We as parents may be viewed as too indulging, too controlling, too involved, too obsessed, too strategic, too anxious, too impatient, and sometimes what our children think has some merit.

We, as 21st century parents, need to remind ourselves of what qualities and characteristics moved us as we worked with parents in our youth. We learned most in our families when we saw our parents in action, authentically modeling a spirit of engagement, collaboration and integrity in their lives. We learned most in our family when we had important work to do for the family unit or the community. We learned most when parents encouraged us to turn education English, math, sports, theater from a subject, activity and requirement into a passion, a new way of living and approaching the world. We learned most when parents focused not on immediate results but on the bigger picture: what kinds of young men and



women we were becoming. I guess Ted Sizer was right: parents are at their best when they express “unanxious expectation.”

In his article “The Case Against Perfection,” Harvard Professor Michael Sandel writes:

“To appreciate children as gifts is to accept them as they come, not as objects of our design or products of our will or instruments of our ambition.”

Sandel’s language is carefully chosen—our children are not objects, products or instruments—parenting requires us to embrace what the theologian William May describes as “openness to the unbidden.” In other words, our children are miraculous, unique, distinctive and different, and we need to be careful in parenting and mentoring them to celebrate their gifts and avoid our human tendency to fit them into our own preconceived model. To help us, Sandel cites May’s definitions of two kinds of love: “accepting love” and “transforming love.”

Accepting love embraces and supports the child as he/she is—it “affirms the being of the child.” Transforming love “seeks the well being of the child.” May writes:

“Parents find it difficult to maintain an equilibrium between the two sides of love . . . Accepting love, without transforming love, slides into indulgence and finally neglect. Transforming love, without accepting love, badgers and finally rejects.”

The best teachers and mentors somehow embrace an ethic of transforming love without pressuring, discouraging or destroying us. They believe in us, they have ultimate faith and confidence in us, and their belief in the goodness and greatness inherent in us causes us to live more ambitiously and eagerly. They care for us, they acknowledge our own personal challenges and difficulties, and they know when to slow down and express patience and support. But they refuse to indulge us, to lower their expectations or belief in our ability to seek excellence in our lives.

For parents this balance is, of course, difficult to achieve. We are emotionally involved. We can buy into the culture of competition, intensity and frenzy that is so much a part of the media’s depiction of education. We want to sacrifice accepting love and move intentionally to transforming love especially in the junior and senior year of high school. We can sometimes excuse ourselves for treating our kids as objects and instruments since they will benefit, we think, someday from the frenzy.

Or we love our sons and daughters so much and seek to assure them of happiness, fulfillment and meaning. We protect them from failure and from the opportunity to become independent, autonomous citizens of our families and world.

But if we look back to our mentors, we see little panic, little strategic thinking, little indulgence, little gaming. Instead, we see men and women holding conversations with us, holding up not a strategy for success but a blueprint for fulfillment, not a way to kick a resume but to exhibit a passion.

So as we enjoy this precious time with our children, let’s try to capture that balance, the balance between loving our children as they are and encouraging them to be all that they are destined to be. We are going to have to be strong, confident and patient. Real education, real transformation takes time, commitment, vision, resilience. If we capture that balance, we as parents will stand proudly beside our child’s mentors as they live authentic lives of engagement and service.

Last Friday evening, Professor Alexander Nemerov of Yale University visited the School for the Payson Art Lecture. He delivered a remarkable talk to our community focusing on the art of Lewis Hine, an American photographer from the early 20th century. He chose five or six photographs for the lecture, one of which appears on the next page. As he spoke, Nemerov, a brilliant professor possessing remarkable skills of analysis, spoke instead from the heart:

“Pathos is the deepest note. Every time I look at one of these photographs, it kills me a little bit. They are like ghost stories, like echoes, like cries of someone from the past.”

He asked us not only to look at the world with clear and discerning eyes—he asked us to feel the passion and protest inherent in Hine’s depiction of children caught in the world of child labor:

“What wounds you, what touches you, what moves you that is what matters. Art is not meant merely to affirm you, it is not always pleasing and comforting, but moving and disturbing.”

As an educator, of course, I thought not only of the factory where that child was trapped, I thought of the concept of school, the power of an idea of education that to a great degree has informed the American spirit for much of our history—the idea that through education a child could grow up to make deep, creative and significant contributions to our nation and world. This girl for me became the face not only of a time in our distant past, but rather a face of American education today, a story of lost opportunity and responsibility. What would happen to our country and world if children learned in clean, safe and spacious schools, if children knew their teachers and teachers knew them, if students learned to think, write, debate, collaborate and experiment rather than sit and learn in conditions that communicate a contempt for their potential? What would happen if private school students saw their education not as a rite of privilege, but rather a significant rite of passage into the responsibilities of adulthood?

The girl in the photograph looks up with her gaze, her youth reflected by her pigtails, her size dwarfed by the machine and factory surrounding her—her hand rested on the ominous machine, poised it seems, to place her into a world of monotony and repetition—her other hand rests on a window shelf full of dirt, grime and filth. The paint peels off the walls, and darkness overwhelms the background. We can feel her fear, disbelief and



anger at the destruction of her freedom, her future, her innocence.

Nemerov argued that the problem with seeing such a photograph in a gallery or exhibition might be that we have the power and ability to avoid the girl’s gaze, to say that the photo does not speak to us, to respond to Hine’s own passion and outrage with a shrug and a new modern word: “whatever.”

He asked us to be willing to feel, express and enact outrage, pain and suffering, to use art as a means of living, seeing, protesting, affirming. He asked us to finally think of what in our lives would qualify as the “moral equivalent of war,” a phrase used by William James.

For me, the moral equivalent of war is inspiring young people, our students, to awaken, to see, to feel, to express deep concern, deep engagement and deep responsibility. That is indeed our syllabus: helping students develop the capacity for taking responsibility for their country, their world and planet.

I hope such a mission informs all we do here at St. Andrew’s each day, week, month and year. At our best, we will help you inspire your child and inspire our School to live, love and contribute well to our world. ❖

▲ *Photo by Lewis Wickes Hine, December 1908. One of the spinners in Whitnel Cotton Mfg. Co. N.C.*

New Trustees

The Board of Trustees welcomed six members of the St. Andrew's community who have been elected to terms of service on the Board. The group includes two alumni and four current and former parents. Their talents, insights and expertise will be a great asset to the School in the coming years.

Monie T. Hardwick P'02,'04,'07 returns to the Board as a non-classified Trustee two years after completing her dedicated service during several terms as a Parent Trustee. After growing up in Kalamazoo, Michigan, Monie attended Northfield Mt. Hermon School and Yale University, after which she went to the Taft School in Connecticut to teach English.

At the end of her second year at Taft, she was appointed the Director of College Placement. She also worked in Admissions and directed the School's Centennial. She earned her master's in English from the Bread Loaf School of English at Middlebury College.

When her husband Chandler was appointed Headmaster of Blair Academy in 1989, they moved with their three daughters to Blairstown, N.J. At Blair, Monie has taught English, been the Director of New Faculty, the Director of the Timken Library and most recently served as Blair's Director of Development. The Hardwicks' three daughters are all members of the St. Andrew's family: Thayer '02, Liz '04 and Kate '07.

Jason Gardner '87 is managing director, head of trading of Kershner Trading Group, LLC. He has more than 10 years of experience in the financial industry. Jason is responsible for the management and growth of the firm's U.S.-based trading business and operations.

Prior to joining Kershner, Jason was the director of compliance for Capitol Securities, a full-service broker dealer and registered investment advisor in Washington, D.C. He revamped the firm's compliance program, and led a number of new strategic business initiatives. Before shifting into a compliance function, Jason was a proprietary trader in New York City where he stayed in the top 10 percent of the producing traders for the majority of his tenure.

At St. Andrew's, Jason was president of the School, a strong versatile student and one of the best basketball players Tad Roach had the pleasure to coach.

Jason earned a bachelor of arts in sociology from Columbia University and a Juris Doctor from American University with a concentration in Tax and Securities Law. He is also a certified regulatory and compliance professional, a designation sponsored by a joint program with Wharton Business School and the NASD. Jason lives in Austin, Texas, with his wife Gretta and their two small sons, Xavier and Alexander.

Sandy Stuart P'09 is president and CEO of Conway Farms, a private golf community located in Lake Forest, Ill. He is also a partner in Black Stone Minerals LLP, one of the largest private fee mineral and royalty owners in the U.S.

Before entering the oil and gas business, Sandy was an Associate Editor and Bureau Chief for *Fortune* magazine, where he reported and wrote extensively on energy, real estate and other key regional industries. He came to *Fortune* after serving as a research associate on the faculty of Harvard Business School's International Senior Managers Program in Lausanne, Switzerland, where he was responsible for researching and writing case studies for the program.

Sandy has been active in civic matters. Most recently, he was president of the Board of Trustees of Lake Forest Country Day School, a private middle school. In that capacity, he led a renovation and new construction project that was the largest in the School's 125-year history, among other initiatives.

Sandy chairs the Endowment Committee of Lake Forest Hospital, where he is a trustee, and is an executive committee member and finance chair of Chicago Public radio, the regional public radio station. He just completed his term as a vestry member of the Church of the Holy Spirit in Lake Forest. Sandy is a graduate of Princeton University and Harvard Business School. He is married to the former Robin Peake. They have two children, Annie, Class of 2010 at Sewanee, and Douglas,

Named to Board

who graduated with the class of 2009 at St. Andrew's.

Halimah DeLaine Prado '93 is a product counsel at Google Inc. in Mountain View, Calif., advising product development groups on intellectual property, online advertising, content regulation and privacy issues. Halimah works on Google's advertising products and two of its social networking/consumer products: Blogger and Google Reader.

Prior to joining Google, Halimah practiced media law and products liability law at Dechert LLP in their Palo Alto and Philadelphia offices and she also practiced at Levine Sullivan Koch and Schulz in New York. Prior to going into private practice, Halimah also clerked for the Honorable Mary A. McLaughlin of the United States District Court for the Eastern District of Pennsylvania.

After graduating from St. Andrew's in 1993, Halimah obtained her undergraduate degree from Yale in 1997, and her J.D. from Georgetown in 2000. Halimah currently lives in Santa Cruz, Calif., with her husband Manuel Prado and their daughter, Sofi.

Rex Fuqua P'10'12 is president and CEO of Fuqua Capital Corporation, a private investment advisor, and Realan Capital Corporation, a private investment firm. Over the last 30 years, he has been actively involved in real estate, venture capital and private equity.

Rex is a Trustee of Duke University, a member of the Board of Visitors of The Fuqua School of Business, and a director of Duke's Kenan Ethics Institute. He is a Trustee and former chairman of the Atlanta Botanical Garden. He serves on the Board of Directors of Camp Sunshine, the George West Mental Health Foundation and the Sheridan Arts Foundation. He is an emeritus member of the Board of Overseers of the Terry College of Business at the University of Georgia.

A native of Augusta, Georgia, Rex earned his bachelor's degree in finance from the University of Georgia. He earned his master's degree in clinical psychology from the California School of Professional Psychology in 1984. He and his wife Duvall live in Atlanta with their four children, two of whom are

currently at St. Andrew's.

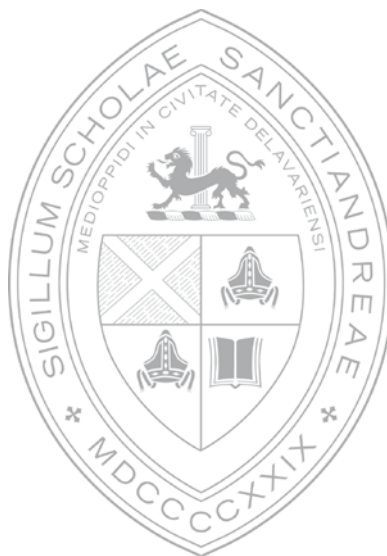
Betsy Cahill P'11'12, an author and former non-profit executive, is currently earning a master's degree in religion at the Yale Divinity School. Betsy grew up in Charleston, S.C. After graduating from Harvard in 1983 with an A.B. in Classics, she went to Oxford as a Rhodes Scholar. Undertaking specialized study in Yeats, Greek tragedy, and Shakespeare, she took a First in English Literature and Language in 1986.

Upon returning to the United States, she joined forces with theatrical impresario Joseph Papp, co-authoring *Shakespeare Alive!* (Bantam, 1988), an introduction to Shakespeare's world and work, of which there are now more than 100,000 copies in print. She also worked closely with directors A.J. Antoon, James Lapine, and JoAnne Akalaitis as assistant director/dramaturge on their Shakespeare productions. Betsy then moved to the New York Public Library, where she succeeded George Stephanopoulos as executive assistant to the Library's president, the Rev. Timothy Healy. A year later, after coordinating the strategic planning process, she became director of the Library's public affairs, including its public relations, exhibitions and publications programs.

After a three-year stint in Louisville, Ky., courtesy of her husband's employer, PepsiCo., the family moved to Greenwich, Conn., where Betsy became deeply involved as a volunteer at her children's school and at her church. When her youngest child began kindergarten, Betsy enrolled in the Yale Divinity School, and hopes to earn her master's degree in May 2010. She has served on the Boards of the Association of American Rhodes Scholars and Ashley Hall, and is currently a trustee of the Greenwich Library. When not writing papers on Ezekiel or the Dead Sea Scrolls, she contributes an occasional article to *Commonweal* magazine.

Betsy and her husband, John, have four children, two of whom are currently at St. Andrew's. ❖

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Discovering Our Passions

Convocation Talk

Jennifer O'Neill

Saturday, September 12, 2009

It is an honor and a pleasure to be here with you today, to celebrate this shared start of another academic year in our beautiful community. I believe this year will be an incredibly inspiring and memorable one.

W.B. Yeats said, "Education is not the filling of a bucket but the lighting of a fire." For me, his statement applies to the kind of education we all work for at St. Andrew's. This is a magical, exciting, and vibrant place to live. We practice Yeats' view of education, helping one another to build and ignite fires of excitement and interest. One of the things I appreciate most about working and living at St. Andrew's is the fact that the relationships between young people and adults here transcend the typical student-teacher dynamic. At St. Andrew's, the students and the teachers enter into a contract of sorts, a mutual commitment to strive towards the discovery of our passions.

I remember the first image I ever saw as it appeared in the developer under the seductive glowing red light of the darkroom. It was a life-changing moment for me. My heart literally jumped; my palms began to sweat and a lump formed in my throat. At that moment, I knew that I just had to make pictures. I was completely unfamiliar with the subject of photography. In fact, it was an unexpected series of events that led me to take my first photography class. I had no idea the impact this experience would have on me. A few weeks later in that same class, I saw an image in a slide show and once again that feeling consumed me. It was the most beautiful image I had ever seen. The quality of light falling on the subject and the intensity in his stare burned right through me. At that moment, I knew that just making pictures would not satisfy my appetite for images. I knew I wanted to make pictures that made other people feel the way I did at that moment. I knew I wanted to share my love of light and seeing with others.

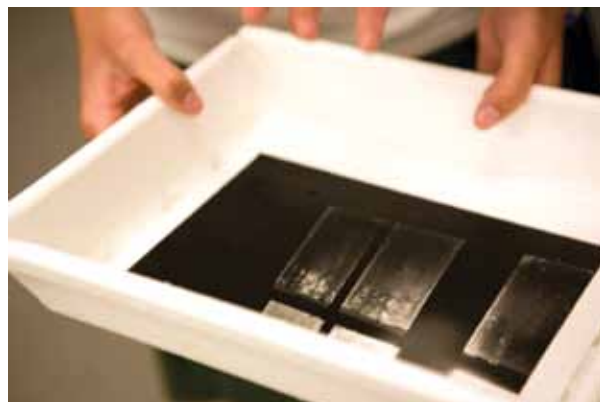
There is a common misconception that an artist's muse is always present, that we, as artists, are inherently creative, that things just come to us in our sleep. That could not be farther from the truth. Our muses can be fickle. We can't just sit around and wait to be inspired. Pursuing our passion requires hard work and dedication; we must choose to commit to this pursuit. I have spent many long hours in the darkroom, working on a single image to get every detail just right, sometimes starting over because of the technical challenges, sometimes starting over because I realized I had completely lost sight of my intention. At these times, the light at the end of the tunnel is only a glimmer, if that. But my passion for the image sustains me. My love of images and the opportunity to share this love with others is a driving force that keeps me moving forward. This is what allows me to persevere mentally

and physically, personally and professionally. Passion can be a powerful feeling that overtakes us, and you will find joy and fulfillment in that feeling. But more importantly, I want to encourage you to discover your passion so you can use it as a compass, a fire that will guide and sustain you through difficult and uncertain times.

To uncover your true passions, you do not need to make endless to-do lists or earn an A in every class. Instead, you must begin a deeper and, arguably, a more difficult commitment: the commitment to spark your own personal fire. From a young age, we begin to build these fires, log by log, interest by interest. Our passions flicker and change with the flames. As time moves on, we remove charred pieces that have ceased to inspire us, and we add new logs as we discover new things. That little piece of kindling that first caught fire in your soul may even burn out, once it has served its purpose. The important thing is to keep the fire going, to feed it with fresh ideas, and to never let it die out. If you respect your own passion, and if you cultivate it, it will burn brighter and with more intensity as you get older.

In order to fuel our fires, we first need to discover what inspires us. To find this inspiration, we must open our eyes and drink in our surroundings with great care and attention to detail. If I had not been particularly engaged in class during those few magical moments the image appeared in the developer, I could have missed the opportunity to be inspired by the visual world I know. If we are attentive, we can find sources of inspiration in unlikely places and people. I urge you to be inspired by the grotesque as well as the beautiful, by the minute details as well as the great events. Embrace the friendships and the camaraderie that St. Andrew's has to offer. We are blessed to live in a community where individuals with goals and dreams push one another to see the world from an as yet undiscovered perspective. Share your love of learning and foster the discovery and growth of your own passions and the passions of others.

I admit it is sometimes risky to look around, to stay open and attentive in the way I am describing. We may see or realize things that are difficult to digest or place in our lives. As members of the St. Andrew's community, we are given a unique opportunity to take risks and to make mistakes in a safe and supportive environment. I am inspired by the work and words of photographer Julia Margaret Cameron, who tells us to "Leap, and the net will appear." If we live with our eyes wide open and our senses attuned, we will experience these leaps and their exhilarating aftermath. Trust yourself to explore the many opportunities here. We should always remember that teaching and learning are not confined to the classroom alone. To maintain a level of passion and excitement amidst our daily commitments, both the



students and the teachers must be ready to take risks and be open to new ideas, and new kinds of learning.

