

FALL 2008
WINTER 2009
SPRING 2009
SUMMER 2009

St. Andrew's MAGAZINE

- Reunion 2009
- Commencement
- Arts 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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St. Andrew's MAGAZINE

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Celebrating the

Daniel T. Roach, Jr.
Remarks
Old St. Anne's Church
May 17, 2009

We have returned to Old St. Anne's after a year I described back in September as an "ethical experiment in education." And today, we begin the process of thanking our seniors for their many remarkable contributions and accomplishments to our School.

This past week, the *Atlantic* published an article describing a fascinating longitudinal study of a group of 268 men who attended Harvard in the 1930's and have been the subject of consistent research and study throughout their lives. The study provides an unusual series of perspectives on the life experiences each man confronted, and of course, researchers are particularly interested in studying how and why some men succeed and flourish, while others, in Tennyson's phrase, "fade and wither dismally with age."

The Harvard Study described in the article by Joshua Wolf Shenk revealed that the central question is not "how little trouble these men met, but rather precisely how they responded to that trouble." In other words, the human condition itself will force us to live amidst uncertainty, chaos, tragedy and despair. We assert our freedom, dignity and humanity by how we prepare for and react to moments of great challenge and testing. The ultimate test of a great school or college must be how we provide a foundation upon which

graduates may rely and draw at the most crucial moments of their lives.

The study reveals that the following qualities serve us well as we adapt to life's challenges and crises: we live with a spirit of altruism in our hearts, seeking to embrace and protect the needs and concerns of others; we learn how to anticipate difficult times and plan for moments of pain and dislocation; we learn how to suppress the confrontation with an issue until we are rested and ready to address it; we master the art of sublimation, developing and expressing outlets for our feelings of anger, aggression, self-absorption.

But the finding that has found and deserves the most attention involves the central role of relationships in our lives. The psychiatrist George Vaillant, the leader of the study for 42 years, writes:

"It is social aptitude, not intellectual brilliance or parental social class, that leads to successful aging." Vaillant concludes: "The only thing that really matters in life are your relationships to other people."

This is, of course, why graduation week at St. Andrew's is so intense, complex, emotional and unforgettable. We collectively have developed, nurtured and celebrated relationships, and these relationships are literally the source of our lives, our identities and our human spirits.

Class of 2009

In 50 years or so, some archivist or research might study the Class of 2009 and ask similar questions to the ones employed in the Harvard Study. Did they find happiness, fulfillment, grace and love in their lives? Have they enacted and embraced an ethic of care, concern for others and courage in facing life's major questions? Have they flourished and made those around them better, more compassionate, caring, judicious people? This is the final test of the St. Andrew's education and experience. But we already know the answers to these questions.

We have seen . . .

- you know what to do when a child is ill and struggling with a life-threatening illness.
- you know what to do when someone feels invisible, lonely and desolate.
- you know how to embrace a wide and ever expanding circle of diversity.
- you know how to connect, how to serve others in need, in peril, in despair.
- you know how to commit to a cause, a purpose, a good larger than yourself and to sacrifice for the good of others.
- you know how to laugh, to play, to love, to connect, to create, to paint, to draw, to sing, to act and to dance.
- you know how to express and enact change—change in politics, environmental policy and human rights.
- you know how to ask questions, develop arguments, analyze evidence, develop hypotheses, conduct experiments and explore new cultures, languages, religious traditions.
- you know how to cooperate, collaborate and compete ethically in athletics and life.
- you know how to confront tragedy and death and live with even more passion, intention, humility and grace.
- you know how to play bagpipes and the harp; you know how to be resilient through ACL injuries, concussions and broken limbs.
- you know how to write letters to the editor, editorials, published locally and nationally.
- you know how to transform an eighth consecutive day of rain into a front lawn celebration of community.
- you know intuitively what is appropriate, respectful, accepting in human communities.
- you know how to say no to acts of intolerance and meanness of spirit.
- you know how to create meaning in life through relationships.

We wish you well; we wish you the best, knowing that whatever life presents, you will respond with goodness, energy, vigor, creativity, faith and learning. St. Andrew's will remain for you all, a crucial touchstone and source of inspiration. ❖



Steven Pfeiffer's service as Trustee to continue

This past May, the last of Steve Pfeiffer's children walked up the stones of the Garth and received a St. Andrew's diploma as Andrew '09 followed in the footsteps of sisters Victoria '95, Rachel '97, Emily '00 and Stephanie '04. For nearly all of those years, Steve has served the School as a Parent Trustee, helping to thoughtfully guide St. Andrew's through many challenges and projects. Not wishing to lose his wisdom and foresight, Headmaster Tad Roach and the Board have asked Steve to continue his service as a Trustee Emeritus and he has graciously accepted.

Over the course of the summer months, Steve reflected on his long association with the School. After 17 years as a St. Andrew's parent and over a dozen as a member of the Board, he believes that St. Andrew's is one of the most coherent educational institutions in the United States. "My wife Kris and I believe that each of our five children has benefited in unique and remarkable ways from their St. Andrew's experience," declares Steve. "The learning and living environment on campus has been challenging yet nurturing, diverse yet disciplined." Steve also appreciates the fact that despite the parenting distance imposed by the nature and structure of a boarding school, he and Kris always felt welcome to participate in their children's development alongside the engaged and caring faculty.

On the Board side of his experience, Steve has many aspects to savor. He is particularly mindful of the 1999 Board retreat when the decision was made to focus as an institutional priority on the recruitment and retention of the best secondary school faculty in the United States. "It was a very stimulating two days during which we concluded that, even more than our beautiful campus and illustrious alumni body, it was our extraordinary faculty which made St. Andrew's the great school it is today," says Steve. He has also enjoyed watching the evolution of the Board itself.

"The Board is somewhat younger and considerably more diverse in its gender, racial and geographic composition than it was when I first joined," he notes. While he has always found his fellow Trustees to be well informed, engaged, passionate about the School and extremely well led, he believes the Board continually evolves and strengthens as a creative entity, "Asking tough questions and providing a caring, supportive and, at times, critical audience for the Headmaster, senior administrators and faculty are the best ways for the Board to contribute to St. Andrew's continuing success as a top tier boarding school."

In defense of St. Andrew's "countercultural" approach to education, Steve points to an American culture "that has increasingly tolerated both adolescent self-absorption and unengaged isolation, parental indulgence of the fashions of youth and the isolation of children from their communities through technological innovation." As parents, Steve and Kris are pleased that St. Andrew's has stood by its principles, continuing an unyielding commitment to the values of individual responsibility and accountability, to a culture of sharing and team work, to concern for



the less fortunate, to life long learning for its own sake and to service to the community.