As teachers and students we will face many challenges. You will often find yourself out of your comfort zone and in situations that you have never experienced. You will be given many opportunities to succeed, but you will also fail. How you deal with adversity will define your character. We always have choices, and we have to remember that even when we are not feeling in control, we have the power within ourselves to take control and to embrace our challenges to the fullest extent. Instead of looking for the bad in a situation, seek out the good. Look for what you can learn. Instead of succumbing to peer pressure and conforming to popular opinion, defy them and define your persona based on your own beliefs and what is important to you. Take advantage of this time to grow and mature into the individual you want to be. The beauty of the St. Andrews education is that it encourages us all to constantly grow as human beings.

Achieving balance in our daily lives both physically and spiritually here in the St. Andrew's community is no easy task. I understand that the school year, and the attempt to find one's passions, brings stress. But I also believe that this stress is often amplified by the pressures we place on ourselves. The routine of classes, after-school activities, study hall, and duties may seem overwhelming at times. But we have a choice: we can look at the rigor as burdensome, or we can embrace it, let it fill us with the excitement of new challenges, let it fuel our fire.

The academics and extracurricular activities at St. Andrew's are designed to assist you, the students, in forming your own self, a self made up of your own passions, experiences, dreams, failures, mistakes, and successes. This is the self that you will take with you throughout your life; this is the fire you will continue to fuel beyond these walls. I wish you the very best for your journey and I am thrilled to be a part of it. ❖

Economics: A Timely Offering

In the Classroom

Quite appropriately, it was the concept of supply and demand that led to the creation of the new Economics class, taught by Mathematics Chair Eric Finch. An earnest and compelling proposal by VI Form students Catherine Geewax, Molly Miller and Lizzie Rajasingh reached the sympathetic ears of Finch and members of the Academic Committee, and marketplace dynamics did the rest. “Molly, Catherine and I were all really curious about what was happening with the financial crisis last year,” says Rajasingh, “and when Mr. Finch started explaining some of it, we were hooked and wanted to learn more.”

“The students did the leg work to shepherd it through,” says Finch proudly, “but I was happy to sponsor it in the math department since the material can be an excellent application of mathematics.” So far, Finch has found the students are enjoying the subject, though the abstraction required in economics is often a struggle. “Having lived in an economy for 17 years,” he explains, “they find it hard to accept the necessity of *ceteris paribus*, or ‘all other things held constant,’ while exploring the relationships between a limited number of the nearly infinite variables that make up a global economy.”

Finch hopes to cover enough of the key variables to help the students gain some insights into the current economic recession, but to ease them into more familiar territory he designed the first assessment to analyze the true costs of attending college. The students selected various colleges, calculated the cost of attendance—tuition, living, travel, books, miscellaneous expenses—and estimated potential income from graduation to retirement. For comparison, they calculated income until retirement and living expenses had they not attended college, and then evaluated whether the college degree was worth the expense and lost income during those four years, as well as the discrepancies in potential lifetime income.

“In many ways the course is similar to the introductory courses I taught at UNC-Chapel Hill and Georgetown University,” says Finch. “The nice difference is that this is more mathematically rigorous, allowing us to study many of the topics with the indispensable tools of differential calculus.” Once the students have more economic theory to apply, Finch will have them analyze current articles from *The Economist* or *The Wall Street Journal* and present their findings to the class.

“Simple hands-on experiments make the complex economic ideas come to life,” says Miller, recounting a class where two volunteers consumed donuts until they learned the “law of decreasing marginal utility” the hard way. As one continued eating his way towards satisfaction, the other walked numbly back to her seat in the post-state of over-consumption. “Mr. Finch has a way of showing, then telling, which helps us comprehend the terms and ideas in relation to other things more easily—he is ready with examples for any situation,” says Miller.

“I am definitely going to take more Economics classes in college,” says Geewax, “I am so happy that I got the opportunity to take this class in high school.” Geewax still has time to explore her options, but she credits the coursework and dorm conversations on the topics with igniting an interest in business school. “I have been very interested in learning how certain events affect global markets.”

In a recent class, students explored the supply and demand curves as they relate to the price of petroleum, accounting for factors such as changes in global productivity, adherence to negotiated oil production targets, political strife and environmental issues. “Applying the simple ideas of supply and demand to the global economic recession is very interesting,” says Miller. “It forces us to look at different markets through the eyes of the consumer as well as the producer.” ❖

by Greg Doyle



Susie Gurzenda '09 recently returned from Tanzania, where she spent three months on a teaching internship with Global Routes. During her time there, Susie and her co-intern organized a World Map Project, working with students and villagers to paint a map of the globe on the front wall of the school where she taught. She writes about the connections she formed as she shared her love of painting with the community.

This past fall I spent 12 weeks in Tanzania, from the middle of September to the middle of December. To be honest, before this trip, I knew little about the country. I was initially attracted to this teaching internship position because of the opportunity it gave me to experience education from a different angle. I had been so blessed with a great education through St. Andrew's, and I wanted to pass on the gift in some way. This journey to Tanzania presented itself as the perfect way to stretch myself to be more independent, resourceful and selfless. St. Andrew's gave me the support and nurturing I needed throughout the stresses of high school, but now I needed to find my way in the world on my own.

I met the family I would live with for three months only as I walked into their house, the beginning of what looked to be a potentially uncomfortable first week: I was living with perfect strangers. However, I have never felt at home so quickly while surrounded by strangers. This group of seven people opened their arms to me and became my family. I knew immediately I was blessed to be in their presence. That night, Mama, and sisters, Neema, age 26, and Glory, age 15, gave me my first cooking lesson. Actually, the only

creating a world together

thing I learned that night, bending over that fire, was the word moshi, meaning “smoke.” Moshi, moshi, moshi! We cried out as they laughed at me skirting around the fire, trying to prevent the smoke from stinging my eyes. Laughter was our common language. We laughed at my headlamp, my sunscreen (they were bemused by the ritual of painting my face white every morning), my ignorance in taking a bucket bath, my inability to carry water on my head, my terrible Swahili, and Mama’s noble attempts at English. We laughed at what made us different but through laughter, we found much more that was common ground.

At St. Andrew’s, classes are discussion-based, and heavy student participation is normal. In Tanzania, I was challenged to evoke participation from students, who were clammed up by years of lecture style classes and memorization of facts. I have the advantage of knowing amazing teachers, so what I lacked in experience, I made up for with enthusiasm. I was zealous about the future tense in English class and potential energy when I taught physics. I taught Form I: one section of English and three of physics, 60 kids in each section, ranging in age from 13 to 19. It was challenging, but extremely rewarding. Although timid, the students were eager to learn and we thrived off of each other’s enthusiasm. My biggest challenge was to accept that I couldn’t give my students all the individual attention that I had received at St. Andrew’s—the school was just too understaffed. Teaching was hard work. I have gained even more respect for teachers and their patience, altruism and ceaseless passion in and out of the classroom.

The community’s acceptance, respect and love motivated me to create a tangible token of my appreciation. My co-intern and I immediately

recognized the World Map Project as a perfect way for us to become more deeply involved with the village. Peace Corps volunteers popularized the World Map Project, so obtaining basic information about gridding, color-coding, etc., was easy. With the help of the headmistress, we chose the front wall of the school to be the site of our project. The front wall can be seen from many parts of the village. She wanted to make sure that the map would be in a prominent place, not only for her students, but also for the entire village.

Help from people in the village was the driving force of the construction of the project. From the beginning, my Baba—host father—a talented mason, was a true blessing to this project. He had a wealth of knowledge when it came to cementing the wall, choosing the correct paint and building a ladder and a platform, among many other things. It was also important for us to involve the students of the school who would see the map everyday and who could be proud of their accomplishments. To do the main legwork of the project, my co-intern and I had a core group of one to four students who helped us half of the days. After two base coats of white and two ocean blue coats, we penciled a grid on the wall, which enabled us to accurately translate the map. Next we painted, outlined and labeled the countries. Once the map was constructed accurately, we got creative with a lavender background, flowery lettering and crazy compass rose. The handprint border was my favorite addition to the map as it involved many students who were proud and excited to be a part of the project. It certainly is a colorful and wild map—there are a lion and an elephant dwelling in opposite corners.

I cherish the connections I made while working with people to create this map, sharing my love

► *Susie Gurzenda '09 (fourth from right) with students in front of the mural in Tanzania.*

► *The finished World Map Project.*



of painting with those who had never held a paintbrush before. As time passed and the “world” we were creating together grew, conversations shrunk the distance between our lives and cultures.

Many of my favorite teaching moments were not confined by the classroom walls, but on the outside wall, as we painted the map. People on their way to work or town would pass by the map and ask geography questions. We quickly realized that many of them had little or no prior experience with maps. “Where’s Tanzania?” “I found the U.S.A.!” It was these impromptu geography lessons that were the most meaningful to me, giving me hope that the map we created would continue to teach even after we left the school and the village.

I learned so much and grew in so many different ways on my journey. I grew in my independence, my confidence, my Swahili language skills and my understanding of the human need for love and care. I had not anticipated receiving the incredible amount of care that I did. Yes, living in a dirt floor house without running water or electricity, cooking over a wood fire, I felt as comfortable as ever—in many ways more so.

The endless hospitality shown towards me and all guests and neighbors was unforgettable.

The Maasai tribe, to which my family belongs, places great value on hospitality and being a good neighbor. In the Maasai language there is a word, *oowe*, which a member in the village shouts when they are in desperate need of help. When this word is heard, no matter what time of night, neighbors repeat the call and run to support the friend in need. It was one of the most powerful moments of my trip to see my family leap up from the dinner of *Ugali* (a traditional dish similar to grits) and run with scores of people up the hill when our neighbor called. In the same way, the network of care that existed in our neighborhood never ceased to amaze me. Tea was always offered upon entrance to a house. My family made dinner for the old grandmother down the road and carried water to the new mother half a mile away. This incredible altruism not only provided aid to those in need, but also connected the whole neighborhood in a deep and unparalleled way.

I began this journey with the intent of bettering lives. I returned humbled by the care I received, realizing that I was the one whose life changed the most. ✨

UPDATE: Campus

This summer saw the culmination of six years of concerted effort to completely rejuvenate the infrastructure of Founders Hall, and bring all its safety, heating, cooling, ventilating and electrical systems up to the highest modern standards. In the process, notable areas of the building, such as the boys' residential corridors, the Chapel, the Library and the Dining Hall received significant reconstruction to enhance their support of the School's current program. Most importantly perhaps, the whole building has now been sprinklered and the fire detection systems updated throughout.

The major portions of this summer's work focused on the Dining Hall and kitchen areas, and the residential spaces above them. The Fleming corridor common room was opened up with an aesthetic portal to the faculty apartment across the hall, creating enhanced faculty connections to the residents there and expanding the common room. The improved lighting provides a much more welcoming and pleasant environment for the III Form boys who reside there.

The Dining Hall and kitchen received the final leg of the new heating, ventilating and air conditioning system (HVAC) that now encompasses the whole building. This daunting undertaking has made all of Founders a healthier and more comfortable living, learning and working environment, and will enable the School to host a richer array of summer programs starting next summer.

Not to be overlooked, the Front Lawn was completely reseeded and a new underground watering system installed last fall. After 80 years of distinguished service to the Founder's vision, the building is in its best condition ever and poised to continue to be an exceptional foundation for the educational experience of generations of St. Andreans to come.

This summer and fall also saw the continuation of work commenced last summer to restore the infrastructure, upgrade the athletic facilities

and enhance the access and safety systems in the Cameron Gym. Work to date has focused on the old gym area, the Cameron wrestling room and the rooms underneath it, fitness spaces and the squash courts.

All new boilers and heating, cooling and ventilation systems were installed this summer in the old boiler room—which had heretofore contained the original 1934 boilers—in the alley between the squash courts and the JV gym. New electrical service was installed to accommodate this and all these systems were sized to be able to support the planned fieldhouse, fitness and locker room addition. Modern fire sprinkler and detection systems have now also been installed throughout all these areas.

The major physical transformation this summer was the creation of a new gym entrance coming off the Strand between Amos Hall and the Arts Center. Inside, a five-stop elevator has been strategically placed to provide accessibility to all facilities open to community traffic. The bathrooms in the historic lobby were also remodeled to provide full handicap usage.

All this work is being funded by contributions from generous trustees, alumni and parents received prior to the initiation of this work. The new entrance is expected to be complete and ready for use by the start of the winter sports season.

The other significant enhancement to School facilities this past summer was the complete restoration of a farmhouse on the Muller Farm. The 50-year old house needed new boiler and heating systems, new electric service, new siding, roof and windows and a myriad of internal renovations notably to the kitchen and bathrooms, along with fresh paint, carpet and where possible, refinishing of the original pine-plank flooring. In August, the farmhouse became the new home of the McGiff family, as art teacher extraordinaire John and his family returned from a restful and productive sabbatical. ❖



Parents Weekend 2009



The St. Andrew's Jazz Ensemble opened the Parents Weekend slate of student musical performances with five powerful pieces in Engelhard Hall on Friday night. With only six weeks of rehearsal, the Ensemble players roared through *Take the 'A' Train* by Billy Strayhorn with a snappy solo by Aaron Seo '10. For the second piece, a smooth performance of Thelonious Monk's *Blue Monk* by the members of the smaller Jazz Combo kept the audience entertained.

David Ashpole '12 then soloed on tenor sax during Matt Harris' *Too Cool* as well as War's eclectic rock song *Low Rider*. The piece also featured trumpet solos by Bre Pierce '13 and Joe Lee '10, and a trombone solo by Evan Stillings '10.

For the final piece of the set, Director Fred Geiersbach offered a tribute to the World Series-bound Phillies with a performance of Bill Conti's *Gonna Fly Now* from the classic Philadelphia film "Rocky."

The St. Andrew's Pipes and Drums braved Saturday's rain and wind outside of the O'Brien Arts Center to offer a Scottish welcome to the community as they moved toward Engelhard Hall for the Headmaster's Address.

On Sunday morning following Chapel, the community again gathered in Engelhard. The St. Andrew's Chamber Orchestra started the program with J.S. Bach's *Brandenburg Concerto #3 in G*. With the full Orchestra taking the stage, the musicians played a delightful arrangement of Gershwin's *Porgy*



and *Bess Medley*. A passionate rendition of Franz Schubert's *Rosamunde Ballet Music No. 2* followed before the Orchestra closed with Giuseppe Verdi's *Triumphal March* from 'Aida'.

The Choral Scholars crept on stage with a percussion accompaniment to Thoinet Arbeau's *Belle, qui tiens ma vie* and seamlessly transitioned into Adriano Banchieri's *Apresstateci fede*. Sopranos Ella Cahill '11 and Lucy Copper '12 soloed on Stephen Paulus' *The Road Home*, and the group closed with Billy Joel's *Lullabye (Goodnight, My Angel)*.

The *a capella* student group, the Noxontones, concluded the weekend's program with a vibrant singing of Bobby Day's *Little Bitty Pretty One* featuring solos by Jordy Gowen '10 and Aisha Rajput '11, and a stirring rendition of Leonard Cohen's *Hallelujah* with solos by Aaron Seo '10 and Devin Duprey '10. ♥







STRANGE BORDERS

A comic and suspenseful tale of slippery gangsters, social busybodies and a heart-of-gold protagonist filled the stage of Forbes Theatre on Friday and Saturday night of Parents Weekend. Performing the play "Strange Borders," by George Batson and Jack Kirkland, the St. Andrew's cast and crew offered up the story of Cordelia Tuttle, a nurturing mother but hapless seamstress-turned-hostess who lives in a quiet seaside village near Boston. Her life is quickly upended by the arrival of bank robbers fleeing the police, quirky boarding house tenants, and the snooty meddling of townsfolk concerned for the welfare of her adopted daughters.

Olivia McGiff '10 as Cordelia brought a flawless performance to the stage, flitting about the living room set with an exquisite combination of anxiety, priceless innocence and general discombobulation. Liza Scher '10 and Kristina Kassis '11 played her adoring adopted daughters, Candy and Glory, while Rachel Stoddard '12 as Professor Barriman and Danielle Montanez '10 as Captain Winkle rounded out the collection of odd characters in the household. Arriving just in time to cause havoc, Leda Strong '10 and Maya Cave '11 added sly humor as Boston molls Amity and Priscilla Haines, masquerading as school teachers. Bruno Baretta '11, John Lavanga '10, Bach-Huy Tran '11 and Alex Matthers '11 provided a little sinister gravity as the gangsters Boston Benny, Smiley, Joey and the Deacon, all trying to locate the wayward bank loot as it mysteriously migrates throughout the household. Ben Wainwright '10 and Greg Whitaker '10 played Lon Daggett and John Todd, the love interests for Candy and Cordelia. Aisha Rajput '11 played the pesky town reformer Myrtle Hodge while Omololu Babatunde '11 played the ever-curious neighbor, Susie.

Under the direction Ann Taylor '86, the cast and crew delivered a delightful evening of entertainment, showcasing fine comic timing and artful interpretations of the characters, all against a beautiful set constructed and decorated by Kelvin Green '10, Andrew Rippel '10 and other members of the cast. ❖

Cardinal POINTS

Football

by Coach Mike Hyde

The 2009 St. Andrew's football team made great strides this fall. With only two returning seniors in the program, the team looked to rebuild after graduation took the majority of the starters on both sides of the ball. Thanks to the leadership of senior captain James Simons, and seniors Collin Cousar and late addition, Brian Sanchez, the team finished with a 5-4 record, 2-1 in the DISC, and regained the Cannon in a thrilling 15-11 victory over rival Tatnall.

After starting the season 0-2, the squad ran off four wins in a row, including a down to wire win at George School 36-30, and an impressive 28-6 victory over conference foe, Tower Hill over Parents Weekend. Two tough losses to Wilmington Friends School and Perkiomen evened the team's record at 4-4. The final hurdle for a winning season was arch-rival Tatnall.

Numerous Saints earned All-Conference honors—Juniors James Metcalf and Dee Simons earned Honorable Mention honors on offense. Senior James Simons, junior Sean Crowley and sophomore Jake Myers took away First Team accolades on

defense, while sophomore Khary Dennis earned First Team All-Conference honors at quarterback.

The Tatnall victory was a wonderful and memorable way to end the season. The team made great strides as the season progressed. They worked hard and stayed together after some tough defeats. The Tatnall game was indicative of this team's ability to stay the course, remain composed and finish the game on top.