Looking to the future, Steve believes St. Andrew's and the Board should remain committed to the core principles that have served it well thus far, even in the current economic environment. Though it may require creative and innovative solutions, Steve remains committed to the School's goals of having the best secondary school teaching faculty in the United States, preserving the School's physical plant in top condition and protecting the natural environment surrounding the campus.

"It goes without saying that St. Andrew's has enjoyed extraordinary leadership provided by our Headmaster and his team of senior administrative and faculty leaders," says Steve. "That needs to be recognized and perpetuated for the good of the institution and its current and future students." ❖

▲ *In May 2009, Steven Pfeiffer attended the commencement exercises of his fifth child graduating from St. Andrew's School.*

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To Obey, To Understand and To Take Risks

Chapel Talk

Betsy Cahill P'11,'12
Sunday, May 10, 2009

Good morning, and thank you, Tad, for your kind words. One thing Tad didn't mention about my background is that I am a Southerner: I grew up in Charleston, South Carolina. And whenever I return home after spending any amount of time at St. Andrew's—whether it's a few hours or a wonderful weekend like this Arts Weekend—I have the urge to get out my stationery and write a thank-you note to every faculty and staff member here, and even to the Founder himself. It's my Southern heritage asserting itself, because I am so grateful for what this School is doing for my child. Having chatted with many parents over the past couple of days on the bleachers, at the crew races, before concerts and recitals and plays, I believe that this sense of gratitude is shared by every parent in this Chapel this morning. So on behalf of all of them, Tad, thank you.

When I was 16 or 17, I made a list of things I wanted to do in my life. High up on that list was to read the Old Testament in Hebrew. I realize that this is not something that occurs to most 16- or 17-year-olds, and I frankly don't remember where the idea came from. Best I can recall, it grew out of my experience of reading Virgil's *Aeneid*. Trying to translate some of that majestic Latin into plain old English had made me acutely aware of the gulf between an original text and its translation, and it seemed a matter of some urgency to me that I find out what the Bible was really saying. Well, talk about delayed gratification: three decades and four children later, here I am, having finally learned enough biblical Hebrew that I can do what I've wanted to do for such a long time. It is an utter joy.

It's a joy because as I've immersed myself in the rich prose and the gorgeous poetry of the Hebrew Bible—the lively stories about Joseph and Jacob, the implacable warnings of the Ezekiel and Hosea, the intricate stanzas of the Psalms—I've gained a new appreciation for how beautiful, powerful and even funny these texts are. They are bursting with life. And in their

**We love, John's
epistle further
tells us, because
God first loved
us. If we allow
this love to
transform us
with its life-
giving power,
then we, too, can
go on our way
rejoicing.**

vitality and freshness they convey a sense of the sacred that I can hardly describe. It's like the scene at the end of *Raiders of the Lost Ark* when the ancient scriptures unleash their power in a whirlwind—they are truly awesome.

I went to Yale Divinity School with the goal of studying the Scriptures in their original languages, not only Hebrew but Greek. I was also hoping to find a way to unite the academic and the spiritual in my biblical studies. Because as a student and a person of faith, I find that I have to read on a dual track, that is, with my mind and with my heart. When I read with my mind, I am seeking to understand literary context, to learn about historical circumstances, to explore theological issues. This tells me what a passage says, but it does not tell me what it *means*. For that, I have to read with my heart, and try to hear the spiritual voice of a text that is speaking with the urgency of the here and now.

Happily, I have found that the ancient languages are precisely the place where heart and mind can meet. As I tease out the elements of style, structure and vocabulary in a passage of Greek or Hebrew, I often find clues to its spiritual meaning. I suppose you could say that the languages are my diving board into the texts.

So today, I want to ask all of you to put on your bathing caps and come with me for a quick dip in our first reading, the story of Philip and the Ethiopian eunuch. As I read it, this text is asking three things of us: to obey, to understand and to take risks. And each of these three injunctions is expressed in a pithy but powerful Greek phrase.

First, we are called to obey. Now, obedience has a bad rap in our culture. It does not square with our view of ourselves as capable, intelligent, in-control individuals. To concede that anything or anyone, even God, might trump our right to self-assertion is seen as a sign of weakness or small-mindedness. And it's not just all those bull-headed Tauruses out there celebrating their birthdays this month, like my husband, who insist on having things their own way. All of us think we know best what course to set for our lives.

Philip witnesses to a different way. A relatively new apostle, he was appointed back in Chapter 7 of Acts to take on some minor administrative tasks in the growing Christian movement. But God almost immediately dispatched him north on a major trip to the hostile territory of Samaria, to spread the word about Christ. Not what he had signed up for! After this challenging mission, he probably felt that he deserved a rest. After all, he'd done what God had asked—and he'd done it well. But as an old and dear priest friend of mine used to say with a chuckle, "If you want to make God laugh, tell Him your plans." Immediately God commanded Philip, through an angel, to head south towards Gaza, which is where we pick him up today in our reading. And when this command came, Philip obeyed—right away.

Now, the Greek vividly conveys the fullness of Philip's obedience by using the same pair of words to describe both the angel's command and the apostle's actions. *anastethi kai poreuou*, says the angel, and Philip acts accordingly: *anastas eporeuthe*. The imperative—Rise up and go—is followed by the action—he rose up and went. Philip is literally doing as he is told (boys and girls, it is safe to try this at home). The verbal repetition emphasizes how completely and directly Philip heeded God's call.

This is what we are asked to do in our lives—to listen and to obey. There is a deep and ancient connection between listening and obeying—in fact, in biblical Hebrew one verb, *shma*, stands

for both. Philip's experience suggests that we must relinquish our need to control. Indeed, the Gospel reading reinforces this, making it crystal clear that Christ is the vine, and we are but the branches. Our job is to attach ourselves to that vine, and to stay there. This is not easy, especially when God the vine-dresser deems it necessary to do a bit of pruning. Now being cut back is certainly not fun and can even be downright painful. But as Tad Roach observed yesterday in discussing the state of St. Andrew's, pruning can be an opportunity for us to focus on what is truly essential in our lives—and it prepares the way for new growth. Indeed, the Gospel assures us that if we stay connected to the vine—if we listen and obey—we will ultimately bear more fruit than we thought possible, just as Philip did.

Secondly, our reading calls us to understand—to engage not only our heads but our hearts in the work we do. There is, after all, a huge difference between decoding words and truly grasping what they mean. Our Greek text conveys this with a wonderful little play on words. As he approaches the chariot, Philip asks the Ethiopian eunuch who is reading Isaiah, *ginoskeis ha anaginoskeis*? “Do you understand what you are reading?” The eunuch replies, “How can I, unless someone guides me?” Only after Philip explains the prophet's words in light of Christ's life does the eunuch go on his way rejoicing. This is not so different from what happens on the St. Andrew's campus, every day. Each of you grapples with texts of all kinds, from quadratic equations to Shakespearean soliloquies to population statistics in Rwanda. Your teachers are your Philips, and they won't allow you to settle for superficial readings—rather, they are continually calling you to go deeper, to think harder, to work out what these texts mean and why they matter. Do you understand what you are reading? That is why you are at St. Andrew's.

Finally, and the third point, our reading asks us to take risks. These are what I think of as the high-dive moments in our lives. You climb the ladder, you go to the edge of the board, you look down and fear rushes in. What if it hurts? What if you don't come back up to the top? What if people laugh at you? What if you

hit your head on the board? What if there are sharks in the swimming pool? Safer to step back and go down the ladder than to plunge into unknown waters. It's scary to push beyond what's comfortable, because it's scary to grow. At least fear keeps us safe.

Again, Acts challenges that thinking, this time not with repetition or with wordplay, but in the form of a question. Brimming with the good news that Philip has shared with him, the Ethiopian eunuch in our story doesn't think twice when he comes upon a body of water. *Ti koluei*? he cries—what is to prevent me from being baptized? And without further ado, he jumps down from his sumptuous chariot, immerses himself in the waters of baptism and comes out a changed man.

Ti koluei? What is to prevent us? There are always plenty of “what ifs” to hold us back. But the best rejoinder to “what if?” is “why not?” Somewhere deep inside, I believe we truly want to grow into our fullest and best selves, and that desire will in the end get each of us down from our chariots and into unfamiliar waters. We know we'll be better for it. And we know that on the other side of that fear lies great joy. Certainly it was so for the eunuch. Why not for us, too?

Ultimately, I believe that what enables us to transcend our fears and reach for that joy is the love of God within us. It is, to call on a phrase from John's First Epistle, the perfect love that casts out fear. After all, it was the love of God that spurred the Ethiopian eunuch—marginalized both because of his foreign identity and his sexual status, yet receptive to a teacher's word—to jump into the waters of new life. It was the love of God that enabled Philip to go places and do things he had never dreamed of doing. And it is the love of God, if we abide in it, that will allow us to obey, to understand, to take risks. We love, John's epistle further tells us, because God first loved us. If we allow this love to transform us with its life-giving power, then we, too, can go on our way rejoicing.

Now, to close with a word that is the same whether you say it in Hebrew, Greek or English: Amen. ❖



The Faculty Seminar Series

Five discussions in four cities bring the experience of the St. Andrew's classroom to alumni, parents, and friends.

by Jean Garnett

For better or worse, high school only happens once, and while certain moments of adolescence don't need repeating, many adults miss the days when learning was a full time job. When parents and alumni visit St. Andrew's for Parents Weekend or Arts Weekend, they often express the desire to go back in time and be a student again at such a place, where each day brings new opportunities to read, reflect and engage in intellectual exchange with faculty and peers.

In April, a special outreach program gave alumni, current and former parents, and friends of the School the chance to be students again. Five faculty members made their St. Andrew's classrooms portable, bringing lectures and discussion forums to four cities. In Boston, Headmaster Tad Roach spoke about the nature of evil in Shakespeare's tragedies. In Philadelphia, Will Speers' class explored the art of beginnings, analyzing the opening lines of several great works of literature. John Austin's New York City seminar debated the meaning of democratic citizenship in post-9/11 America. In Washington, D.C., Eric Kemer's students donned safety goggles and watched as their teacher demonstrated the physical and chemical properties of gases. A Women's Network event, Elizabeth Roach's seminar in New York City brought 11 women together to discuss Virginia Woolf's great novel, *To The Lighthouse*. Attendees of each of these events spoke of the excitement of reentering the classroom with these passionate and dynamic teachers who define the academic experience at St. Andrew's.

"The concept of the Faculty Seminar Series is to connect our alumni with the great teachers they knew at St. Andrew's," says Director of Advancement Gordon Brownlee. "These are the first in what we plan to be an annual series, visiting other cities and engaging other members of the faculty."

Tad Roach: The Nature of Evil in Shakespeare

Tad Roach's class at the Union Club in Boston gave him the opportunity to bring four plays—*Macbeth*, *Othello*, *Hamlet* and *King Lear*—together in one lecture. "I love morphing from

headmaster to English teacher," said Tad; "it's liberating and brings me back to the thing I love most." His talk was an in-depth look at the villains that lurk in the dark corners of these dramas, embodiments of the pure depravity that Shakespeare so chillingly and ingeniously portrayed. "I have always been intrigued by the fact that Shakespeare seems to save his best for his evil characters," said Tad. Sophomores at St. Andrew's would probably agree; for many of them, the most fascinating character in *Othello* is not the noble and tragic hero, but the brilliant artist of evil who orchestrates his downfall, Iago.

Tad found echoes of Shakespearean evil in our own world, drawing a parallel between characters like Iago and Macbeth and Bernard Madoff, a contemporary villain of sorts who has repulsed and fascinated the global community:

"What struck us and disturbed us about Madoff was his refusal to express or enact any kind of an essential awareness of the depth of his crime, the implications for other people in his conduct. Like Macbeth who says in Act III of his play that he is so steeped in blood that he cannot see his way back to the shore, Madoff at his recent court appearance observed that once the scheme was launched, he could not turn back."

Though Tad prepared a lecture for his night in Boston, in the spirit of the St. Andrew's classroom, he made sure to allow ample time for questions, conversation and debate. The lively conversation that followed made it clear that these men and women were thirsting for the academic engagement that St. Andrew's provided.

"It was a great group, including many alums whom I had taught," said Tad. "In a way it was like looking out at my teaching career."

Will Speers: Beginnings

"It is a truth universally acknowledged that a man in possession of a good fortune must be in want of a wife." This famous first line of Jane Austen's *Pride and Prejudice* has fascinated generations of readers. With its subtle irony and hint of biting satire, the line establishes Austen's singular narrative voice, one that will keep us on our toes, warning us against complacency and the unquestioning acceptance of "universally acknowledged" precepts.