Field Hockey

by Coaches Lindsay Wright and Melinda Tower

In recent years the St. Andrew's field hockey program has run the gamut of emotions during the regulation season. This year was of no exception. From the beginning of September through the start of November, the team experience was both highly charged and extremely competitive. The season was marked with surprising and welcomed victories as well as painful and humbling defeats. Through the highs and lows the women remained dedicated to the game and held steadfast to



the goals they had created as a team. As a result, the integrity of the program was elevated and the outcome of the season was undeniably successful.

The field hockey players improved their overall record significantly from last year. This year's standing of 7-7-1 reflects victories over long standing rivals Wilmington Friends, Sanford School, Westtown and Tatnall to name a few. Led by returning coaches Lindsay Wright and Melinda Tower, as well as senior captain Tilden Davis and junior captain MacKenzie Peet, team highlights included our defensive performance against Tower Hill at home and overtime wins versus Wilmington Friends and Sanford School.

The team was represented by several post-season honors. Juniors Mackenzie Peet and goalkeeper Grace Mott earned First Team All-Conference. Earning Second Team All-Conference were senior Tilden Davis and freshman Celeste Lancaster.

While no team is ever truly removed from setbacks, the women battled through illness, injury and narrow losses. They were perhaps most disappointed in just missing a berth to the playoffs. However, their ability to advance to that point and to be taken seriously in a conference compiled of field hockey giants is not only noteworthy, it is exemplary.

Boys' Cross-Country **by Coach Dan O'Connell**

Although we lost all but two of our Varsity runners last year, this year's boys' cross-country team defied expectations and achieved the same level of excellence in practice and success in competition. The Junior Varsity team was often as much an example for the Varsity runners as the Varsity was for them.

Indeed, this boys' J.V. team is the fastest in the history of the School. The Junior Varsity team finished the year first in the conference and fifth in New Castle County (ahead of all but one Division II team) with a team time of 19:34 at the County Championships, the fastest J.V. team time I was able to find.

The Varsity team finished second in our conference, sixth in New Castle County Championships and fourth in the state.

Jeff Rogers '12 achieved All-Conference, All-County and All State honors.

Girls' Cross-Country **by Coach Wilson Everhart**

Typically the narrative of the story is that the kids worked hard, got faster and performed well at the state meet. And there were elements of that story this season. Nearly every runner PR'ed at the end of the season, and at various points in the year, the girls beat teams ranked as high as fourth and fifth in the state. However, the girls' cross-country team was also shaped by a handful of injuries and numerous days lost to sickness. However, with adversity came opportunity, and one of the things that happened this year was that a number of runners who may not have seen themselves as Varsity runners at the start of the season learned a valuable lesson: Their contributions are important—both this season and the next. Georgina Rupp '11, Rose Kwak '10, Lizzie Rajasingh '10, Sophia Maguire '11, Lydia Bailey '12 and Carolyn Dalrymple '12 were surprised to be running in the Varsity races this fall, made important contributions to the team this season and will certainly be counted on next fall. A lot of runners became true Varsity racers this season, and this was a welcome transformation.

Connor Herring '11 and Robin Kim '12 were our #2 and #3 runners respectively for nearly every race, and they did an outstanding job. They both worked hard to get under the 22:00 minute threshold, they both took their in-season training seriously, and they are both poised to make great contributions to the team next year.

This fall's Rookie of the Year was Kelsey Barolak '13. The Most Improved Runner was Lizzie Rajasingh '10, and co-captain Rebecca Ogus '10 won the Coach's Award for her three years of selfless dedication to the cross-country team.





Additionally, Lucinda Caldwell '10 was selected as the team's MVP for her efforts this fall. Cinda will graduate as the fastest runner in School history, and she may very well prove to be the best athlete I ever coach. Cinda won the Middletown Invitational and the St. Andrew's Invitational. She has the School record on our home course and the School and course record for our Parents Weekend course. She earned All-County honors for the fourth year, the first time a St. Andrew's runner has accomplished this, and she was named to the All-State Second Team—her fourth time making an All-State cross-country team which is another first for St. Andrew's runners. She is also only the second female athlete in the history of Delaware high school sports to earn First Team All-State honors in cross-country and a sport other than track, as she was also First Team All-State in lacrosse last spring.

Boys' Soccer

by Captain Connor Gerstley '10

The 2009 boys' Varsity soccer team finished the season with an 8-6-1 overall record that included a 3-4-1 record in the Independent Conference. The team was led by a strong core of seniors whose dedication to competing in every practice and every game produced a successful season that included dramatic and decisive wins against Tatnall in the first game of the season and a win against Tower Hill on Parents Weekend, both firsts for every member of the team. The team began the season with a 3-0 record and narrowly missed a berth in the state tournament.

All three captains, seniors Garrett Hart, Matthew Gallagher and Connor Gerstley, were named to an All-Conference team, as well as junior forward Hugo Francis who led the Independent Conference in goal scoring, senior defender Russell Train and senior goalie Michael Amos. Hugo was also named Second Team All-State and Connor was named Third Team All-State. The team's success was particularly evident in their rematch with Sanford. Having been defeated 2-1 in the worst showcase of their ability, the Saints retaliated with an incredibly convincing 2-0 victory at home that served as a turning point for the season and demonstrated their unity and camaraderie.

Girls' Soccer

by Coach Sarah J. Demers

The 2009 girls' soccer team finished the season 8-1-3. This year's seniors embody the character of a team and they should feel proud of the character they revealed throughout this season.

Bailey Marshall '10 was a great captain, leading by example and supporting her teammates with quiet but powerful praise in the moments when they thought no one was looking. While I loved coaching her, she was the bane of other coaches' existences because she was so good at soccer. I distinctly remember one coach pacing the sidelines, ripping out his hair and yelling, "Would someone cover that redhead?" Whenever I see a coach react like that, I will from now on call it "The Bailey Marshall Effect."

Co-captain Grace Gahagan '10 led the team with—appropriately—grace. In her senior season, Grace transformed herself into the player she sought to become at the beginning of the season.

As the last line of defense, Emily Delaplane '10 took on an amazing amount of pressure everyday and handled it expertly. She brought a booming voice, a can-do attitude and a life to the team that we will sorely miss.

Thando Nkumane '10, although only on the team for one season, made her mark by becoming the human freight train in practice. Thando couldn't play in games because of her age, so she treated every practice like a game—the type of attitude coaches dream of. Her hustle, her energy, her ability to thunder towards people at the

speed of light made everyone around her better. She never wavered in that dedication, and I so admire that she gave all that without any promise of a return in a game.

Maddie Garner '10 proudly defended the goal for us this season. I will never forget her willingness to dive—for everything. That's an amazingly empowering thing for a team to know—they have a teammate between the pipes willing to do whatever it takes to help the team. Covered in mud, bruised, scratched and sometimes bleeding, she never complained. She was always ready to dive again.

Lyndsay Wallace '10, with her insane speed and ability to sneak by her defenders, had played attack for three years, but when a hole suddenly appeared in the defense that needed to be filled at the beginning of the season—it was Lyndsay who was called upon to step up. Suddenly, a star defender was born. The willingness to go where your team needs you and to sacrifice a forward position that gets a lot of glory for the more thankless position of a defender all because the team needed her was truly inspiring.

Molly Miller '10 was like a wild colt when I first coached her in her sophomore season. She had raw athletic talent, but could never quite find the control. This year, she became a stallion. Ms. McGowan would whisper to Molly before she would check into a game: "I need fierce." Sometimes it was just one word: "beast" or "animal." Molly always delivered. She wanted to be great and she was willing to bring the intensity and the passion that it takes to get there.

As you can see, Coach McGowan and I were incredibly honored and lucky to coach this group of athletes. We want to honor a few of them with awards for their work this season: Bailey is our MVP, Grace is the recipient of our Coach's Award, Cesca Fleischer '12 is the winner of our Most Improved Player and Rachel Pederson '10 is the winner of the J.V. Award.

Girls' Volleyball

by Coach Jen Skinner

The girls' J.V. volleyball team participated in 15 matches this season. The J.V. was comprised of a mix of freshmen and upperclassmen. Captain Crawford Smith '11 provided inspiration and encouragement to her teammates daily. Upperclassman Sierra Dennis '10, Ali Antoine '11 and Courtney Smith '11 helped lead with maturity and experience. Maddie Fennebresque played exceptionally well as the lone freshman, starting every game and proving to be a true leader on the court. Sophomore Tolani Babatunde was also a very stable player on the J.V. All players improved their skills throughout the season and earned some impressive victories this year.

The Varsity volleyball team consisted of 11 players, including five seniors. The girls worked tremendously hard everyday in practice. Senior captains Leah Weston and Caitlin Forsthoefel truly epitomized the definition of captain. Leah was a fierce competitor who always encouraged her teammates after every play. I often heard her saying how proud she was for the way they were playing. Leah led the team in digs and was our defensive leader. Her dedication and hustle earned her Second Team All-Conference honors. She was also named the team's Most Improved Player for her ability to improve the team as a whole. Caitlin was a quiet leader, who worked hard and urged others to do so. Caitlin was very skilled and also a true team player. Caitlin played every position, leading our team in serving percentage and was second in offense (kills) and digs. Caitlin earned Honorable Mention All-Conference for her skills and was named the team MVP based on her work ethic and team play. Junior Aurora Leibold was offensive leader, leading the team in kills and blocks. She truly was a force at the net. Aurora was selected for the Coaches Award based on her offensive performance and team spirit and was also named to Honorable Mention All-Conference this year. Sophomore Grace Seekins was our setter this season, working hard to improve her individual skills. Grace had great team spirit and always encouraged her teammates. Grace was also named to the Honorable Mention All-Conference team. ❖





St. Andrew's Magazine: As you reflect on the past three years, how has your St. Andrew's experience shaped or changed you?

Dan Hasse: I'm not embarrassed to admit that when I came to St. Andrew's I was an arrogant little jerk. Well actually, I am sort of embarrassed and therefore all the more grateful for everything I've learned about being a considerate and thoughtful person during my time at St. Andrew's. Any high school can teach you the Pythagorean theorem and the Bill of Rights, but the fact that both the faculty and my peers went out of their way to help me grow and mature continues to astonish me.

SAM: What inspired you to pursue a leadership position at the School? What do you and your co-president, Devin Duprey, hope to accomplish this year?

Dan: "It seemed like a good idea at the time." No, I don't suppose I can really get away with saying that. Honestly, there was no lofty intention behind my decision to run (although I almost wish there was). I felt that I was qualified and several of my friends suggested it even though I personally thought that the odds of success as a nail-biting insomniac with the social grace of Richard Nixon were practically nonexistent. Still, I figured that in the off chance I was elected, it would be a fantastic way to give back and to bring an unconventional brand of leadership to St. Andrew's. Since I have no preconceived notions of how our co-presidency will be unique, I hope Devin and I will accomplish the same things as every preceding pair of class presidents. Obviously, we hope to represent our class well and uphold the values that have always defined the School. And, in the spirit of competition, I hope we will make our own lasting impression on the community and culture, but, even if we do, we probably won't know it for another 20 years.

SAM: You're quite a film enthusiast, making videos for School Assembly and special campus events. How did that passion come about?

Dan: I've been a film buff since I was twelve, but during my sophomore year I discovered that several of my friends had a similar interest. What began as a couple of friends with the same general taste in movies quickly turned into a Robert Altman-like film mob. They've been integral to the development of my passion. Only as I begin my senior year do I realize that this type of collaboration, without any form of self-centeredness or pettiness, is an "ordinary" aspect of the St. Andrew's culture.

SAM: As you enter the final phase of the college application process, what qualities are you seeking in an institution of higher learning? What differentiates the choices before you?

DH: I wish I could say I was entering the final phase of the college application process. In reality, I'm in more of the "Wait, was that the starting gun?" phase. To the point, I'm looking for schools with serious film programs that also have a strong academic bent. While I expect something different from my high school experience, I often end up searching for elements in a school's culture that resemble the culture of St. Andrew's. I can usually tell I'm in the right place when I see students smiling despite 40 pounds of books dragging behind them. At St. Andrew's, we tend to take it for granted that we're a part of a community that loves us unconditionally and seeks to refine the way we think. Finding these traits in a college is difficult, but whenever they appear it quickly distinguishes the school.

SAM: What advice would you give to new students just starting their career at St. Andrew's?

DH: I actually wrote a letter to my little brothers with some advice I wished that I had received before I stepped onto campus. My letter contained some trivial advice as well as advice that could take an entire year to completely register (as it did for me). One of the smaller points applied to the first day of school. I warned them to fight the urge to bolt when a senior girl asks them to dance at the square dance; it's tradition, so there's no use fighting it. My first dance (which also happened to be with the headmaster's daughter) scared the living daylights out of me, but I somehow ended up having a great time.

On a more serious note, I also advised them to abandon any preconceived notions of boarding school. Before I arrived, I thought the students did nothing but study for their classes and discuss Kierkegaard... or something. Meanwhile, some of my relatives thought it was my punishment for an unknown felony. The truth is that St. Andrew's defies the stereotypes (whatever they may be) surrounding east-coast boarding schools. If the freshmen arrive with an open mind, they are guaranteed to enjoy everything St. Andrew's has to offer, academically and otherwise.

"At St. Andrew's, we tend to take it for granted that we're a part of a community that loves us unconditionally and seeks to refine the way we think. Finding these traits in a college is difficult, but whenever they appear it quickly distinguishes the school."

Devin Duprey '10

St. Andrew's Magazine: *Since you have been here a bit longer than just your years as a student, what does the St. Andrew's community mean to you?*

Devin Duprey: I'm proud to say that I have been a member of the St. Andrew's community my entire life. I've transitioned from being an alumni child, a sibling, a "Fac Brat," to a St. Andrean in my own right. Before moving to St. Andrew's in summer of 2003, I lived in New York City. After 9/11, I was very nervous living in the city. When I would come to visit St. Andrew's, and eventually moved on campus, I felt safe. This was not only because of my change in location. The community embraced me the way a family would. Throughout the past three years, St. Andrews has been my family, and has supported me in the most trying times. After losing my sister in a car accident my freshmen year, I truly say that I have gained brothers and sisters at St. Andrew's. During my senior year as I make my transition from being a student to an alum, I will not see it as leaving St. Andrews. I will just be making a new transition in the community that has become my family.

SAM: *What academic subjects or activities provide the most enjoyment to you at St. Andrew's?*

Devin: My foreign language classes provide me with the most enjoyment. This year I will be taking Spanish 5 and Chinese 2. While St. Andrew's teaches me many life skills, one of the skills that this community truly fosters and reinforces is the need to communicate and connect with others. By learning these languages, I hope to connect with people that are part of a different culture. I hope to one day teach internationally in the countries where these languages are spoken. Even though I will be teaching, I will be forging interpersonal connections with one lesson that St. Andrew's has taught me: to not be complacent in our world, but be an active member of my global community.

SAM: *How did your community service trip to New Orleans in 2008 affect you?*

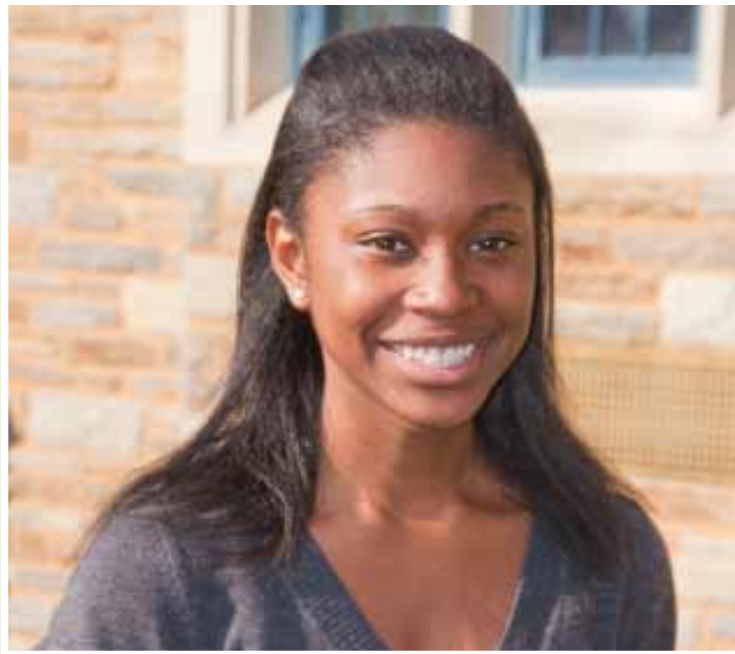
Devin: The people I met in New Orleans were some of the strongest, most dedicated and resilient people I have ever met. On a Wednesday we were there, the group of students and I went to St. Paul's, a church. That night, they showed us a slide show of pre Katrina, post Katrina, and New Orleans after some of the relief took place. The fact that these families, in the Lakewood district, had lost everything, they still had the strength to come back, without their house, friends, and their community. Being able to meet these people and watch that slideshow with them made me reflect on my own life and be thankful for the support system that I have.

SAM: *What were your reasons for pursuing a leadership position at the School?*

Devin: After living in this community for so long, I feel I understand what Ethos is supposed to be. The St. Andrew's culture is something that is really important to me. My family and I were able to feel the intensity and authenticity of the St. Andrew's ethos as the St. Andrew's community helped us through one of the most challenging times in our lives. While other people, at times, seem to have forgotten, St. Andrew's continues to be there for my family. After experiencing this commitment to the culture firsthand, as co-president at St. Andrew's, I want everyone who is a part of this community to be a part of it on both the giving and receiving end of this commitment.

SAM: *What advice would you give to new students just starting at St. Andrew's?*

Devin: I would like to tell the new students to not take classmates and teachers for granted. I have been blessed to always be in a learning environment where my teachers have cared about me. I believe most of my success in school has come from the relationships that I have built with my teachers. There have also been many times in class where I have disagreed with a classmate. But in every one of those moments, my classmates have definitely altered my way of thinking. Through their support and challenges, my classmates and teachers have pushed me to expand my perspective, which has made me a better student and a better person.



"Through their support and challenges, my classmates and teachers have pushed me to expand my perspective, which has made me a better student, and a better person."



Satisfying the Never Ending Appetite

St. Andrew's Magazine: What is involved in the preparation of a meal for a dining room of 350 students and faculty, and further, how do you entertain this task three times a day?

Ray Strawley: The key elements here are teamwork and multi-tasking. We are usually preparing the next meal as we are cooking the present one. Everyone works together well and if we see someone bogged down or behind we chip in and help them up. This is a great culinary team here and they all work in unison for a common goal. We manage the three meals a day with momentum—no resting on our laurels. If you have ever heard of the book, "Never Ending Story," well, this is like "Never Ending Appetite." A teenager can eat, and 350 can eat a lot.

SAM: How have you incorporated the produce from the School's organic garden into the recipes this year? What other sustainable foods has the kitchen been able to procure?

RS: A lot of the produce from the School's organic garden goes into the soups. We also offered some of it on the salad bar and used it for our vegetarian offerings at family-style lunch. We have yet to purchase any basil from an outside source, which is pretty remarkable considering how much we use. We are also using produce from a hothouse in New Jersey and we are getting three varieties of apples and an Asian pear from an orchard in Pennsylvania. Basically, if it is available locally, we tell our purveyor that is what we want. Also, we plan more of the menu around locally available foods.

SAM: You write so eloquently each morning to the community to arouse our appetites with tantalizing descriptions of the food that awaits us. When did your creative spark for all things edible first emerge?

RS: I usually go into a job situation like a blank piece of wood on a carver's bench. I let the work environment develop me into what is best for the situation. I wanted some contact with the student body and was considering a blog of some sort and that is how the writing started. My creative abilities really came into play when I was about 21. I had 10 years of kitchen experience at that point and was appointed to my first executive chef position. It was with a dinner theater and I had an opportunity to work with some talented garde manager chefs from the old school, and they lit me up.

SAM: What yet awaits us in the months to come? What new recipes are you planning to unveil?

RS: Well, what is in the future? We want to make the food experience here at St. Andrews something to look forward to—never ho-hum but always different. I like change. I am not a revolutionary though—rather an evolutionary. I will continue to try new recipes for everything we do. We have brought in the ingredients to do some sushi, for instance, to get the staff used to working with this. We would also like to insert a

theme for some of the family-style dinners we have on Wednesday, maybe trying different global cuisines. We could try a Japanese night with a miso soup, some sushi, some udon noodles with chicken or shrimp and maybe lychees for dessert. I think meals such as these would be nutritious, delicious, entertaining and educational.

SAM: When you prepare a meal simply for yourself or your family, what recipes do you find the most appealing?

RS: I like to cook something new or different and I like using fresh ingredients, so if something is in season or just caught, I enjoy working with that. Also, I enjoy when everyone says there is "nothing to eat in the house," and I go to the cupboard and make a nice meal from whatever I find.

SAM: Tell us a little about your experiences prior to arriving at St. Andrew's.

RS: I started in the kitchen at the age of 11 for a family at the New Jersey shore. I worked with them until I was 18. I have worked hotels, private clubs, casinos and resorts. This is my first school setting and I am enjoying it very much. The highlights of my career are chef of butler services for the penthouses of the Taj Mahal in Atlantic City, executive chef of Carnival's Crystal Palace Hotel and Casino Resort in Nassau, Bahamas, (I drove my own boat there and lived aboard her for three years), working in China and Mexico, and finally working here. In my last position, I was the general manager and not in the kitchen, and I did not realize until now how much I missed it.

SAM: Outside of the kitchen, what activities provide you with the most enjoyment? How does a chef spend his off-hours?

RS: I am a United States Coast Guard licensed captain of uninspected passenger carrying vessels. I used to charter captain and that was my hobby. I am also certified as an advanced open water diver. I have also been a falconer and have trained three birds, a Red-tailed hawk, a Cooper's hawk and a Caracara. Recently, however, I have been going to auctions and buying and selling antique toys, and I have been lucky with this. ❖



Mike Hyde's all-star approach to athletics, academics & admission

Coach Mike Hyde is a formidable and imposing presence on the football sidelines, studiously clutching a clipboard of plays and notes, making eye contact across the gridiron with each of his players and communicating his expectations with precision and clarity. The fruition of his sideline and huddle labors approaches the threshold of a miracle—a small boarding school football program takes all-comers and forges this raw material into a respectable and competitive team. Where talent and experience may be lacking, Mike inserts focus and direction.

His players and coaches appreciate that discipline and composure. “On the football field, you can expect Mr. Hyde to tell you exactly what he’s thinking,” explains Martin Millsbaugh '12. “Whether I make a good tackle or miss an important block, he will always be right there with his approval or criticism, bringing a sense of urgency to each practice that forces me to make sure I’m doing my job.” Mike’s own sense of urgency is a coach’s passion unmatched, scouting opponents, viewing films and getting inside the mind of the opposing coach, all with the intention of empowering his athletes. “Mike has a knack of knowing what play, offense, or defense is about to appear,” says former athletic director and legendary coach Bob Colburn P’80,’82,’84. “His teams do not have three or four players deep at each position, so in order to compete successfully, he, as most of the St. Andrew’s coaches, must push his players to play to the best of their talent.” Bob also credits Mike for imbuing outstanding sportsmanship in his players and coaches toward opponents and officials. “The

Always in the Game

lessons Mike teaches on the field of overcoming adversity and testing your mental and physical resilience cross over into the classroom and into real life situations for our students," says Al Wood, the School's athletic trainer.

In the classroom, Mike has an equally devoted and engaging manner. His place is to challenge, to elicit, to provoke. Mike wants his history students to grasp the basic skills of authentic history scholarship—critical thinking, researching primary and secondary sources, analytical writing, formal debate, and public speaking. "Content is also important in any history course," says Mike, "but we put a lot of time and effort into improving the students' writing skills, as well making them feel comfortable sharing their ideas and insights during class discussions."

Students enjoy his balance of humor and intensity, and Mike enjoys teaching all levels and subjects. He is particularly fond of the recent alterations to the U.S. History course, in which the instructors have adopted a reverse timeline, starting with the present and working backward for most of the year. "It has been a positive change for the students," says Mike, "and I love teaching it." Most recently, he enjoyed teaching a tutorial last spring created with his wife, Joleen, in which they examined the history and legacy of Apartheid in South Africa.

When he's not working directly with students on the fields, courts and classrooms, Mike attends to administrative aspects of the School's athletics and admission needs. Mike is the director of the boys' athletic program and assistant director of admission, and his colleagues award him high marks for his efforts. Louisa Zendt '78 P'03,'05,'09, Director of Admission, praises Mike's forthright and genuine lobbying for applicants. "When Mike really believes in a promising student he goes all out," says Louisa, recounting an occasion when Mike drove two hours with an international candidate who visited campus over the summer to meet with her during her vacation at the New

Jersey shore. "Mike was right," says Louisa, "I was thrilled to meet this engaging young man who had flown in from London on his own to interview at St. Andrew's." Louisa appreciates that Mike is not afraid to take risks or stand by a tough decision. "He's been a great team player and go-getter in the admission office."

As the boys' athletic director, the challenge of keeping 150 boys occupied in 11 sports, scheduling competitions against opponents throughout the Mid-Atlantic region, and keeping a sense of balance with academics and community life is certainly a daunting one. "The students at St. Andrew's live a remarkable life," says Mike, "and I think the athletic program can offer so much to them." Because so many students arrive at St. Andrew's having never played some of the sports offered, they undergo phenomenal growth with the opportunity to be part of a team and make valuable contributions to that respective team. The benefits are mutual, of course, as St. Andrew's small size and forbearance of active recruiting means that the School's teams are equally dependent on the students, no matter how novice their skills might be. "The opportunity to develop as an athlete and a competitor is there for the taking at St. Andrew's," Mike proudly proclaims. "The exceptional coaches and the supportive community allow the student-athlete to become the best they can be."

Mike's counterpart for the girls' athletic program, Lindsay Wright, offers a testament to his enthusiasm. "Mike is high-energy all the time," says Lindsay. "Mike shows a personal interest and always checks up after a game or match, with both coaches and the student-athletes." Lindsay is also thankful for Mike's support of her new role as the girls' athletic director. "He encourages me to present ideas and I think he appreciates having someone new bring a different perspective to the program."

Raised in nearby Wilmington, Mike graduated from the Tower Hill School where his father taught and coached, so his excellence as administrator,

The lessons
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teacher and coach is hardly by accident. Mike cites the influence of his parents' career as educators as having the most significant impact on his own choice to teach and coach. "They never encouraged me to take this path," says Mike, "but our family lifestyle revolved around school year."

Athletics, of course, have also long been a part of Mike's life. At Tower Hill, he was a three-sport athlete in football, basketball and baseball. In college, Mike played varsity baseball for four years and was elected co-captain, earning All-New England honors his senior year. He also started as a defensive back on the varsity football team for three seasons—the last two of which the Williams team finished undefeated.

After earning his bachelor's degree in history from Williams College, he found his first job teaching and coaching in Morristown, N.J., at the Delbarton School, an all-boys' school with strong athletics and a rigorous academic program. Mike coached varsity football and middle school and freshman baseball, and was proud to be a part of the school's first football state title during his third year there. In the classroom, Mike taught

seventh-grade Humanities, ninth-grade Ancient and Medieval History and 11th grade U.S. History.

By 1995, he found his way to the campus of St. Andrew's School. Mike credits the wonderful influences here for further developing his teaching and coaching talents. "I have learned so much from so many people, from Peter Caldwell P'07,'10 and Louisa Zendt in admission, Bob Colburn in athletics, Lindsay Brown P'11 in the history department, and Tad Roach P'04,'07,'13 as a leader," says Mike. He offers particular praise for former faculty member Bob Stegeman P'89,'91, who served as a mentor during Mike's first year at St. Andrew's, and encouraged him to pursue a master's degree at Georgetown University. Mike also reserves special thanks for his wife, Joleen, who has been a great support in his career at St. Andrew's as well. "She understands how busy St. Andrew's can be," explains Mike. While it is not always easy to find enough family time during the school year, the two do their best to carve out moments of respite. "I enjoy the fast-paced life of a boarding school," says Mike, "but I also certainly enjoy the well-earned vacations as well." ❖

TOASTS

with a twist

Cheers to St. Andrew's
and to St. Andreans Coast-to-Coast!

ALL ON THURSDAY, APRIL 22, 2010

Twists to benefit local community food pantries




CALIFORNIA
DELAWARE
GEORGIA
MARYLAND
NEW YORK
NORTH CAROLINA
PENNSYLVANIA
TEXAS
WASHINGTON, D.C.
AND MORE!

There's still time to host a Toast in your town!

Please contact Chesa Profaci '80 at 302.285.4260
or chesa@standrews-de.org to volunteer.

ALUMNI IN THE MILITARY





As you walk through Founders Hall, you will find an impressive and serene foyer, the War Memorial, nestled at the center of the building, one floor above the Chapel. On its walls are the names and pictures of alumni who have made the ultimate sacrifice in military service. With our tributes in this space, we hold dear and preserve the memory of those who gave their lives on the battlefields of World War II, Korea, Vietnam and elsewhere while protecting, defending and advancing the cause of our nation.

But the recognition of these heroes does not tell the full story of St. Andrean service in the military. Throughout the School's history, many alumni have dedicated significant portions or the entirety of their adult lives to military careers. That they were fortunate to return home in no way diminishes the value of their commitment, for all assumed the same risks upon entry. They deployed across the globe, served honorably and played invaluable roles in the operations that demanded their skills.

It would be a daunting task to profile every member of the alumni body who has served in the various branches of the military since the founding of St. Andrew's. Quite likely, no compendium could ever be fully representative. Some might prefer to keep their service experience a private matter, and others may have already departed this life without sharing the full account of their days in uniform.

Further challenging such an endeavor is the timeline and the various circumstances under which alumni have served. Many of the alumni from the School's first few decades penned recollections for *World War II Stories: Experiences and Recollections by St. Andrew's School Alumni*, published in 1995, but the volume is by no means an exhaustive or definitive account of that period. No such collection has yet been printed for the School's veterans of Korea and Vietnam, let alone the military interventions and operations that are often overlooked by academic or historical scrutiny. And with the U.S. military still actively engaged in multiple locations around the world, any compendium would never be complete.

Instead, *St. Andrew's Magazine* has sought to gather input from a panel of alumni who have served in the most recent three decades. Regrettably for the moment, that leaves a substantial portion of alumni unrepresented. However, the alumni profiled offer a glimpse at the realities of military service in the period that bridges the 20th and 21st centuries. While only a handful of perspectives, they also represent a slightly different style of service than those from the School's first five decades in that they have chosen careers in the military under its all-volunteer status. Most joined the military or entered the service academies at a time when the United States was not facing a declared enemy or specific threat, though circumstances have changed in the interim. Their careers have developed in myriad directions since their decision, and many have been at the forefront of military action in Afghanistan, Iraq and other sensitive locations.

◀ James Borghardt '89 submitted this photo showing the takeoff of the first flight of an E-2 CNS/ATM (a major cockpit upgrade).

Alumni in the Military

► *Richard Hutton '01 conducts a patrol brief to his platoon prior to heading out on a mission.*



Perhaps the most important questions posed to the alumni, at least in the sense that it relates to their St. Andrew's roots, is what led them to consider their military careers, how they embarked on their journey and what advice they might offer current students contemplating similar paths.

The three youngest of the group, Richard Hutton and Matt Bowman, from the Class of 2001, and David Patterson '00, each felt the calling to the military from an early age. Hutton was raised in a military family and, after graduating from St. Andrew's, earned his bachelor's degree from the University of Richmond under a Reserve Officer Training Corps (ROTC) scholarship program. He is currently a Captain in the U.S. Army, attending the Maneuver Captains Career Course at Fort Benning, Ga., as a Civil Affairs officer.

Bowman knew even during his time at St. Andrew's that he "wanted to lead Marines," and started his formal journey with an appointment to the United States Naval Academy in Annapolis, Md. He is now the Communications Officer for 3rd Battalion 9th Marines (3/9), stationed out of Camp Lejeune, N.C.

Patterson also determined his military ambitions while still at St. Andrew's, going on to graduate from

Harvard, where he opted to participate in the ROTC program offered at the nearby Massachusetts Institute of Technology. He is currently a Navy SEAL, exactly as he envisioned, and stationed in Manama, Bahrain, where he orchestrates training exercises between U.S. Special Forces and those of allied nations in the Persian Gulf and Middle East.

Aviation was the lure for Nelson Keyser '98, John Craighill '97 and James Borghardt '89, and all three headed to Annapolis to pursue their dreams of flying. Keyser was trained in the F/A-18C Hornet fighter and deployed to the USS Theodore Roosevelt, flying missions over Afghanistan during Operation Enduring Freedom. He is currently serving as an instructor at the Naval Strike and Air Warfare Center in Fallon, Nev.

After two years at Gettysburg College, Craighill followed his father's and both grandfathers' footsteps and entered the Naval Academy. John Craighill '62 had the honor of pinning on his son's wings in 2005. The younger Craighill was trained to fly the SH-60B helicopter and has deployed several times over the last few years, supporting counter narco-terrorism operations off the coast of South America and Latin America, protecting oil platforms in the Northern Arabian Gulf during

Operation Iraqi Freedom, and has just returned from assisting counter piracy operations off the coast of Africa.

Borghardt still recalls writing a paper at St. Andrew's for Hoover Sutton in which he shared his desire to become a naval aviator. He made good on those aspirations, earning a degree in Aerospace Engineering from Annapolis in 1993. He trained on the E-2 Hawkeye and completed two deployments to the Middle East and two detachments to the Caribbean for counter-narcotics operations. He then embarked upon a career as a Navy test pilot, and earned his master's degree in Systems Engineering from Johns Hopkins University.

J.R. Parsons '96 served two tours in the U.S. Air Force as a junior officer, following a ROTC scholarship at Johns Hopkins University. He has spent his career becoming an expert on ballistic missiles, military and civilian satellites, and interfacing with policymakers in government. Parsons has since returned to civilian life and manages a small software development team for the JHU Applied Physics Lab.

The elder of the group, Jay Hudson '77, just recently retired from the Navy in 2005. While at St. Andrew's, Hudson's interest in the military was piqued during one of the legendary Dave Washburn spring rowing sessions against the Navy freshmen, after which the St. Andrew's rowers dined in the Academy Wardroom. The surroundings grew on Hudson and were augmented by conversations with other St. Andrew's graduates who had headed to Annapolis. After graduating from the Academy in 1981, Hudson was trained on the EA-6B Prowler. He completed multiple deployments during more than two decades of service, flying during Operations Desert Shield and Desert Storm, and working in North Atlantic Treaty Organization (NATO) and North American Aerospace Defense Command (NORAD) operations. Though retired from active duty, he is currently pursuing his Ph.D. at King's College London in their Department of War Studies.

Each of the alumni has distinct words of advice for current students, as well as offering some thoughts on how the St. Andrew's education has influenced their military careers. Hutton urges students to consider their options with an open mind, talk with alumni and others

who have chosen military service, and ultimately make an informed decision as to whether the path is ideal for them. In fact, the skills needed to make that initial evaluation are the very ones that might prove useful if they decide to pursue a military career. "I learned many things at St. Andrew's," says Hutton, "but having the ability to rigorously analyze, thoughtfully debate and speak with confidence to those around me have had more impact on my military service than any others."

Craighill similarly praises the St. Andrew's emphasis on communication, particularly the skills gleaned in classroom discussions. "The classroom atmosphere promoted and enhanced one's ability to verbally express ideas, thoughts, and opinions," says Craighill. "When training or in actual military missions, it is essential to have the ability to examine a situation, and then clearly and calmly articulate your intentions to others."

Bowman certainly found himself excellently prepared by St. Andrew's for the academic rigors of the Naval Academy, but voices equal appreciation for the residential life experience. "Having developed friendships with students of all backgrounds," says Bowman, "I was able to gain an appreciation for cultural diversity within a cohesive body with a shared ethos." Most importantly, Bowman explains, "St. Andrew's doesn't just teach academics, it teaches a personal responsibility for the human family."

Keyser credits the St. Andrew's work ethic for setting him up for success in the military. "I have never been, nor will I ever be, the smartest individual in a

▼ *David Patterson '00 submitted this photo showing training of one the Iraqi partners.*



Alumni in the Military

classroom, the most athletic person on the playing field (or body of water as the case may be), or the best pilot in a squadron,” says Keyser. Fondly recalling his efforts to make the varsity eight on Noxontown Pond, Keyser explains, “What St. Andrew’s taught me was the ability to set goals and work towards them.”

While they speak appreciatively of the social and academic preparation provided by St. Andrew’s, the skill sets acquired and the challenges faced in their military years since have been phenomenal, the alumni profess. Parsons explains the whirlwind of watching knowledge meet reality rather succinctly. “You can study engineering all you like,” he says of his technical background, “but when you see how a foreign space program gets a working rocket off the ground, or how the Air Force builds a satellite, you learn which of the academic rules are unbreakable and which ones have some flexibility.”