In Will Speers' class at The Union League in Philadelphia, a group of more than 30 past and current parents, former faculty, alumni and friends looked at

Austen's famous line, as well as the openings of several other great novels, including Fitzgerald's *The Great Gatsby*, Ellison's *Invisible Man*, Tolstoy's *Anna Karenina*, and Morrison's *Beloved*. "I taught this seminar as I do a St. Andrew's class," said Will, "with questions and more questions, digging for the truth, letting the participants own the process and the discovery." Guided by Will, the class unpacked the passages using an arsenal of interpretive questions: Who is speaking? Is this narrator trustworthy? What is the "status quo" of the story? What potential conflicts loom? What questions arise?

For Kathleen DeMarco Van Cleve '84, the seminar lifted a bout of writer's block: After struggling to nail down the opening lines of her young adult novel, *Drizzle*, Kathleen was able to finish them after the discussion shed new light on what makes a captivating, powerful beginning.

While several of the books the class focused on are staples of the St. Andrew's English curriculum, Will found that the diverse group brought fresh readings. "Teaching adults is so exciting, because they have lived so many more experiences, and bring that to a class," said Will. "It was incredible to see people of so many different ages—from 25 to 80—all reacting to the literature and drawing on so many different experiences and perspectives."

Students of the evening shared Will's enthusiasm. "As soon as I saw that some of my favorite books in the world were going to be discussed, wild horses couldn't have kept me from attending the program," says Sherri Cornish P'08. "It was a delight from start to finish. Will's questions and comments set sparks of enthusiasm flying around the table. When I come to St. Andrew's in my next incarnation, reserve me a class with Will!"

John Austin: Citizenship in Emergency

John Austin designed his Global Studies elective as a forum for informed debate over urgent contemporary issues. In an article for *Independent School Magazine*, "The Art of Arguespeak: Civic Inquiry and the Teaching of Argument in the Post-9/11 Era," John explains his vision in creating the course: "I wanted to encourage my students to form the habit of disciplined civic inquiry and provide them with the intellectual skills necessary for citizenship." For John, the skills of responsible citizenship include a combination of receptivity and skepticism, as well as the ability to think critically about different arguments.

Following the model of his Global Studies class, John's lecture, held at St. Bernard's School in Manhattan, asked

attendants to come prepared to discuss and debate some controversial claims. For homework, they had read Elaine Scarry's article "Citizenship in Emergency: Can Democracy Protect us Against Terrorism?"

Scarry's essay uses the 9/11 attacks as a lens through which to assess our approach to national security. Over the past half-century, she points out, our national defense has been steeped in a rhetoric of extreme speed, guaranteeing the ability to respond immediately to any threat with "supersonic" or "hairtrigger" missiles, fighter planes that arrive on the scene in no time, and instantaneously transmitted presidential orders. This emphasis on speed, Scarry claims, and on the need for immediate action, has been used as a justification for moving national defense further and further outside the citizenry's control. Every American war since World War II has been ordered by the president rather than by Congressional declaration. The pretext for this bypassing of democratic process has been that there simply isn't time for discussion, that citizens must simply trust national security to make the judgments and take the actions necessary to protect them.

For Scarry, September 11 illustrates the inadequacy of our nation's "increasingly centralized, authoritarian model of defense," developed based on the "argument from speed." While "the military was unable to thwart the action of Flight 77 despite . . . twenty minutes in which clear evidence existed that the plane was certainly held by terrorists," Scarry describes in detail how "in the same amount of time—twenty-three minutes—the passengers of Flight 93 were able to gather information, deliberate, vote and act." For her, the comparison is symbolic, implying that an egalitarian model of defense is more effective—and faster—than the model we have accepted over the past 50 years, one that asks us to "cede our own powers of self-defense to a set of managers external to ourselves."

In John's class, Scarry's article served as a springboard for discussion and debate over the relation between civic responsibility and the defense of our country in a post 9/11 world.

Eric Kemer: It's A Gas—The Lighter Side of Chemistry

Laboratory work forms the basis of science at St. Andrew's, allowing students to recreate the empirical lines of evidence and creative reasoning that has

driven scientific discovery for centuries. In his classes at St. Andrew's, Eric Kemer brings the laws of science to life through experiments, challenging students to construct their knowledge from their own observations.

Following this model of teaching that shows rather than simply telling, Eric packed up the lab and brought it to his class at the Tabard Inn in Washington, D.C. In his seminar, Eric did a series of demonstrations that paralleled crucial experiments in the early development of chemistry. "I wanted to give the alums and parents a sense of some of the instruments and pedagogy that I use in my class," Eric explained. "At the same time there was a story line to the evening, about the history of the understanding of the gaseous state, and how that informed the development of atomic theory in the early 19th century."

Alums and parents looked on as he fired ping pong balls from an evacuated tube at 200 miles an hour, made broken glass dance with mercury vapor and launched a mini-hydrogen/oxygen space shuttle. More than instructive, these illustrations were downright entertaining.

Jerry Fogle '67 admired Eric's method: "He chose a digestible topic, Boyle's Law, and set about to make it understandable through demonstrations. I thought it was wonderfully done, and the subject was interesting as could be. I will plan to go to these events if offered where and when I can attend them. They are also a great way to meet parents, as well as old and new graduates of the School."

"I think our alumni appreciate this kind of outreach," said Eric. "It's a sort of treat for the mind and a reconnection with old memories. I also think that by showing our alums what we do and inviting their responses, we can benefit from the feedback they give us."

Elizabeth Roach: To The Lighthouse

Elizabeth Roach's class was also about chemistry—the chemistry of good food and good conversation. Elizabeth's seminar revolved around a discussion of Virginia Woolf's great novel, *To The Lighthouse*. The group ranged in age through decades and included alumnae, current and former mothers and one former faculty member.

Although Elizabeth has taught the novel to teenagers for years, she was amazed at the new insights brought to

the table by this group of women, which shed new light on Woolf's masterpiece. She reflected on the evening in retrospect:

"It was the perfect seminar. They had read the novel so carefully, and were able to draw on specific moments. And they applied the lens of life experience to some of the central issues of the novel. The beauty of Woolf is that she honors the complexity of real people and real relationships; she doesn't gloss it over. Many of the women related to the darker moments in very powerful and intense ways. It was amazing to hear all these different perspectives and to bring that back to a new kind of teaching of the novel in my tutorial, where I was able to introduce students to some of these different readings."

A blurring of the lines between art and life made the evening both magical and memorable. In one of the novel's most famous scenes, Woolf depicts a dinner party given by one of her heroines, Mrs. Ramsay. A masterful hostess, Mrs. Ramsay nonetheless agonizes as, in the early moments of the party, the atmosphere remains cold and her guests unconnected. Somehow, though, through her presentation, her flowers, her cooking, her talent for inclusion and empathy, she triumphs, and the dinner party is a success.