For Hudson, the military amplified the lessons St. Andrew’s instilled regarding trust. Like many students who felt the St. Andrew’s Honor Code challenge and purge adolescent evasive tendencies, Hudson found honest and forthright communications would become the bedrock of a successful career. It enhanced his ability to work with and manage people in difficult situations. When a particular mid-air refueling operation was plagued with problems, Hudson stepped forward to offer a candid assessment of the mistakes and circumstances, improving the abilities of his commanding officer to manage the squadron. “You need to appreciate the efforts of everybody in a military organization,” says Hudson, “because the smallest mistake can have catastrophic results. You really have to trust individuals.”

Craighill also points to the military’s reliance on trust. “Your success results not just from your hard work and dedication,” he explains, “but also from the individuals that you work with. Everything we do in the military is in a large part a team effort.” Craighill describes the service’s most valuable skill as “attention to detail.” Since many of the activities are dangerous, and may result in loss of life if done improperly, military personnel must examine every aspect of their environment to ensure safe and efficient operation. “As a helicopter aircraft commander, I am responsible for all

of the lives inside the aircraft as well as those affected by the mission,” states Craighill.

Hutton has been impressed with the global reach of the opportunities offered by his military service, but thinks the leadership lessons trump all other benefits. “The leadership experience one gains through military service is the one thing that cannot be replicated or reproduced anywhere else,” says Hutton. “Being given great amounts of responsibility early in your career, being literally responsible for the lives of the men and women that serve under you, is both an exhilarating and humbling experience.”

Patterson likes the combined interpersonal dynamics of teams and leaders. “The military requires you to connect with a diverse ethnic, religious and socio-economic group,” says Patterson, “when we too often might self-segregate along these lines because it is more comfortable to do so.” From the leadership side, Patterson believes the work of the military “sharpens your awareness of character traits that reinforce inter-team bonds and traits that will tear them apart.” Most importantly, he adds, “it forces you to develop and constantly re-assess your leadership style.”

While he has enjoyed the benefits and skills that a Naval career has provided to his own leadership and



► *Richard Hutton '01's platoon out on a humanitarian mission with the Iraqi Army, delivering food supplies to rural villagers.*



◀ *David Patterson '00 and his teammate in the Al Anbar Desert.*

management repertoire, Borghardt also relishes the opportunities to pass skills and knowledge along to the next generation. “My most valuable experience is the joy of seeing the light of comprehension bloom and spread across the faces of the sailors, aviators, and mentorees, and children I have taught or coached,” says Borghardt.

Though Jay Hudson and J.R. Parsons have retired from active duty, the other six alumni who shared their perspectives look forward to the opportunities yet to come. John Craighill is nearing the end of his three-year sea tour of duty, and will soon begin a two-year stint at the Navy International Programs Office in Washington, D.C. He hopes to enroll in an MBA program at one of the DC universities during his tour. Once the shore assignment is complete, Craighill will evaluate his options for continuing in military service or pursuing a civilian career.

Matt Bowman is currently deployed to the Republic of Georgia with the 3rd Battalion 9th Marines. He and other members of the 3/9 staff are training the Georgian Army to send their first battalion to Afghanistan in support of Operation Enduring Freedom. Prior to that, the 3/9 had been deployed to Iraq, where they were the last maneuver battalion in the Marine Corps to own battle space, operating from the Euphrates River, south to the Saudi border and from the Jordan-Syria border, east to Lake Habbaniyah. With the US military presence

in the region likely to remain high for the near future, Bowman will be quite busy for some time.

Richard Hutton hopes to be able to spend time abroad again. “As a Civil Affairs Officer, there are many unique and interesting opportunities to help people and serve around the world, both in times of war and peace,” says Hutton.

David Patterson has six months left in Bahrain before he is scheduled to leave the service. During the remainder of his assignment, he hopes that tangible benefits will come from his efforts to cement relationships with the Gulf States’ Special Forces. The improved military capabilities of allied powers in the region obviously reduces the need for American soldiers to be placed in harm’s way.

James Borghardt looks forward to successfully completing his next round of training and will report to the west coast in July to be the Chief Test Pilot and eventually the Commanding Officer of an aviation test squadron. He intends to continue in the Naval Service as a life career.

Nelson Keyser did not offer any specific future plans, but instead continued to praise the value of his experiences thus far. “Much like at St. Andrews,” says Keyser, “you’ll meet some of the best friends of your life while serving and I don’t think you can help but to walk away a better person when you decide to move on.” ❖



A Year Away

John McGiff P'10, who has been inspiring young artists at St. Andrew's for 14 years, took a sabbatical last year to focus full time on his own art. After five years of pioneering work in the history department, Emily Pressman returned as a graduate student to Yale University (her alma mater) to deepen her own conversation with the past. Both teachers have returned to St. Andrew's with new insight into themselves, their disciplines, and their teaching.

Ecstatic Encounters: John McGiff's Sabbatical

A year's worth of paintings, which were on view in the Warner Gallery of the O'Brien Arts Center during the fall semester, tell the story of John McGiff's sabbatical. Each wall of the gallery was devoted to a different place. The viewer, by strolling around the room, traveled from the Brittany coast of France to New York's Hudson River Valley, stopping for a connection (along the back wall) in a Delaware estuary. On the right, huge, desert-colored megaliths loomed over an aqua ocean. This series conveys what John saw as the "outrageous, ancient power" of the Brittany coast, where he and his wife, Elizabeth, spent last fall. On the back wall was Bombay Hook, cold blues cut by flame-colored marsh grasses and the occasional jaunty loon. John worked on this series while living in nearby Odessa, Del., between his travels.

The paintings along the left hand wall radiated with "that green that is ready to explode," as John has dubbed the color. This is the series he made in the Hudson River Valley during the spring of his sabbatical, where he stayed at the Stanfordville farmhouse of Katie Kinsey P'99,'01. This countryside dazzled John, but it also presented some challenges. In contrast to the clear forms and more limited palettes of Brittany and Bombay Hook, the farmland and rolling Catskill foothills make an intricate chaos of color as far back as the eye can see. A flaming red barn peeps out from a tangle of green and dusky purple; a puzzle of plowed fields rolls back into an every-colored forest. "When you paint outside, you are like a jazz musician, responding to five or six different impulses at the same time," says John. "Initially, it was really hard not to get caught up in the details. I had to give up trying to lasso the place, trying to capture the contours of a specific topography, and just let the colors shout light and space. I wanted a radiance, because that's what my eyeballs were full of."

John succeeded in capturing that radiance; the paintings have an explosive energy, as well as something of that unearthly light that fascinated Thomas Cole and others in the Hudson River School. Hearing John talk about the challenges he faced in this series, one can't help thinking that it was—in part, at least—the struggle of their making that now animates these paintings with special force and light. The drama of this struggle—to "just let the colors shout"—is visible along the wall. An early canvas is tight and somewhat finicky, trying to render every feature on the face of the countryside. Then the brushwork becomes looser, the palette bolder, sacrificing detail to color, shape and distance.

John's recent landscapes are about the act (and the art) of seeing, and they express a certain philosophy of vision. "Plato believed that your vision went out, grabbed the thing you wanted to comprehend and brought it back. Then Leonardo taught us that light actually travels

Last year, Arts instructor

John McGiff and History

instructor Emily

Pressman took a break

from St. Andrew's to

pursue new mastery in

their fields.



I can stand in the same place for six hours and be incredibly active. In order to see, I have to go out and engage; I have to open myself up to that which is other. It's about making a connection with the world outside of myself that is genuine and, frankly, ecstatic. I want the encounter to be ecstatic.

to your eye. I believe that vision involves both these active and passive processes. I can stand in the same place for six hours and be incredibly active. In order to see, I have to go out and engage; I have to open myself up to that which is other. It's about making a connection with the world outside of myself that is genuine and, frankly, ecstatic. I want the encounter to be ecstatic."

Hanging apart from the landscapes, tucked away to the left of the entrance, was a large self-portrait. This is the last painting John made during his sabbatical, a piece that gestures towards a new direction in his work. John stands just off-center in the canvas, staring straight ahead. Around him is empty space, a kind of blue void. He looks like someone who has gotten lost in the woods after getting dressed in the dark. His plaid shorts clash with his shirt. A crumpled explorer's hat sits on his head. Various objects are falling around him—a credit card, bills, pieces of Mr. Potato Head, a floppy Toucan Sam toy. In the midst of this small hurricane of the childish and the mature, John looks out at the viewer with a kind of pleading resignation.

While John's landscapes are studies in the art of seeing his surroundings, his self-portrait explores a new way of seeing himself. A teacher for the past 21 years (14 of them at St. Andrew's), John has been accustomed to living and working in an intimate and supportive community. "Suddenly I was cast out," he says, "and I had to ask myself, what is it that I do that has value outside this institutional framework? . . . What happened to me this year was that I realized how accountable I had to be to myself. I realized that the only value I'm ever going to actually have—the only value that is real—is that which I generate. I decided that I've

gotta just be the person that I am. And this is it," he said with a laugh, pointing at the self-portrait. "I'm going in six different directions: father, son, teacher, artist, child, adult. This is a picture of me trying to ground myself."

In other words, this picture represents John's attempt to see himself clearly, to translate a chaos of emotion and information ("five or six different impulses at the same time") into some kind of coherent and faithful image. Like his landscape paintings, John's self-portrait confronts a subject that is technically impossible to render, not only because of its intricacy and depth, but because it is mutable; it cannot be definitively caught. And yet, despite the odds against capturing (or grounding) something as multifarious and fleeting as a late-afternoon landscape (or a human being) John's paintings are proof of what beautiful and stirring things can be created by trying.

In a well-known painting by 18th century French artist Antoine Watteau, a man in a white satin clown suit and a poofy hat stands with his arms at his sides and stares out of the canvas. His dopey smile is fading; he appears sleepy and lost, as if he has just awoken from a warm and hazy fiction into the harsh light of reality. "Watteau's painting is about pathos," says John. "It's about being lost, or finding yourself in a place where all dignity has been swept away." John's self-portrait also inspires pathos, and has that dismayed comic element of Watteau's clown, or Charlie Chaplin. But despite the hapless and disoriented state of the figure, there is dignity in the frankness and acceptance of his vision. He is looking right at you. He may be a bit lost, but he is completely open to whatever he might encounter along the way.

Emily Pressman: Graduate Studies at Yale

Back to New Haven

When I graduated from Yale in 2002, my plan had always been to teach for just a few years—two or maybe three, but not more than that—before going back to school. St. Andrew's actually ruined these plans, in the best possible sense. I loved teaching here so much that I found it very hard to pull myself away. I found at St. Andrew's a History Department committed to challenging students' conceptions of history as uncontested, unimaginably distant and (if occasionally good for a funny story) largely irrelevant to their lives. Instead, our department teaches students to do the real work of historians: reading and analyzing evidence from primary sources, forming their own arguments based on that evidence, and critically evaluating other historians' claims about the past.

Of course, this very approach to teaching history made it all the more important for me to get back into the classroom again as a student of history, and back into the archives as a working historian. At the same time that I found leading my classes into conversation with the past and with historical scholarship so rewarding, I was yearning to reenter the conversation myself more deeply. Returning to Yale offered me the opportunity to embrace new intellectual challenges in a community of brilliant scholars. I knew it would prove a transformative experience for me as a thinker—and, ultimately, as a teacher. So finally, what allowed me to take the leap was Tad's encouragement and the School's support. Knowing I could return to St. Andrew's at the end of my graduate studies made it possible to imagine leaving.

It was just about perfect to get to go back to Yale. I loved my undergraduate experience, in the classroom and out, and I loved New Haven; it's a fantastic, dynamic city full of art, music, theater, real neighborhoods and the best food on the planet. When I graduated I found myself missing the city as much as the school. So it really felt like going home. Walking across the campus near the library on a sunlit fall afternoon, I found myself having the very same feeling I often had as an undergraduate—a

feeling that always took my breath away a little bit—of how lucky I was to be in this amazingly beautiful place, part of this phenomenal community of scholars. It's a feeling that, not coincidentally, I get on various occasions when I'm walking over to Founders at St. Andrew's.

I loved having the opportunity to reconnect with some of the professors I had as a student at Yale, particularly my undergraduate thesis advisor Glenda Gilmore. She's an absolutely brilliant scholar, as well as being one of the most inspiring teachers I've ever had. (And, lucky for us, she was the Levinson Lecturer this fall!) I also had the chance to work with a number of professors who weren't at Yale when I was an undergraduate. In fact, part of the reason I wanted to go back to Yale was because of David Blight, whose book on the Civil War in American memory—a topic that has always been of particular interest to me—has to be one of the most dazzling works of historical scholarship in the last few decades. It's a book that “moved the furniture in the room,” as the Dean of the Graduate School, himself a historian, likes to say of works that change the field and our understanding of the past. Professor Blight arrived at Yale just after I graduated in 2002, and I remember being so disappointed I didn't have the chance to work with him. Grad school offered me that chance. And I was not disappointed; not only does he move the furniture in the room as a scholar,

▼ *Yale Graduate School*





▲ *Emily Pressman (second from left) with three of her closest graduate school friends, when they went to the University of North Carolina at Chapel Hill last spring to attend the “Long Civil Rights Movement” conference there.*

he’s one of the most thoughtful and compelling teachers you’ll ever meet.

Research: Massive Resistance in a Rural Delaware Community

When I sat down to develop a project for my spring research seminar, I knew I wanted to explore some element of the civil rights movement as it looked on the ground in a community. Unexpectedly, I found myself returning to Delaware. My project focused on the Milford, Del., high school desegregation “crisis” in 1954, the fall after the *Brown* decision was handed down.

Part of what I love about history is trying to understand the choices that people made in the past. And I often find that the choices that are the hardest for me to understand, the most foreign to my belief system, are the most interesting to study. The Milford story offers a striking example of white defiance, at a time and in a place that challenged many traditional narratives of the struggle over integration. Really, white reaction to the attempt to desegregate Milford High embodied “massive resistance” some year and a half before Senator Byrd called for such a response to desegregation in Virginia. As a result, the eyes of the nation—and indeed, the world—were fixed on Milford, as a bellwether for desegregation throughout the South. And yet, despite the significance that contemporaries attributed to events in

Milford during the fall of 1954 (there was widespread national and international coverage, including a segment on Edward R. Murrow’s “See It Now” program), historians have paid relatively little attention to the Milford incident in the years since.

This project allowed me to seriously consider some questions I’ve wondered about since moving to Delaware six years ago. As a New Englander, Delaware has always felt both Southern and not Southern to me, a border state not just in geography but ideology. Studying the response of the rural, southern Delaware communities to desegregation in Milford—particularly once Bryant Bowles, president of the “National Association for the Advancement of White People,” enters the story—allowed me to consider the emerging ideology of massive resistance on culturally contested ground. Bowles’ speeches, which made dramatic use of the rhetoric of rights, anti-Communism, localism and racism, colored and shaped the nature of the conflict, and the success he met following his arrival in Milford helps illuminate the ideology that would be deployed in opposition to desegregation, in both the South and the North, for decades to come.

The crisis in this small Delaware town also offers an opportunity to look outward at the nation in late 1954 and early 1955. As I read through hundreds of letters that the Delaware Governor, J. Caleb Boggs, received

about Milford in 1954, I was fascinated to discover how people at the time understood the Milford desegregation crisis. Suddenly, southern Delaware was a battlefield of the Cold War in the eyes of Americans on both sides of the segregation issue; the conflict unfolding there, they believed, bore implications for the future of the free world. Others read the situation in Milford not through the lens of current events, but rather that of the nation's past: Milford represented either a culmination or a betrayal of American ideals, particularly those of the founders or of Abraham Lincoln. Some sought lessons for the future from what transpired in Milford. Many projected racial and class anxieties that emerged in their own communities—often communities very different from this Delaware town—onto the Milford crisis. In important ways, Milford became a sort of mirror for the nation, one in which Americans saw reflected some of their greatest hopes and worst fears.

Reflections on a Year Away

I was lucky enough to have some brilliant teachers during my year of grad school, so even as I was sitting in their classrooms as their students, I was also thinking as a teacher: seeing the things that worked so beautifully in their teaching, as well as the things that my friends struggled with as their students.

I think it would be a very good thing if every teacher got to be a student again every few years. In a practical sense, I think it's helpful to feel anxious over a paper, or to experience the challenges of balancing the demands of multiple courses, or the frustration when a teacher's question is unclear. But equally important, I think, is getting to re-experience the challenge (and satisfaction) of working through a complicated source in conversation with your peers, feeling that sense of wonder in discovering something new, or the pleasure of having a complicated argument you've been trying to develop come together. I came away with a renewed sense of the power of learning through discussion and collaborative inquiry, and a renewed commitment to facilitating that kind of shared critical inquiry for my own students.

As I hoped it would, my graduate work is influencing what I teach. I'm excited to be using the work I did on American conservatism, both in my U.S. History course and in my History of Social Reform Movements course. In U.S. History, for example, we've had students read an excerpt from Students for a Democratic Society's Port Huron Statement (1962), to consider its critique of American society at the time, and the larger student protest culture. Putting the Port Huron Statement in conversation with the Sharon Statement, developed just two years earlier by the conservative student group, Young Americans for Freedom, will give our students a much richer sense of the culture of the sixties. The two documents were part of a larger conversation about the problems and potential of American society, and it will be so valuable for our students to see it as such.

The conversations about teaching that I had with some of my professors at Yale were enormously validating of the approach the St. Andrew's History Department takes to teaching history, with our emphasis on using primary sources, introducing students to scholarly debates, and asking them to do the analytical work of a historian. The response I most often got when I described how we teach here was, "Wow, they let you do that? That's fantastic! You're so lucky to have found a place like that!"

I absolutely loved the cohort of historians that I came in with, and I made some wonderful friends, but there's a different kind of connection when you live with people as closely as we do at St. Andrew's. I missed all the small but so meaningful moments: the great conversation with girls on dorm, the laugh at the Wednesday lunch table with colleagues, the chance to see the "aha!" moment in a student's face as an idea starts to develop real clarity. Those are the things that made me excited to come back. ✨

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The St. Andrew's Women's Network

In mid-September 2009 on a chilly afternoon, seven St. Andrew's women met outside Founders Hall, climbed into a School van, and headed for Washington, D.C. Dean of Students Ana Ramírez courageously took the wheel, while Director of Admission Louisa Zendt '78 P'03;05;09 sat shotgun. The rest—English Department Chair Elizabeth Roach P'04;07;13, Math teacher and lacrosse coach Jen McGowan, Major Gifts Officer and Coordinator of the Women's Network Bernadette Devine '99, Director of Student Activities Jolene Hyde, and me, English teacher Jean Garnett—piled into the back for the two-hour trek. We were headed to a meeting of the St. Andrew's Women's Network at the home of Sally Pingree P'01, a philanthropist who has been a friend and advisor to Tad and Elizabeth Roach for years.

It's not every day that seven women of all different ages, backgrounds and talents, come together for a road-trip. And it's fitting that the occasion for this convergence was the St. Andrew's Women's Network, which, since its launch less than a year ago, has brought together more than 100 women of all walks of life for discussion in four cities. The Network was created by Bernadette Devine and her friend and former advisor Elizabeth Roach as a way to deepen the bonds of alumnae, mothers and friends with the School and with each other, and to create opportunities for St. Andrew's women to share their ideas and experiences, learn from one another, and connect personally with the St. Andrew's community.

Meetings over the past year have taken different forms: Elizabeth Roach met with 10 women in New York last spring to discuss Virginia Woolf's *To the Lighthouse* over a meal that host Laurel Strong P'07;10 fashioned after the novel's famous dinner party scene. In January of this year, Kate Werble '98 hosted a reception at her New York City gallery, where she gave a private tour and talk on a group exhibition exploring self-portraiture. At Sally's house, more than 30 women

by Jean Garnett

(and Headmaster Tad Roach) gathered in the candle-lit backyard, and talked about how St. Andrew's prepared them for the challenges of college, work, life. They talked about what they wished they had known as high school students and shared ideas for how to teach today's young women strength and self-knowledge.

The meeting at Sally Pingree's was, like every other meeting of the Women's Network so far, an affirmation of the essential need for this association, for these unique opportunities for conversation, learning and mutual support. But even before we arrived at Sally's house, the meeting was already underway.

Soon after our departure from campus, Elizabeth Roach pulled the latest *New York Times* magazine from her bag and turned to Maureen Dowd's piece. "Women are getting unhappier," Dowd wrote. "In the early '70s, breaking out of the domestic cocoon, leaving their mothers' circumscribed lives behind, young women felt exhilarated and bold. But the more women have achieved, the more they seem aggrieved... women are getting gloomier and men are getting happier."

This seems at first like a paradox. In an article for *Time Magazine*, "What Women Want Now," Nancy Gibbs reminds us just how far women have come since those "early 70s": In 1972 only seven percent of students playing high school sports were girls; now the number is six times as high.... College campuses used to be almost 60-40 male; now the ratio has reversed, and close to half of law and medical degrees go to women, up from fewer than 10 percent in 1970.... For the first time, five women have won Nobel Prizes in the same year (for medicine, chemistry, economics and literature).

Despite a staggering expansion of opportunities for women since the early seventies, Dowd still wonders about the repercussions. A committed feminist, Dowd acknowledges that feminism has increased the burden on women, even as it has freed them from many constraints: "When women stepped into male-dominated realms, they put more demands—and stress—on themselves." And the demands that modern life makes on women are accompanied by lingering pre-feminist prescriptions. "[W]e've internalized the good mommy, happy

homemaker ideal," writes columnist Shannon Kelley. "The socialization that succeeded in keeping us in the home for centuries was potent: the hangover lingers, and we continue to measure ourselves, in some part, against that feminine ideal—even while we say we don't."

Part of aspiring to this ideal still means feeling pressure to look a certain way. Desperation to be thin contributes to low self-esteem, obsessive dieting and eating disorders in high school and beyond, and grown women are stranded in a youth-obsessed culture. Thanks to a media barrage of impossible ideals of beauty, these pressures not only set in early and hang on, they also conflict with cultural expectations about motherhood and professional success. Should we strive to fulfill ourselves or to impress others? Is it more important to be smart or beautiful? Honest or likeable? Ambitious or nurturing? For girls and women in America, this chorus of demands can be a confusing soundtrack for self-discovery.

As Ána heroically weaved through rush-hour traffic, we discussed Dowd's essay, trying to make sense of the problem she articulated, trying to weave our own experiences into this abstract narrative of "American Women." Four of us were seasoned working mothers; three were recent college graduates. Together we represented a kind of history of feminism, a reflection of its evolutions, its achievements and perhaps some of its digressions. We talked about a time when women were entering schools and workplaces that were still oriented towards men and male concerns. When Louisa Zendt came to the newly co-ed St. Andrew's in 1974, the School was still struggling to evolve out of an exclusively male culture. A few years after Louisa's graduation, Elizabeth became one of the first female teachers at the School, juggling a full schedule of teaching, coaching and mothering before there was a day care at St. Andrew's. While teachers and students today have their pick of inspiring female mentors, pioneers like Louisa and Elizabeth managed without a fountain of precedents, advice and support from and for women.

Even in the 21st century, when our culture is much more aware and accommodating of the double lives

▼ *The Boston Women's Network Launch took place on April 29, 2009. (l. to r.) Noelle Bloomfield '08, Julia van der Vink '08, Elizabeth Roach, Laura Zarchin Comstock '99, Meaghan Rathvon '02, Tad Roach, Allison Thomas-Rose '96, Sallie Graves '01, Ashley Bergland '00, Ann Woods '01, Leslie Hirsh '00, Taylor (Horner) Porter '96, Louisa Zendt '78, Vita Waters '97, Bernadette Devine '99, Kate (Harrington) Dickie '96, Rachel (Pfeiffer) Bee '97, Anne Montesano '86 and Nada Hart '84.*

The St. Andrew's **Women's Network**

women often lead, all of us in the van were familiar with the imperative to compartmentalize ourselves, to divide our lives into a series of separate roles (“work” mode, “mother” mode, “friend” mode), and then struggle to prioritize them. Yet as Elizabeth recalled the challenge and exhilaration of balancing work and family in those early years, I was struck by how interconnected the two roles were for her. “Being a teacher made me a better mother,” she said simply, “and being a mother made me a better teacher.” I remembered these words because they inspired me; they gave me something to aspire to.

Even though we had not yet reached Sally’s house, I realized something in the van that informed my vision of the evening, and helped me to see, in a kind of flash, the mission of the Women’s Network. If many women today are feeling less happy and more stressed, the culprit is not the increase of choices and responsibilities afforded by the feminist movement, but a lack of open channels of communication. Women need to hear from women—from their elders, from their peers, from members of younger generations—in order to learn about life and to share what we have learned. It is precisely this kind of continuity that the Women’s Network is making possible for St. Andrew’s women.

The switch to co-education revolutionized St. Andrew’s, and now, over 30 years after the first female students entered Founders Hall, more than a thousand

women have made their mark on St. Andrew’s and have been molded, in turn, by the unique culture they helped to evolve. “This whole thing started,” Elizabeth said of the Network, “because I was watching girls who had graduated over time as they really came into their own, as their aspirations really began happening. I realized what an incredible resource this group of women was, both for the School community and for each other.”

“Something happens when St. Andrew’s people come together,” says Network Coordinator Bernadette Devine. “There is a sense of comfort and acceptance that is very rare.” This atmosphere of trust and openness has informed Women’s Network events, allowing women to be thoughtful and honest and making for discussions that have been not only emotionally and intellectually rich but also productive. Bernadette remembers a small meeting in Boston where the group started talking about the transition from St. Andrew’s to college: “A few of them described feeling really lost when they first got to college,” she said. “There’s a lack of quality advising in many colleges, and if you are used to having close relationships with your teachers, coaches and advisors, that can be shocking and traumatic.”

Coming from a close-knit community in which everyone feels a sense of responsibility to the whole, the more anonymous, fragmented environment of college can be alienating. But the Women’s Network is a reminder



that the St. Andrew's culture is not confined to campus; it is an internalized ethic carried by many people in many places. Listening to fellow alumnae talk about tough transitions, Kate (Harrington) Dickie '96, who was hosting the Boston meeting, had an idea: "I would love to meet St. Andrew's kids who are in college in Boston," she said. "They could have me as a touch point."

Out of this discussion between 14 women in Kate's living room, the St. Andrew's College Network was born, a new initiative to match graduating seniors with alumni at or near the college or university they attend. These mentors can help incoming St. Andreans navigate their new environment by recommending professors, courses, extracurricular activities, and community service opportunities. They can help new students identify areas of the school they want to get involved in, making their college experience richer and more connected. This year, the Network aims to match every senior with a mentor before graduation.

In the creation of the College Network, and in the intergenerational exchange that happens naturally at meetings, the Women's Network is helping to ensure that current students are prepared for the transitions to college and to "the real world" of professional and family life that lie ahead. "Our girls now are hungry and eager to connect with older girls and women," says Elizabeth. "They have a lot of questions for them. That came out last year when we took four senior girls down to a Washington, D.C., meeting. They are thinking about their futures and wondering, 'how?'"

Louise Dufresne '09, one of the seniors who attended this meeting, reflected on the experience afterwards. Her words affirm the power of the Network to create meaningful connections across generations of St. Andrew's women: "I was so impressed with women I met at the event. The St. Andrew's experience is so unique, so I immediately felt like I had substantial common ground with the remarkable women I met. What astounded me the most was the diversity of career paths the women had taken. I left the event with the strong feeling that our St. Andrew's education prepares us to be writers, politicians, producers, teachers, environmentalists and business professionals. Their insight, advice and encouragement are invaluable as I prepare to enter college next fall." ❖



▲ Elizabeth Roach, Bernadette Devine '99, Serena Lehman '97 and Kate Werble '98 at the Women's Network event at Kate's gallery in January.

April/May					2010	
SUN	MON	TUE	WED	THU	FRI	SAT
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23	24	25	26	27	28	29
30	31					

On April 30 and May 1, 2010, St. Andrew's is hosting a Women's Network Weekend on campus. The weekend will include a dinner with the VI Form girls and a reception at Tad and Elizabeth's house. Meredith Warner '91, a surgeon who has served in Iraq, will be the keynote speaker. Visitors will also have a chance to attend classes and participate in discussion groups with current students, faculty, and each other. We hope you can join us for this exciting event.



Election in Afghanistan

Jeff Lilley '82 writes about his experience overseeing the democratic process in a fraught country

I came to democracy promotion work at the International Republican Institute (IRI) after working as a journalist and as a teacher. Serendipity played a role as well in me starting my third career. In 2003, my résumé landed on the desk of a woman at IRI with whom I had studied Russian in graduate school. IRI's Eurasia Division needed a country director for Kyrgyzstan as soon as possible, she told me on the phone. I thought of my wife Lynn and our twin boys, then just a year old. After asking for an atlas to find out exactly where Kyrgyzstan was and, as the joke goes, asking to buy a few vowels so she could pronounce the name of the Central Asian country, Lynn said she was game. We lived there from 2004 to 2007. I now work in IRI's headquarter's office in Washington, D.C., where I head up the Institute's Office of Monitoring and Evaluation.

I wrote the article on the following page after returning from IRI's election observation mission to Afghanistan in August. For election observation, IRI puts together a team of delegates and staffers to travel to the country and assess the election in terms of its freedom and fairness. This usually means following the campaign period and observing the actual voting process and vote count on election day. The article originally ran in an Indiana newspaper I worked for in the late 1980s. Since the article was published, President Hamid Karzai has won a second term. However, the election process was fraught with problems and controversy as Karzai's challenger in the second round of voting, former Afghan Foreign Minister Abdullah Abdullah, withdrew from the race. Abdullah said he doubted that voting in a second round would be free and fair because, among other things, the country's election commission was stacked with Karzai supporters. Indeed, a second round became necessary after the Afghan Election Complaints Commission, which was composed of both Afghan and international members, invalidated a large number of votes cast for Karzai in the first round, bringing him under 50 percent, the threshold for an outright win in the first round.

Building a viable democracy in Afghanistan will be a long-term challenge. In notes during our stay in a Kabul hotel, I wrote, "Outside is a country of 70 percent illiteracy where the life span is 44 years; polio still maims; and more than three in 20 children die in childbirth. The country has suffered through two and a half decades of invasion, civil war, oppressive government and the on-going campaign against insurgents. The scope of these problems is enormous. The easy comparison is Iraq, but, strange as it may sound, the talk around the dinner table here is that Iraq has significant advantages over Afghanistan: A more educated population, a vast supply of oil, and memories of a society that worked. Afghanistan has little of the hope afforded by these benefits, and is rent by equally dangerous ethnic divisions."

IRI got its start from a 1982 speech by President Ronald Reagan in London. It was during the dark days of the Cold War, and both the United States and Soviet Union were building massive amounts of weapons, so-called 'hard power'. In the speech, President Reagan emphasized 'soft power'. Citing his conviction that freedom was not just for the privileged few but the inalienable right of all, he called for the U.S. to use America's experience as a democracy to help others. IRI was created along with the National Democratic Institute for International Affairs to teach countries about the infrastructure of democracy: political parties, civil society organizations, and good governance. Non-partisan in nature, the two institutes represent the U.S.'s two party system. IRI, which is celebrating its 25th anniversary this year, has offices in 40 countries. Examples of IRI's work include teaching campaign management, carrying out public opinion polling and observing elections.



AFGHANS RISK LIVES TO PRESS FORWARD WITH DEMOCRACY

Our delegation of election observers threaded our way around barriers before we entered Kabul's streets. From blacked-out windows we saw Afghans engaged in ordinary activities—buying fruit, checking cell phone messages, engaging customers—but there was a dilapidated pall hanging over the dusty, colorless city. There was little green and few trees in the city or on the surrounding hills.

Five years earlier, the International Republican Institute (IRI), a not-for-profit democracy promotion organization located in Washington, DC, had observed Afghanistan's first presidential election. That election, which current president Hamid Karzai won, signaled that Afghanistan, with help from the international community, might be able to turn the corner on two decades of invasion, civil war and oppressive Taliban rule.

The stakes for Afghanistan's second presidential election on August 20 were just as high: would Afghans continue to develop their nascent democracy by participating in the election? As IRI observers for the August 20 election, we were keenly aware that the Obama administration had made Afghanistan a top foreign policy objective, that 20,000 additional U.S. troops were arriving to bolster the fight against a resurgent Taliban, and that the security situation had gotten much worse in the past several months.

Our mission was to make an impartial assessment of the extent to which the election was held in a democratic manner. That would mean visiting polling stations around the country, collecting information and then making a statement to the press on what we had seen.

We got daily updates on the evolving security situation from the security firm contracted to protect our group. It was tasked with protecting 15 IRI observer teams deployed in six cities, including Kabul. The teams needed to be transported between polling stations to observe voting and record information on how well Afghan election workers opened the polling stations, processed voters and closed the voting. It was an odd marriage in a way—our group of scholars, lawyers, former high-ranking government officials and IRI staffers with the security guys, a mix of former special operations soldiers from the U.S. Army, Navy and Marines. We came to trust them completely, and I think they, as former soldiers, got a better understanding of what exactly the U.S. was fighting for in Afghanistan.

The day before our arrival a car bomb had gone off down the street from our hotel near the headquarters of the international forces that are fighting the insurgents. Seven civilians were killed and more than 90 injured. Most ominous for the election was the Taliban's announcement during the week that they would attack polling stations in a bid to deter Afghans from voting.

As late as election morning IRI's leadership was still not sure if we would be able to do our job. But calculations and adjustments were made—like limiting



◀ Jeff Lilley
(center)
at Afghan
polling station
in Kabul.

the amount of time at polling stations and changing our travel patterns—and we eventually ventured out into all cities except for one.

We saw courageous Afghans come to the polls to cast votes and get their fingers marked with ink, which some voters then held up proudly for photographs despite Taliban threats to cut off any ink stained fingers. Polling station workers performed their duties in a competent way. We witnessed how Afghans, energized by the first competitive presidential campaign in history, had put up candidate posters and listened for the first time to debates between presidential candidates.

Yes, there were negatives as well. There were no voter lists and thus no way to track voter turnout and determine whether it had been inflated by excessive distribution of voter registration cards. Suspiciously, in the traditional south, where women were reportedly discouraged to vote by their families and communities, we heard that voter registration for women was as high as anywhere in the country, thus raising the possibility of using the cards to ballot stuff.

But, ultimately, as IRI weighed the different factors which contributed to the election, including the campaigning and voting, we credited Afghans on election day with having the determination to press forward with a democratic process while risking their lives.

To be sure, there are obstacles ahead. The vote counting must be done in a transparent way, and complaints will have to be settled through the proper legal channels. If a second round of voting will be needed to determine a president, there will be the same security challenges. But for a day, at least, a troubled nation was able to hold up their fingers as a testament to their desire to build a more democratic society. And we were fortunate to be witnesses. ♡

Before joining IRI, Jeff Lilley worked as a journalist in Russia, writing for the Far Eastern Economic Review and Sports Illustrated. He also taught English, history and economics at the Maret School in Washington, D.C., from 1996 to 2001.

Jeff has a bachelor's degree from Williams College and a master's degree with a specialization in economics and Soviet studies from The Paul H. Nitze School of Advanced International Studies, Johns Hopkins University. He speaks Russian and French and has traveled extensively in the former Soviet Union and Asia. He was born in Bangkok, Thailand and grew up in Asia.

With his father, James Lilley, Jeff co-authored "China Hands: Nine Decades of Adventure, Espionage and Diplomacy in Asia" (Public Affairs, 2004), a memoir chronicling the Lilley family's history in China from 1916 to 2004.

Jeff lives in Silver Spring, Md., with his wife and two boys.

SAINTS IN SERVICE



On Saturday, November 7, St. Andrew's Satellite Service Day enabled 85 St. Andreans across the country to connect with local alumni, parents and friends while making a difference in their community. The event model and service opportunities were based on last spring's successful Coast-to-Coast Toasts-with-a-Twist, where St. Andreans brought something to each of the 21 Toasts for a chosen organization. During the service day, they went on site to six organizations to provide hands-on help. The locations were selected because of an alumni member on staff or volunteer whose prior involvement brought the organization to St. Andrew's. Activities ranged from stocking canned goods at a food bank to cleaning up a public park to volunteering at a homeless shelter.

Said Director of Alumni Relations Chesa Profaci '80, "St. Andreans want to give back, and St. Andrew's wants to give voice to this dedication. Our plan was to channel this incredible energy and drive by launching an annual St. Andrew's day of service for alumni, parents and friends across the country. We want to give the extended St. Andrew's family the opportunity to come together as Saints in service to others. Together we can be a stronger and more visible force for change for the common good."