Like Mrs. Ramsay, Laurel Durst P'07'10, who hosted the seminar in her Manhattan apartment, made hostessing into an art form. Guests were amazed to find that Laurel had recreated the dinner party scene in the novel by placing a beautifully arranged bowl of fruit on the table, lighting candles and serving Mrs. Ramsay's triumphant dish of Boeuf en Daube. Just like Mrs. Ramsay, Laurel made "life stand still." This recreation brought the scene and the novel to life, illustrating Woolf's insights in a tangible way. Woolf writes, "there is a coherence in things, a stability; something, she meant, is immune from change, and shines out in the face of the flowing, the fleeting, the spectral, like a ruby... of such moments, the thing is made that endures." Through their shared discussion and feast, the women also shared a moment of unity and coherence, a moment that will endure.

The moment endured for Laurel, who continued to think about the book after the discussion: "I had a few epiphanies, and am now prepared to write my doctorate on it. Or at least an exhibition," she said. In addition to initiating new friendships, Laurel said that the event "deepened my relationship to the School, and made me wish more than ever that I was a rising freshman."

For Ellen Grunden P'11, the discussion highlighted the fact that learning is a lifelong process: "Beyond the study of this particular text, we do ask ourselves Mrs. Ramsey's blunt question: 'But what have I done with my life?' perhaps more often than we'd like to acknowledge, and our observations of and interactions with other women help to inform us in our answers. Hearing one woman there indicate how vastly different her opinions of Woolf's characters were with each of her readings (over a period of probably 30 years) reinforced for me the continuing nature of the process."

Ellen, who attended Will Speers' lecture as well as the Women's Network evening, beautifully articulated the power and purpose of bringing such seminars to adults in the extended St. Andrew's community: "I think that, even if one has an intellectually stimulating line of work, the discussions (at least for those outside academia) tend to be of a goal-driven, problem-solving nature. Certainly there are book groups and other engaging activities where one can discuss for the pure enjoyment of discussing, but they lack the direction, which faculty members can provide, to get to that extra level of meaning and fulfillment. For those of us who were not fortunate enough to attend St. Andrew's, these events are a dream come true."

Look for announcements of future Faculty Seminars on St. Andrew's alumni Web site. Please let us know if you would like to arrange a Faculty Seminar in your town. ❖

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for the mind and
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—Eric Kemer



Writing about the images of Netherlandish painter Hieronymus Bosch, art historian Walter Gibson describes a “world of dreams and nightmares in which forms seem to flicker before our eyes.” Recalling the works of Bosch and his compatriot Pieter Breugel the Elder, the paintings and drawings of Christopher Reiger '95 pull the viewer into a mythical world, a world of magic and mutation. A moose sprouts inky tree-branch antlers. A human body wears the head of a bear.

Reiger describes the central focus of his work as “contemporary man's mutable conception of Nature.” His own experience reflects this mutability: “As a child, I was enamored of an enchanted, fantastic Nature,” he recalls, and his artist's statement describes his childhood experience of the natural world as a kind of Wonderland: “I anthropomorphized animals and cast them as key players in an epic production, of which I too was a part. For me, as for Alice, the natural world was enchanted and, although by no means idyllic, ethical in an unsentimental way.”

By his mid-teens, however, Reiger had traded this mythical conception for one 'hard facts' as he became fascinated by biology and ethology, the study of

Christopher Reiger '95

This summer, St. Andrew's Magazine caught up with Christopher to learn about his service through art.

animal behavioral patterns. The evolution of his own relationship with the natural world, he points out, "parallels the history of modern science, the transition out of the Dark Ages, a time of faith, magic, and superstition, into the Enlightenment and the Scientific Revolution."

Despite his personal "Scientific Revolution, Reiger's childhood experience of nature as an awesome Wonderland has remained with him, a key ingredient in his artistic vision. In keeping with his early anthropomorphized perception of animals, he now casts wolves, foxes, birds and other creatures as characters in his visual narratives. "I embrace as many fantastic beliefs as I do hard facts," he says. "This conscious, irrational choice is central to my work . . . The works try to marry the rational, scientific world of quantifying and measuring to the fundamentally irrational world of love and wonder," he explains.

Two St. Andrew's teachers influenced Christopher's development as an artist. Art teacher Peter Brooke, Christopher's faculty advisor, was the first painter that he spent significant time with: "His casual demeanor overlaid a dedicated drive that I very much admire," he recalls. "He introduced his art students to ideas and situations that most high schoolers are not fortunate enough to be offered. In particular, Mr. Brooke's life-drawing classes were terrifically rewarding."

His favorite class, though, was Art in Biology, then taught by Brooke and biology teacher Peter McLean. In this course, still a favorite among art majors, students combine scientific and artistic study, exploring the trails and fields of St. Andrew's campus with sketch books and field guides in tow. "It was a fantastic marriage of my two loves, natural history and drawing,"

says Christopher. "Those of us in the class spent many hours sketching plants and animals, writing down our observations, and reflecting on our time outdoors. The class was fun, but it was also a wonderful introduction to contemplation and careful observation."

In Peter McLean, Christopher found a kindred spirit. "He is a generous, kind man, and he shared my reverence for and curiosity about other creatures and life forms. It's not an exaggeration to say that he was then (and remains now) something of a role model."

Like Dr. McLean, Reiger is "deeply concerned by the unprecedented pace of extinction and the changing face of our planet's climate." Rather than preaching an environmentalist message, he hopes his works raise questions about humanity's relationship to nature: "Is our hubris warranted? Where are we going and where do we want to go? These are 'big' questions, but art is particularly good at wrestling with them!"

He also aims to challenge a "dualistic conception of nature" that allows us to objectify it as something separate from ourselves. "I believe that every individual thing is integrated into what I term The Everything," he says. "I'm Nature, you're Nature, a meteoroid in the asteroid belt is Nature, the keyboard I'm typing on is Nature; I find spirit in this interconnectivity. Given the increasing division of contemporary life and work, as well as our seeming need for 'busyness,' it's easy to overlook the integral whole, but I try to remind myself regularly what a miraculous experience we're a part of. Painting is, in essence, part of that humbling meditation. It's at once annihilative and aggrandizing. Looking at art with an open mind and heart is no different."

◀ *Far left: Transmutation #1.*
Pen and ink, sumi ink and
watercolor on Arches paper.
13 1/4 x 11 1/2 inches.