Leeanna Varga '87 reported back, "In under two hours, the group assembled 170 hygiene kits and transformed 140 toilet paper rolls into beautiful Christmas cracker decorations. The hygiene kits and decorations were given to the guests of St. James' Church community meal programs at Thanksgiving and Christmas. We are so grateful for the assistance in making the holidays a little brighter for the homeless and low-income people we serve."

(1) Attendees in Wilmington, Del., helped the Sunday Breakfast Mission. (2 & 3) St. Andreans in Charlotte winterized the grounds of the Ada Jenkins Community Center. (4) St. Andreans in New York volunteered at St. James' Church, assembling 170 hygiene kits and making Christmas decorations.

In Memory

David T. Harris '38

David Tilghman Harris, 88, died on Sunday March 8, 2009 at his home in Carmel, Calif. Dave was born on May 19, 1920, in Pennsylvania but always considered Rehoboth Beach, Del., his home. He graduated from Yale in 1942 and served in the Air Force. He penned his WWII memoirs in "Boola Boola Flyboy."

Dave moved to Fresno, Calif. A long time Rotarian and a member of the Quiet Birdman, Dave worked in Fresno as a realtor and also ran for the House of Representatives there in 1962. He married Betty Hartley in 1981 and moved to the Central Coast in 1992 where Dave was employed by the Army on the base closure and realignment project at Fort Ord. Dave retired in 2001 and the Harris' settled at Hacienda Carmel where Dave was the president of the Association for six years.

Dave loved his family, his friends, flying, fishing and singing and was a member of the Yale Glee Club, Yal Barberlads, The Cypressaires, The Carmelaires and also performed on stage with Good Company Players in Fresno. He was known for his renditions of *Shadow of Your Smile* and *Birth of the Blues*. His voice and his storytelling will be greatly missed.

He is survived by his wife, Betty, his son, David Jr., two nieces, Jackie Ann and Jerri, and his five stepchildren, Sue, Lee, David, Michael and Karen.

John Edson Wason '39

John Edson Wason, 88 years old, died peacefully on April 19, 2009. He is survived by his second wife Ena Wason, his four children, Wendy of Calif., James of Colo., William of Texas and John of Ariz., and his grandchildren, Daniel, Jessica, Max and Joshua. He was predeceased by his first wife, Kathleen, and his granddaughter, Camille.

Born in Delphi, Ind., on June 15, 1920, John Wason graduated from St. Andrew's School in Middletown, Del., in 1939 and the University of Michigan (BA'43-International Trade). During WW II he served as the assistant gunnery officer aboard a U.S. Navy destroyer in the Pacific and was awarded a Bronze Star "for outstanding courage in directing the fire of his guns on enemy aircraft and inflicting serious damage on two of them." Following the war, he joined American Express. In 1961, he worked for the U.S. Department of Commerce in Washington, promoting travel to the U.S.A. by foreign visitors. He was later promoted to the director of marketing before rejoining American Express.

He met Kathleen (Kitty) Kent of Philadelphia, Pa., on a transatlantic liner in 1949. They were married a year later and began their family on the French Riviera. After retiring from American Express in 1986, he and his wife, Kitty, moved to Colorado to be near their growing grandchildren. He became a member of the board of Evergreen Naturalist Audubon Society, chaired the international relations committee of the Jefferson County League of Women Voters, and was a board member of the Denver-Brest Sister Committee and Denver Sister Cities International. He co-founded the Foothills International Forum, where he was a board member for more than a dozen years. He opposed development and preserved the natural aspects of the Jefferson County's Elk Meadow Open Space Park. He was a member of the Mountain Genealogy Society, the Alliance Francaise de Denver and the Denver U of M Club. He loved tennis, skiing, backpacking and above all traveling with friends and family in the U.S. and abroad.

I. Harding Hughes, Jr. '41

Israel Harding Hughes, Jr. went home to be with his Lord on Tuesday, August 18, 2009, at Durham Regional Hospital.

Born June 5, 1923, in Greensboro, to Israel Harding and Josephine Bowen Hughes, he moved to Concord in 1927, where he grew up in the rectory of All Saints Episcopal Church. Harding attended Concord public schools through the eighth grade and graduated from St. Andrew's School in Middletown, Del., where he lettered in basketball and was captain of the tennis team.

He entered the University of North Carolina at Chapel Hill in September 1941 and became a member of the Naval Reserve Officers Training Corps in January 1942. Harding, Phi Beta Kappa at UNC, went on active duty in the Naval Reserve on July 1, 1943, received his bachelor's degree in political science in January 1944 and simultaneously was commissioned an ensign in the Naval Reserve. After training in anti-submarine warfare and aircraft and ship recognition, he went aboard the destroyer escort U.S.S. Moore

▽ David T. Harris '38



▽ John Edson Wason '39



▽ I. Harding Hughes, Jr. '41



in July 1944 for the remainder of WWII. The Moore spent the winter of 1945-46 along the China coast, during which time Harding became the executive officer and navigator of the ship. After retiring from active duty in May 1946, he remained in the Naval Reserve and retired as a lieutenant commander in June 1983. Harding received his master's of public administration from the University of Michigan at Ann Arbor in February 1948.

After working for the city of Flint, Mich., Harding worked for the city of Winston-Salem, as administrative assistant to the city manager and as budget director from 1949 to 1958. While in Winston-Salem, he was active in the organization of a new Episcopal church, St. Timothy's, and in the construction of the church building. Harding was city manager in Aiken, S.C., prior to becoming the city manager in Durham, where he faithfully served the citizens of Durham from 1963 to 1977. He also served as vice president and president of the North Carolina League of Municipalities, and for two years he was a vice president of the International City Management Association. In Durham he also served on the boards of the Durham Rotary Club, the North Carolina Museum of Life and Science, and the Salvation Army.

A long-time communicant of St. Philip's Episcopal Church in Durham, Harding served on the vestry and was senior warden for a time. After retirement from the city he worked in various positions with Management Improvement Corporation of America, Urban Ministries and as the first town administrator of Hillsborough.

Building on the days of his youth, where he and his family spent the summers at their beloved rustic home 'Tapawingo' in Valle Crucis, Harding went on during his retirement years to write two books about the history, culture and people of this unique mountain community. Hughes authored *Valle Crucis: A History of an Uncommon Place* and *My Valle Crucis: the 1930s*.

He was a loving, caring and patient husband, father and grandfather and will be greatly missed by all. He is survived by his loving and devoted wife of 56 years, Dorothy Jean Curtis Hughes. Survivors also include his children, Jean Hughes of Durham, Thomas Hughes and wife, Julia, of Winston-Salem, David Hughes of Boone, Jo Lynn Smith and husband, Ronnie, of Greenville. Hughes is also survived by two loving grandsons, Curtis Hughes of Winston-Salem and Patrick Hughes of Raleigh.

From John C. Ball, Jr. '41

Harding was my roommate during our IV Form year. We were friends and both southern boys in "Yankee Land." Our classmates had given us nicknames of "Issie" and "Keboo" because of our weird southern accents. I remember that he was much smarter than I was in all our classes and also a much better athlete. Because of his small size he wasn't on the varsity football team, but he was the bright star on the six-man team. We always went to their games watching him win them for St. Andrew's School. He seemed to put more effort into everything because of his size.

There was one incident I've never forgotten. Once Sunday morning after church we had all gone back up to our dorm rooms while waiting for the bell for lunch. Harding was reading the Baltimore newspaper. He started laughing and said, "Look at this item in the Baltimore paper about your hometown, John." He gave me the sports page and I read....

"TKO in FOOTBALL. The Summerville, S.C. High School team playing their archrival, North Charleston were losing 76-0 at the end of the 3rd quarter, and the referee stopped the game to protect the Summerville players." I guess they needed Harding.

St. Andrew's did so much to mold our young lives, and Harding went on to do so much good with his life. He even continued with the important job as city manager of Aiken, S.C., when he lost his voice for over a year. How proud we and St. Andrew's are over his dedicated life.

From George Lewis '41 class agent:

In addition to the great letter by John Ball '41, I did some recollecting by phone with Peter Nalle '41 and Arthur Dodge '41 who also roomed with Harding.

Harding was small in stature, but tall in so many ways. He was bright, hard working, tenacious, even-tempered, fun and Christian in his approach. All of us enjoyed a spring vacation (either in our IV or V Form) at Mr. Felix duPont's Cumbahee, S.C., plantation. In my case, I'd never been that far south (or west). One incident recalled by Arthur was when we were hiking in a swampy area, we were challenged by a water moccasin. The threat was displaced when Harding pulled out a pistol and shot it.

On another occasion several of us with one of the master's and his wife went riding. After a mile or so, we turned for home and the horses started to gallop (probably thinking about oats and hay). Having never been on a horse (I'm from Queens County, New York), I was in panic. I held onto something, probably a pommel and survived—and so did the rest of the group.

All four of us visited Harding's family in Concord, N.C., at various times. Peter Nalle recalls that he and Harding went from Cumbahee, S.C., to Concord, N.C., by bus. Peter went to sit towards the back and was ordered by the driver to sit up front. That was 70 years ago—thank God so many inequities have been eliminated over the years.

The last time many members of our class assembled was our 25th Reunion in 1966. Much gratitude was expressed for the importance of St. Andrew's School in our lives.

Davis P. Platt '41

Davis P. Platt died on Friday, October 3, 2008, from complications following a fall in his New York City apartment.

Remembering Davis Platt by Andy Humm, taken from the Gay City News:

"Davis Page Platt, a longtime New York civil and gay rights activist who died on October 3 at 85, was celebrated at All

Souls Church on November 9 by his biological and gay families. Platt was a mainstay of groups such as SAGE, Identity House and the LGBT Community Center, as well as being a longtime volunteer for The Samaritans, an international suicide prevention hotline.

"At the age of 20, this white child of privilege became a close friend and then lover of Bayard Rustin, the legendary African-American pacifist and civil rights leader who organized the march on Washington in 1963 where Martin Luther King delivered his "I Have a Dream" speech. He recalled his relationship with Rustin in the documentary "Brother Outsider." Bennett Singer, the maker of that film, spoke about how Walter Naegle, Rustin's surviving partner, interviewed Platt for the documentary. "It was as good as any interview we did ourselves," Singer said. Naegle said he owed Platt "a debt of gratitude" for making it "easier for me" when he partnered with Rustin.

"In a 2001 essay, Platt wrote, 'I enjoy being old and the compensations and perspective that age brings.'

I knew Davis from Identity House where I worked as a volunteer peer counselor and Board member for a few years. Very first time I met him; he was way up on a very tall ladder changing a ceiling fluorescent light tube. Damn, he was already around 80 then, but nothing could keep him from doing his best to volunteer for the gay community. We stayed in touch for many years.

There was a play that was produced in New York that dealt with the life of Bayard Rustin. (If I can recall the name of it, I'll post it in the comments to this post). A San-Franciscan playwright as I recall. Davis was so proud that he was represented in the play! I remember being at the opening night party with him.

I can do a damned good impression of Davis' distinctive voice and character that always brought a warm chuckle to his colleagues and friends in Supervision groups at I-House.

He was a character...

An autobiography from Davis Platt's memorial service

I was the second son of John O. Platt (born in 1874) and Mary Cox Page Platt, his second wife. We were four children: my brothers John, Jr (b.1918, d. 1988) and Bill (b. 1924, d. 2004), and my sister Polly (b. 1927). I was born on February 17, 1923.

We grew upon a farm in Paoli, Pa., called "Fairfields." My father worked his entire life for the Insurance Company of North America (now part of CIGNA) but delighted in all aspects of growing

wheat, alfalfa, etc., and fruits and vegetables, and raising horses, cows, pigs, chickens, etc. He died in 1947 at the age of 72.

I started school at Episcopal Academy in Philadelphia and later attended Montgomery School, St. Paul's (New Hampshire), St. Andrew's (Delaware) and the Hun School of Princeton, N.J. While working in an advertising agency for two years, I happened to hear of a conference on racial issues at Pendle Hill, near Media, PA, a Quaker study center. I was just 17, and I've been involved in civil rights ever since. This led me to Columbia College, where I studied sociology and French.

At age 20 I became a close friend of Bayard Rustin, a Quaker pacifist from West Chester, who was then a youth leader of the Fellowship of Reconciliation. He later advised Martin Luther King, Jr. on non-violent direct action, including civil disobedience, as exemplified by Granhdi, and was the main organizer of the march on Washington of 1963, which led to the Civil Rights Act of 1964.

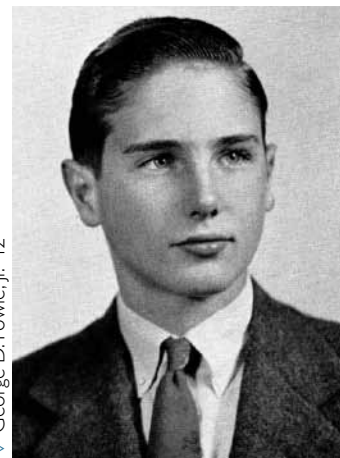
As a boy I loved to draw and was considered "artistic." Art and music and books have always been important to me, and so have politics, world affairs, education, human development, psychology and languages.

For more than 30 years I have lived in a pleasant, book-filled, one-bedroom apartment near Gramercy Park in New York. I'm a Francophile and speak pretty fair French. I have lived in France and visited a number of times. I love travel and have visited most of Europe and Sicily and Scandinavia, as well as Mexico and Brazil and many parts of the United States. (At the time he wrote this, he was planning a trip to China, which he enjoyed very much.)

I am a member of Common Cause, the American Civil Liberties Union, Lambda Legal Defense and Education Fund, GLSEN ("Glisten"), the New York Public Library, SAGE, the New York Lesbian and Gay Center, and other groups. A lifelong agnostic, I am active in the New York Ethical Culture Society, a humanistic religious and educational movement now 125 years old.

Though uncredentialed, I see myself as a sociologist. However, for many years I worked as a bookstore manager. Since retiring, I have been a volunteer as a counselor and discussion leader at SAGE and Identity House (two NYC gay groups). Also, for nine years I was a hotline volunteer at the Samaritans, an international suicide hotline. My next challenge is to master my new Dell computer and the Internet.

▽ George D. Fowle, Jr. '42



I enjoy being old and the compensations and perspectives that age brings. It gratifies me that among my large extended family I have felt warmly accepted and not, I think, generally viewed as particularly weird. But perhaps I am! It has been an interesting life, with many high points and some low ones—par for the course. I've had a lot of fun along the way. *Written in New York City in May 2001.*

George D. Fowle, Jr. '42

George D. Fowle, Jr., age 84, of Amelia Island, Fla., died May 11, 2009, following a long bout with cancer.

Born and raised in Philadelphia, he was the son of the late George D. and Margaret Large Fowle. He graduated with a bachelor of science degree in mechanical engineering from the University of Pennsylvania, where he met his future wife, Bobbi Souder. Married in 1948, George and Bobbi settled in Villanova, Pa., raising three daughters and serving as an engineer at Leeds & Northrup. An entrepreneur at heart, he worked with Leeds & Northrup in Philadelphia and Monsanto in Trenton, N.J., before joining Johnson & Johnson and moving to Cohasset, Mass. He started a corporate consulting firm in 1982, FCS Industries, which managed and grew small businesses in the U.S. and Europe. In the early 1990s, after retiring from J&J, George joined fellow entrepreneurs Paul Dobson and Bill Hodgson and founded MicroSpring Inc., manufacturing precision medical guide wires used in medical diagnostic procedures. A highly successful company, it went public in 1997, and was traded on the New York Stock Exchange. After 48 years of never missing a day of work, he retired again, spending summers at the family's golf course residence in Scituate, Mass., and winters in Amelia Island. George and Bobbi made Amelia their full time home in 2006.

During WWII, he served in the U.S. Navy Air Corps, flying the F6F Hellcat and earning his wings, an achievement of which he was most proud. He loved flying and all flying things. Throughout his life he also loved racing and restoring automobiles, especially Porsches, and from the age of 16 until the age of 70 he enjoyed owning and riding motorcycles. He was a scratch golfer, shooting in the 70s well into his 70s, held club champion at Gulph Mills Gold Club, was a college diver and an avid skier through the age of 78. He also enjoyed playing guitar and singing cowboy songs.

He was a member of St. Peter's Episcopal Church and will be remembered by his family as a loving, loyal, demanding and tender-hearted husband, father and grandfather.

Noel Dalton '43

Noel Dalton, 84, a resident of Saint Andrews North in Boca Raton and previously of Long Island, New York, died on July 29, 2009, after a long battle with thyroid cancer, which he endured with great dignity. He was predeceased by his wife of 55 years, Shirley S. Dalton, who died in 2006. Noel was born September 21, 1924, in Philadelphia, Pa.

Upon graduation from St. Andrew's School in Middletown, Del., he joined the Army Air Corps and then transferred to the British RAF. A fighter pilot during WWII, he flew Hurricanes and Spitfires while stationed with various RAF squadrons in England. After flying for the RAF, he transferred back to the U.S. Army serving with the Ghurkas in Burma until the end of the war. Noel was awarded the Distinguished Service Medal, Silver Star, Distinguished Flying Cross, Air Medal, Purple Heart, French Croix de Guerre, Belgian Croix de Guerre, and Burma Star.

In 1947, Noel joined the A.C. Nielsen Company where he worked as an account executive until his retirement in 1986. Noel was an active member of the various churches he attended singing in the choir, participating as a Sunday school teacher, Lay reader, and in recent years, as a member of St. Gregory's Episcopal Church, where he sang in the choir and served as a Lay Eucharistic Minister. Noel was an accomplished athlete in his younger years playing football, tennis and squash.

In his retirement he enjoyed swimming and was an avid reader. He was a loving husband and father, who brought a smile to all that knew him for his great sense of humor and joy for life. Noel is survived by his son, Noel W. Dalton; and his daughter, Audrey C. Dalton. Noel also has four grandchildren by his son: Morgan, Kent, Megan and Noel Dalton. He will be dearly missed and remembered forever by all who were blessed to know him.

H. Ronald Berlack '46

Obituary from *The Union Leader* of Manchester, N.H.:

H. Ronald Berlack, 80, a 45 year resident of Amherst, died July 11, 2008, at his home in the village. He was born in Jacksonville, Fla., on Nov. 18, 1927, a son of Harris and Edith (Radin) Berlack.

Ronald was raised and educated in Ossining, N.Y. He graduated from St. Andrew's School, Middletown, Del., and earned a bachelor's degree in economics from Syracuse University. He enlisted in the U.S. Army and served during the Korean Conflict, and in the U.S. Army Reserves for eight years. He served on the Amherst Planning Commission, established the Tree Committee and was one of the incorporators of the American Stage Festival in Milford. He and his wife, Barbara, attended to the four different homes they had in historic Amherst village.