▲ *Above: Synthesia #1.*
Pen and ink, sumi ink and
watercolor on Arches paper.
18 x 15 inches.
Right: One More Brief Mess.
Watercolor, gouache and sumi
ink on Arches paper.
13 7/8 x 17 inches.

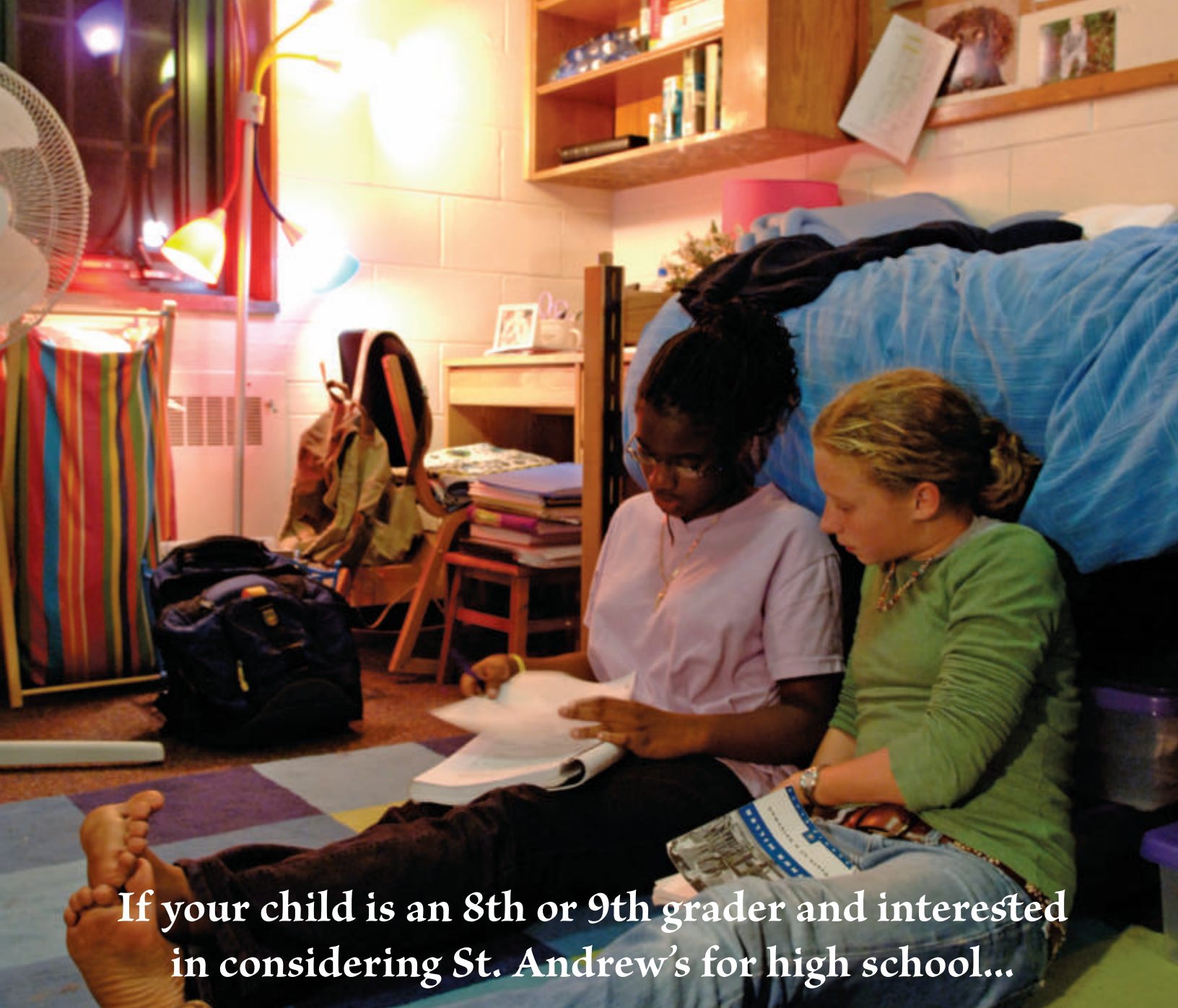
Reiger has long contributed to and volunteered for conservation efforts, but he found that the time he spent in the studio kept him from significant participation in this vital work: "In the past, I assumed that because art is simply something that I do, it necessarily has a sociopolitical role because, as individuals, we all contribute to the greater whole. But, frustratingly, I came to accept that the 'art world' is really just the art market. The art market is disconnected from sociopolitical activism; as a general rule, it isn't trying to impact positively on the world around us."

Reiger knew he needed to find a way of connecting his art to his activism, and last fall he hit upon an innovative way of doing so: He decided to donate a significant portion of every one of his art sales to non-profit organizations. "My charitable sales model is an attempt to reconcile my desire (or compulsion) to make artwork with my desire to live in accord with the ethics that I hold dear," he explains. "More importantly, it aims to connect the collector to the artwork's essential optimism by funding practical activism and good works. So far, the model is a great success. I'm working with some terrific organizations [The Orion Society, The Wildlands Network and Worldchanging], and I hope to partner with a few more before the year

is out. I'm also pleased that some gallery dealers have already expressed interest in participating, reducing their sales commission (usually 50% of the sales price) so that a significant portion of the money that would normally be split between artist and gallery will instead go to the partnered organizations."

Reiger's initiative has met with some criticism: "I've been told by some dealers that I'm upsetting the accepted model, and that, in doing so, I'm effectively forcing myself out of a career. I'm saddened by that response. I'm not naive. I certainly understand that, by embracing the charitable sales model, I am taking a risk, but the exciting possibilities greatly outweigh the potential negatives. In any case, if the naysayers are right, I'm only forcing myself out of a career that wouldn't be emotionally or ethically satisfying. Artists shouldn't prioritize their auction value; instead, they should prioritize their art and their role as mediators and facilitators. We need to juggle a commitment to the integrity of our own artwork and an obligation to help heal the damaged relationship between art and society. It's a tall order, but I feel strongly that it can be done."

In October, Reiger will exhibit paintings and drawings in a solo show at the Denise Bibro Gallery, in New York City. 📍



If your child is an 8th or 9th grader and interested in considering St. Andrew's for high school...

...here's a chance to get the Insider's View!

Guests will attend Friday evening dinner with students, stay overnight in the dorms and go to Saturday morning classes.

For candidates who are already certain of their interest in St. Andrew's, admission interviews will be scheduled during the day on Friday.

Current Siblings

(Parents' Weekend)

Friday, October 23, 2009

Alumni Children

(Fall Alumni Day: November 14)

Friday, November 13, 2009

Come at 4 p.m. for an admission interview or arrive at 6 p.m. for the overnight look at the School!

To register, please contact the Admission Office, (302) 285-4231, or email lzendt@standrews-de.org.

UPDATE: Campus

Focus the Nation

In late January, St. Andrew's participated in a national environmental program called "Focus the Nation," designed to promote a sophisticated discussion of global warming. Students and faculty spent the day engaged in a series of lectures, workshops and forums, and although there were no classes, the level of discourse and the exigency and complexity of the topic made the day as rigorous as any academic day.

Summer Campus Improvements

While the campus may be sparsely populated, the summer months at St. Andrew's are full of activity. As soon as the crowds of Reunion 2009 had departed, fences were erected and engineers swooped in to begin work on the impressive slate of summer projects. The campus road was blocked at the Cameron Gym, and parts of Founders Hall are closed off to foot traffic. By the first week of September, only the transformed spaces remained, marking another amazing wave of campus rehabilitation.

This summer is the final phase of the Founders Hall HVAC and fire sprinkler project. The Dining Hall, Fleming Corridor and the final three Founders Hall faculty apartments will be included in the scope of work. On Fleming Corridor, a new opening in the north wall make the common room feel more spacious and allow natural light to flow into the corridor hallway. The current configuration dates to the conversion of the old East Dorm in

1984, and the updates will remove the enclosed and isolated feel from this important living space.

The most noticeable change to the Cameron Gym will be the new front entrance to the lower level from the traffic circle shared with the O'Brien Arts Center and Amos Hall. This entrance will be handicapped accessible and tie into the pedestrian strand, linking all of the core activity buildings on campus. Within the gym, there will be an elevator to service five of the nine elevations, and the two bathrooms in the lobby will be converted for handicapped accessibility.

Behind the scenes, the gym will receive new high efficiency condensing boilers, which will supply hot water for all of the gym and the future field house. A new air handler and associated variable air volume and direct digital controls will be installed. Fire suppression systems will be installed in the squash courts, the Cameron Wrestling Room and the multipurpose room beneath. A new primary electric service will be brought in from the main transformer from Noxontown Road, and new switching gear will be installed to include a new electric panel for the Genereaux Aquatics Center.

Most of the heavy construction will be completed before school opens in late August. Some of the infrastructure work will continue well into October with the HVAC startup occurring in November. This startup will be more difficult than normal because it will presently tie into the old piping and duct work that will be eventually replaced in future renovations. 🌱

Arts Weekend 2009

Arts Weekend 2009 at St. Andrew's witnessed and celebrated the talent, dedication and creativity of students and their work in the arts. The weekend began on Friday, May 8, with an Engelhard Hall screening of student films, followed by an exhibition in the Warner Gallery of painting, drawing and photography. The St. Andrew's Orchestra capped the evening by offering a program of Scottish-inspired music.

Fifteen of St. Andrew's finest musical students took the stage of Engelhard Hall on Saturday morning to perform solo or in small groups before the gathered community. Following the recitals, the Choral Scholars gave their final performance of the year, performing the oratorio *Jephthe*, by Giacomo Carissimi, and several other works.

The St. Andrew's Jazz Ensemble welcomed crowds back to Engelhard Hall after a beautiful afternoon on the sports fields and Noxontown Pond. The group delivered a vibrant homage to

the 1970s, with a mix of energetic horns, Latin rhythms and gritty blues. The evening continued in Forbes Theatre, with Shakespearean folly and intrigue afoot as the spring production of *Much Ado About Nothing* took the stage. Performing in one act with seamless transitions, the company delighted the audience of parents, faculty and students.

On Sunday, the Pipes and Drums called the community to the O'Brien Arts Center with an outdoor performance on the strand following the Chapel service. Band leader Gordon Brownlee paused to honor and thank the senior founding members of this group, as the next generation joined in for the final number, "Scots Wha Hae." The final performances in Engelhard Hall included a dance by Sophia Maguire '11 and a program of music from St. Andrew's a capella group, the Noxontones.



Talk of the T-Dock



much ado about nothing



Forbes Theatre was filled with Shakespearean folly and intrigue as the spring production of *Much Ado About Nothing* took the stage on Saturday night of Arts Weekend. Performing in one act with seamless transitions, the company delighted the audience of parents, faculty and students.

Tania Maatouk '09 delivered a commanding performance as the sharp-tongued Beatrice, "born to speak all mirth and no matter," while A.J. Aja '09 gave equal authority to Benedick, her intellectual adversary and reluctant suitor. "Too wise to woo peaceably," they battle for pride and wit against the backdrop of celebrations at the estate of the Governor of Messina, played by Liza Scher '10.

When the matchmaking efforts of Don Pedro, prince of Arragon, played by Sky Mackay '09, prove too lightly challenged in engineering the union of innocent lovers Claudio and Hero, Sam Broer '10 and Katie Craddock '09, a plot is hatched to pair the unlikely Beatrice and Benedick despite the explosive risks.

The plans are briefly hindered by the mischief and treachery of Don John and Borachio, played by Greg Whitaker '10 and Jacob Seidenberg '09, who seek to bring shame and misery to Don Pedro and all those in his favor. But for the inept diligence of the constable Dogberry and his partner, Verges, played unforgettably by Spencer Davies '09 and Rachel Stoddard '12, the cruel aims of Don John and Borachio nearly succeed.

When villains are exposed and order is restored to the estate—a typical outcome in most of The Bard's romantic comedies—all ends rather well for the quickly beloved characters. From the opening curtain to the final bow, a fine supporting cast directed by Ann M. Taylor '86 delivered an impeccable evening of entertainment.

Taylor found it necessary to take some liberties with the script, given her group's higher ratio of female to male actors. The conversion of several characters, deft alteration or deletion of gender-specific lines and minor staging adjustments proved highly effective on the stage. The most significant change made was the result of having a woman play the role of Conrade, a male follower of Don John, and re-imagining this character for Aisha Rajput '11 as Constance, a character of ill repute. "This greatly altered the nature of Don John's and Borachio's interactions with the character," explained Taylor, "and that provided an entirely new palette from which to work." ❖

Cardinal POINTS



Bob Colburn Achieves 400th Win *by Greg Doyle '87*

This season was indelibly marked with an amazing milestone as St. Andrew's baseball coach Bob Colburn became the third coach in Delaware high school history to earn his 400th career win. Colburn and his players made history when the Saints defeated Sanford 10-0 on Saturday, May 9. At a youthful 71 years of age, Colburn has been coaching at St. Andrew's since 1961, guiding the Saints to multiple Independent Conference titles and state tournament berths during those 48 years.