Ronald was employed by Sanders Associates, Nashua, for more than 35 years and was the director of Software Configuration Management. Following retirement, he established a consulting business, Configuration Management International, and lectured all over the world. He was a past president of the IEEE and authored a book, "Software Configuration Management," published in nine languages. In addition, he remained active in SCORE.

Ronald was a member of the Congregational Church of Amherst. He was predeceased by his wife, Barbara J. (Baxter) Berlack, in 2006.

IN HIS LIFE: Family members include two daughters, Anne M. Berlack of Norwalk, Conn., and Susan B. Berlack of Charleston, S.C.; two sons and daughters-in-law, H. Steve and Cindy Berlack of Franconia and John T. and Trish Berlack of Shrewsbury, Mass.; four grandchildren, Ronnie Berlack, Carolyn Berlack, Ian Berlack and Louis Berlack; a brother and sister-in-law, Evan R. Berlack and Phyllis Bonnano of Washington, D.C.; and many nieces and nephews.

From classmate Dave Bellis '46

While Ronnie, to my knowledge, never came back to St. Andrew's for any class reunions, or was in touch with any of his classmates or the school from the time he graduated, he was always part of our conversations when any of us got together — does anyone know where he is, what does he do, do you remember when, etc., etc.

My memories of Ronnie are vivid, even though I have not seen him since graduation day in June 1946, more than 63 years ago. He was a quiet, kind, humble, very private, not shy, bright, stay in the background yet with a good sense of humor and a ready laugh kind of guy. I tried to be his friend because I always had the impression that he was not very happy and did not enjoy his stay at St. Andrew's School. The fact that when he graduated he was gone, really gone, maybe validated my feelings.

I spoke to Ron briefly one or two times over this period. My last conversation with him was a long and good one in April 2008. I summarized that conversation as follows in the alumni notes of the Fall 2008, issue of the St. Andrew's Magazine: (at this time we did not know of his passing)

"I had a great phone conversation with Ron Berlack. Ron, who has been out of touch for a few years, is retired from engineering management with BAE Systems and lives in Amherst, N.H. His wife, Barbara, died about two years ago. He has four great kids (who look out for him) and five grandchildren. For those of you who think Ron went to Antioch College, he didn't; he graduated in engineering from Syracuse University in 1951. He spent two years in the Army, stationed at the Pentagon doing engineering work."

James M. Richardson '46

James Meredith Richardson of Shorewood died May 16, 2009, after many years of suffering the indignities of Parkinson's disease.

He is survived by his wife, Lenette (nee Bailey); children, Alex (Rick) Graber of Shorewood, Emilie (Dan) Temeles of Virginia and Meredith (Lauren) Richardson of California; grandchildren, Scott and Erik Graber, Eliza and Abby Temeles, and Jackson and Dylan Richardson; other relatives and friends. Private services were held in Philadelphia.

From classmate Dave Bellis '46

I have been musing a lot about Jim Richardson since Jim Perry '46 e-mailed me about his passing a couple of months ago. I was very sorry to hear of it; still am. Jim died this past May after a twelve-year bout with Parkinson's disease.

Jim Richardson was an unusual guy. He was the shyest person my own age I had ever known. His very pleasant and obviously nice wife, Lenette, whom Jim had married in 1964, told me his young person shyness had morphed into a quiet, soft-spoken, but intensely happy personality. As you remember, Jim was maybe the smartest guy in our class; if he wasn't the smartest, he was certainly our best student. You may also remember that in our Sixth Form year, Jim won the National Pepsi-Cola Scholarship. The Pepsi-Cola Scholarship was the pre-cursor to the National Merit Scholarship and, as I remember, carried with it a full scholarship to college. Our Headmaster, The Reverend Dr. Walden Pell II, was ecstatic and proud about this honor for Jim and for St. Andrew's School. And so were we, his classmates.

As you might surmise, Jim was Magna Cum Laude and number one in his class of 1950 at Harvard. He served in the United States Navy as a Supply Officer during the Korean War. Upon his return to civilian life, Jim went to Penn Law School; again he was Magna Cum Laude, but this time he (according to Lenette) graduated-unhappily-second in his class.

I remember what a good bridge player Jim was at St. Andrew's School. During free time you could always find Jim in the Sixth Form common room ready to 'deal 'em out.' Lenette said that after they were married, Jim never played bridge at all.

Jim spent his entire law career in Philadelphia. He worked for a large firm for many years concentrating on Securities and Exchange Commission (SEC) matters. After age 60, Jim enjoyed distance running, completing several marathons. He spent his retired summers in Maine.

Jim's loves were his family, studying and admiring architecture—particularly Frank Lloyd Wright's work, vacationing in Maine, building and remodeling houses, music — did anyone know he was a pianist? — and writing. Since he got an A in

▽ H. Ronald Berlack '46



▽ James M. Richardson '46



▽ Peter Kelley '52



▽ Noel Dalton '43





◁ Linn S. Tompkins '76 △ Classmates Ralph Hickman and Jiggs Tompkins at "Geezerfest."

Bull Cameron's Senior English class, he must have been at least a decent writer!

As best I can determine, Jim never came back to St. Andrew's School after graduation, nor did he ever make contact with any of his classmates. For those of you who knew him well at St. Andrew's School you might have a better understanding than I of why that was. I do know we all send our condolences to Jim's wife, Lenette, and to his three children and six grands.

Peter "Pete" Kelley '52

Peter "Pete" Kelley '52, died on Wednesday, November 4, 2009.

William H. "Bill" Brumbach '54

William H. Brumbach Sr., 73, of Reading, Pa., died May 12, 2009, in The Lutheran Home at Topton.

Born in West Reading on Sept. 15, 1935, he was a son of the late William C. and Dorothy (Raudenbush) Brumbach. He graduated from St. Andrew's School, Middletown, Del., and attended Franklin and Marshall College.

Mr. Brumbach is survived by three children: William H. Jr., husband of Mary Cooper, Montreal; Jason M., husband of Sherry (Gray) Brumbach, Fleetwood; and Jennifer L. (Brumbach) Maloof, wife of Richard G. Maloof, Wyomissing; three grandchildren: Jason Jr., Sarah L. and Samantha L.; and a brother, Joel J. Brumbach, Trussville, Ala.

Linn S. "Jiggs" Tompkins '76

Linn Shecut Tompkins, III, greatly beloved husband, father, son, brother, uncle, cousin and friend, known to all as "Jiggs," passed away on Sunday, June 7, 2009. His keen and inquisitive mind, engaging wit and gentle way will be greatly missed by his family and legion of friends.

Born October 12, 1958, in Plattsburg, N.Y., Jiggs was educated in the parochial schools of

Columbia and was a graduate of the St. Andrew's School in Middletown, Del., where he was a three-sport letterman and an outstanding student. Upon graduating from Clemson University, Jiggs embarked upon his professional career with the accounting firm of Clarkson, Harden and Gantt, where he focused on corporate auditing. He was licensed as a certified public accountant by the South Carolina Board of Accountancy, but left public accounting to pursue a successful career as a chief financial officer for several businesses in the Columbia area. He was chief financial officer and a principal in AQA International, headquartered in Columbia, at the time of his death.

Jiggs was a lifelong member of Saint Joseph Catholic Church and an avid supporter of two of its educational ministries, Saint Joseph School and Cardinal Newman School. He was a member of Forest Lake Club, the Flamenco Club, the South Carolina Ball, the Camellia Ball, Sigma Alpha Epsilon and IPTAY. He was an accomplished golfer and big game fisherman. There was no sport at which he did not excel.

Jiggs was blessed with a large and loving family. He is survived by his wife of 22 years, Myda Rogers Tompkins, and daughters, Margaret Paulling Tompkins of Clemson, S.C., and Marian ("Rian") Rogers Tompkins of the home; his mother, Josephine Boyle Tompkins; his father and stepmother, Dr. and Mrs. Linn S. (Linda) Tompkins, Jr.; his brothers, Dr. R. Sims Tompkins (Libby), Charles Boyle Tompkins and Joseph Paulling Tompkins (Sally); stepsisters, Cindy Tompkins Willcox and Paige Tompkins Bagwell; his parents-in-law, Mr. and Mrs. H. Hugh Rogers; sisters-in-law Aida Rogers and Margot Rogers Parrott; brother-in-law, Clifton Rogers; his aunt, Virginia "Ginger" Tompkins McLaurin; cousins, Charlie R. Boyle, III ("Bo") Boyle, Joseph F. Boyle, Eugenia Boyle Reed,

Reid Gignilliat, Gill Gignilliat, McIver Williamson and Leigh Pound; and 13 nieces and nephews. He was predeceased by his grandparents, Mr. and Mrs. Linn S. Tompkins, Sr. and Mr. and Mrs. Charlie Rowland Boyle, Sr. and by his uncle, Charlie Rowland Boyle, Jr.

Jiggs' kind and generous spirit had earned him the admiration and loyalty of the many friends and business associates who were privileged to know or work with him, all of whom will greatly miss him.

From classmate John Seabrook '76:

The Class of 1976 lost a much-loved classmate when Linn "Jiggs" Tompkins III passed away suddenly, on June 7, while playing a Sunday morning game of basketball with friends in Columbia, S.C., where he and his family made their home. He was 50 years old.

Jiggs arrived at St. Andrew's School as a IV Former. One's first impression of him was a high standing mass of curly orange hair (which earned him his nickname, from the comic strip "Jiggs") and a big, goofy grin (the hair would eventually fall out, but the smile never left him). He was a talented athlete, and during his three years at St. Andrew's School he was a fixture on the varsity football, basketball and baseball teams. He was also a skilled golfer and sailor and a passionate fisherman. But he never looked down on schoolmates who were less athletically gifted than he was, and he never had an unkind word for anyone; you always left his presence feeling a little better than you felt before he arrived. His classmates remember his kindness, his compassion, his generosity, his courtly manners, his talent for listening, the denim overalls he liked to wear, his love of beer (of course, that came later), his irrepressible sense of fun, and the depth of his character, which he concealed behind a happy go lucky exterior. His motto, which he took from a poster that hung in his room, was "When life gives you lemons, make lemonade."

After graduating from Clemson, Jiggs worked for a number of years as a CPA, before changing courses and becoming the chief financial officer for several Columbia-based companies. Among his best moves, in a life full of good ones, was to marry the former Myda Rogers, whose beauty and intelligence lit up the class reunions she regularly attended with her husband.

Jiggs' last visit to St. Andrew's School was for our 30th reunion, which he attended with Myda, but many of us were fortunate to see him one more time, at the "Geezerfest" Tyler Johnson hosted at his farm in Chestertown, Md., in June 2008, as a collective 50th birthday party for the class. Jiggs

was, as always, among the last to leave the party; he was last seen trying to hitch a ride back to the hotel, having somehow managed to lose his shoes.

At his funeral, the condolence book was overflowing with kind words about Jiggs. An especially eloquent entry was left by his classmate Ralph Hickman. "He was always there in the clutch. When others were feeling down, he picked them up; when the game was close, he hit the game winner; when you needed to talk, he always listened. Never judgemental, quick with a joke and always a friend—a true hero in the game of life. We'll miss you, Jiggs."

His untimely passing is a lemon indeed, and it's hard to see how to make lemonade out of this one. If only Jiggs had left us his recipe.

K. Brett Trader '76

Kenneth Brett Trader was born to parents Bill and Sandra (Jackson) Trader. He was raised in Houston among other areas. He graduated from St. Andrew's School in Delaware. Kenneth was joined in marriage to Ms. Sharon Boyd in 1996 with a ceremony held in Sealy. Kenneth enjoyed playing golf, he enjoyed the arts, and he liked parties with dancing and music. Kenneth was the support for his wife as she was battling breast cancer. She was everything to him. He was also raising his three grandchildren with Sharon; Kenneth Brett Trader passed away Tuesday, September 29, 2009 in Sealy, Texas.

From classmate Trish McGee '76

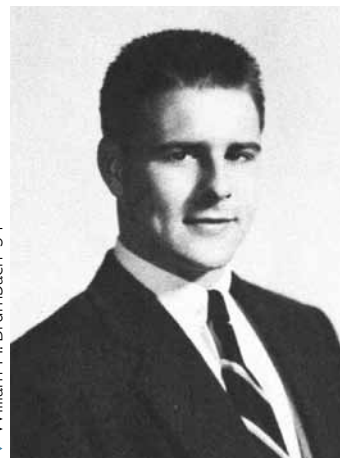
The Class of '76 was intact as its members collectively hit the Big Five-Oh in 2008, but lost a second cherished classmate before the book was closed on 2009.

Kenneth Brett Trader, of Sealy, Texas, died suddenly after suffering a heart attack on September 29, 2009. He was 51.

Brett entered St. Andrew's School as a V Former. He was the goalie on the 1975 St. Andrew's School soccer team that advanced to the state tournament, which was quite a feat in those days. He was such a natural athlete that he took gymnastics during one winter period and competed in the state tournament, according to Dwight Sippelle '76. As VI Formers, Dwight and Brett managed the IV Formers on "C" Corridor for Marc Cheban.

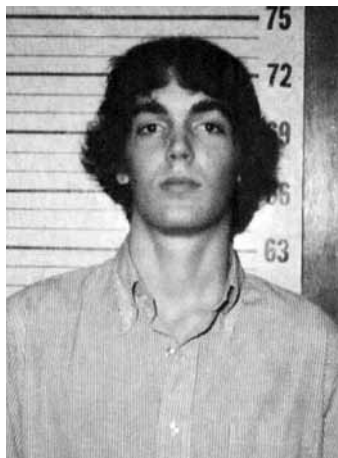
"What I remember most about him was his lively and outgoing nature and tremendous physicality. Brett took money from Dennis Madigan one afternoon on a bet that he couldn't touch the ceiling on "B" Corridor from a standing start. It's at least 10 feet and probably higher, but Brett did it

▽ William H. Brumbach '54



▽ Brett Trader '76 (and Dwight Sippelle '76)





△ William P. Doherty III '80

easily,” Dwight shared in an e-mail after learning of Brett’s death. A picture in the 1976 yearbook shows Brett doing a somersault over classmate Valerie (Snow) Klinger ’76.

Also, wrote Dwight, “Brett was the only guy I’ve ever known who could do a standing back flip and land on his feet. That got us a lot of attention when we backpacked through Europe the summer after graduation.” Brett taught his roommate how to juggle, “which I can still do and am trying to pass along to my kids,” Dwight recalled. “I know Brett was teaching his grandchildren the same.”

At St. Andrew’s School, Brett showed an aptitude for math. He started out at Rice University as an engineering major, according to classmates. At the time of his death he worked for BAE Systems in Sealy as a quality assurance specialist in the welding division.

We are told that Brett appreciated the arts, played golf, and enjoyed parties with dancing and music. He was tirelessly devoted to his wife Sharon, whom he married in 1996, and was her rock while she battled breast cancer. They were raising three grandchildren.

“I’m not surprised to hear that Brett was a devoted husband and father. I never heard him put anyone down. He had a good heart,” wrote classmate Mike Kuehlwein ’76.

“I remember hanging out with Brett on a field trip to Philadelphia our senior year. We had a great time. He was a wild and crazy guy back then, carefree and fun loving. He always seemed to have a big smile on his face. He just seemed like a genuinely happy guy.”

In addition to his wife, Brett is survived by his parents, Sandra Trader of Houston and Bill Trader of Montgomery; sister Melissa Dore of Montgomery; brothers Jeff Trader of Pleasanton, Calif., and Kyle Trader of Tomball; daughter Tiffany Trader of Sealy; stepdaughters Shannon Gonzales of San Antonio and Rachel Blanchard of Katy; stepson Nathan Blanchard of College Station; and six grandchildren.

William P. Doherty III '80

William P. Doherty, III “departed this mortal coil,” (a reference he once made to Hamlet by William Shakespeare) sometime during the morning of December 9, 2009. No one really knows why or how Bill passed; his family and friends just know that it was too soon and he is already very sadly missed. We know that while it was an unexpected transition, it was peaceful and at home in his own bed.

Bill was a man of the world, highly intelligent and knowledgeable about all those things which most of us know just enough to be dangerous. When hooking up high definition TV and surround systems, who to call? Bill. When complaining about an obscure but expensive car repair, who would find the recall warranty online? Bill. When the world was against you and your job in jeopardy, who to go to for a drink and have it all put in perspective? Bill. Stuck on a crossword? Bill would stun you with the few minutes it would take him to finish the puzzle. Bill would ask about your life, cares, ambitions, goals and events; he would remember your answers and question you again next time you met; he cared.

He will be lovingly remembered by his mother, Elaine Ansink-Doherty; father, William P. Doherty, Jr.; sisters and brother, Deirdre Doherty, Adam Doherty, Megan Doherty; fiancée, Marie Brown; and workmates at CSX, friends from Woodland Country Day School, St. Andrews School, Franklin and Marshall College; and everyone at Founders Brewing Company.

William H. Cameron

William H. Cameron, 73, of Naples, Fla., and Monhegan Island, Maine, passed away suddenly on October 26, 2009. Born on August 18, 1936 to William H. and Marianne (nee Chase) Cameron, Jr., he was an honorably discharged veteran of the United States Marine Corps. William was a retired captain with Eastern Airlines, past owner/operator of Northeast Aerodynamics, and past co-owner and member of Port of the Islands Gun Club. He was also past master of the Fraternal Lodge F. & A.M. No.55 in Alfred, Maine; a life member of the Valley of Bangor, Scottish Rite; a member of the Eastern Airlines Retired Association; member of the Quiet Birdmen, a fraternal order of pilots; and a trustee of the Monhegan Associates. Well-known for his quick wit, sense of humor and his story-telling, William will be missed by his family and friends.

William is survived by his loving wife of 49 years, Eileen Y. Cameron; his children, Laurie Lee (Robert T.) Day of Goose Creek, S.C., William H. Cameron IV of Canary Islands, and Richard D. (Victoria A.) Cameron of Fayetteville, N.C.; and his grandchildren, Robert T. (Beth) Day, Jr. of Goose Creek, S.C., Michael T.C. Day of Goose Creek, S.C., Khala Cameron of Bhutan, Laura Cameron of Canary Islands, Andrew J. Cameron of Fayetteville, N.C., and Douglas M. Cameron of Fayetteville, N.C. He was preceded in death by his parents. ❖

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