Colburn has brought unmatched passion and dedication to the St. Andrew's athletic program and to his coaching of many generations of athletes. He has kept thorough records of every team during every season, and he is the go-to man for any and every detail of the history of athletics at the School. He has been elected Delaware Coach of the Year four times, and the National High School Baseball Coaches Association (BCA) inducted him into the BCA Hall of Fame in December of 2008.

Baseball *by Coach Bob Colburn*

The 2009 season started with a good, solid camp but the team quickly was forced to overcome some difficult obstacles. Josh Speers '09 broke his leg in the first game and Jake Myers '12 was kept out of action for three weeks with a nagging injury. John Cochran '11 was unable to pitch this season because of an elbow problem. But after an 0-4 start, this team made several adjustments and was 8-7 the rest of the season and a third place finish in the Conference. All the players deserve credit for their work ethic, leadership and determination to rise above the problems put in their path.

Eight seniors led by their example and contributed greatly to our success. Our two managers, Louise Dufresne and Valerie

Titus-Glover, kept important statistics and the scorebook for the team. Doug Stuart played for the first time and filled a huge gap in our outfield. Don Dimick did whatever was needed and pinch hit in the last game of the year driving in the final runs with a solid single. Dan Primiani was a workhorse on the mound and pitched his best game against Friends at Frawley Stadium, going the distance in the 6-5 victory. Sam Patton played a new and difficult position at first base and improved greatly throughout the season. Andrew Pfeiffer, the starting catcher for four years, was superb behind the plate, calling pitches, blocking and throwing out would be stealers. Josh Speers experienced a most difficult season with his injury but came to every practice and became another coach.

Michael Amos '10 and Rob Colon '10 played well in the outfield and contributed key hits in our wins. John Cochran moved to shortstop and solidified the infield along with Jake Myers at second base to provide St. Andrew's with a good double play combination. Charlie Hughes '10 moved to third base and played extremely well, leading the team in hitting. Austin Glessner '11 won five games on the mound and played in the outfield when not pitching. Brian Sanchez '10 and James Craig '12 moved up from the JV team and filled in capably when needed.

Dan Primiani, Sam Patton and Josh Speers were awarded Coaches' Awards for their leadership and service to St. Andrew's baseball over the past four years. Andrew Pfeiffer was named the team's most valuable player. Charlie Hughes and Dan Primiani were named to the All Conference First Team while Austin Glessner and Andrew Pfeiffer were Second Team players.

Boys' Lacrosse *by Coach Jay Hutchinson*

The boys' varsity lacrosse team finished the 2009 spring season with a 6-10 record failing to qualify for the Delaware State tournament for only the second time in 10 years. While the win-loss record for this team was not stellar, it is important to note that the Saints lost four games by one goal and two games by two goals. They were competitive in every game they played and were known around the state as physically tough and relentless in their style of play. One of the highlights of the season was a two goal loss to eventual state champions, Salesianum. The Saints held the Sals to their lowest point total all season and nearly spoiled their perfect season.

While this result was a surprise to everyone in the state, the Saints knew that their strength was on the defensive end of the field. First year goalie, Will MacIntosh '10, was a solid keeper despite a lack of experience. Russell Train '10 and Ben McDonald '10 gave the opponent's attackers fits as they stripped the ball and sped up the field to start the Saints offense. Co-captain Ford Van Fossan '09 proved why he was selected by the players to lead the team as he brought a gritty determination to each game and practice. And although the other co-captain, Alex Flynn '09, was only eligible to play conference games, he was one of the



most feared face-off men in the league. Finally, Taylor White '09 sparked the offense setting a single season assist record.

Although the squad was disappointed not to be in the post-season, all of the players had a positive experience and many are already preparing for a successful 2010 campaign.

Girls' Lacrosse by Coach Kassy Fritz

The girls' lacrosse team finished the season 15-3-0. We started the season with one simple goal, to be a team. From day one, we talked about what that meant and how that happens, and over the past nine weeks, the team has individually and collectively succeeded. Hard work, commitment to one another and willingness to go for it have paid off. The team just keeps getting better, stronger and more fun to watch.

The goofy joy, "take-no-prisoners approach" to the game and endless energy of freshmen Nina Labovich, Grace Saliba and Molly Belk buoyed the team all season. They are talented young women, and it is both exciting and terrifying to think that these three are the future of our program!

Sophomores Madison Beres, Anne McCallum, Mackenzie Peet and Amanda Gahagan were tough, determined, skilled and hysterically funny. They gave 100 percent and their willingness to "buy in" from day one set the tone for the rest of the team.

Juniors Amanda Johnston, Caitlin Forsthoefel, Cinda Caldwell, Grace Gahagan, Molly Miller and Kaley Hanrahan have matured as athletes right before our eyes. They are strong, smart and willing to bring it all at all times. They listen and they lead.

And finally, the seniors. The seniors anchored this team long before I ever stepped on to the field to coach them. The experience of Beth Martin, Corrine Armistead, Susie Gurzenda, Mack Lilly, Mary-Shea Valliant and Nina Fleischer established the groundwork for the team's success. But, it was their optimism and how they embraced their teammates and coaches that made the difference.

Boys' Crew by Coach Lindsay Brown

On Saturday, March 28, it was a cold, windy and rainy afternoon. The crews had been practicing for only 10 days, and they lined up for the first test of their speed in a scrimmage against Yorktown



High School, Woodrow Wilson High School, St. Alban's School and the Mercer Junior rowing team. The results of that scrimmage were not impressive—in fact, these teams easily handled St. Andrew's. We all, coaches and athletes, had to come to the boathouse Monday and do some careful evaluation of our training, our goals and our technical skills. It was clear we needed to make some significant changes. And here is the important lesson—we should not be afraid of failure, of a poor performance or of a competition that reveals our weaknesses. These moments of failure have the most potential to motivate and to instruct. This early scrimmage forced the boys' teams to really look inside themselves and consider what they wanted to accomplish this season, and it was clear there would be no easy path to success.

With determination and focus, they set about their work, showing up each day with a clear understanding that they were behind other teams and had to work extra hard to catch up. The team's improvement was impressive. By the time the boats raced at Stotesbury, we had passed those teams that had so easily beaten us at the start of the season. And in rowing there is nothing nicer than finishing ahead of a boat that has beaten you earlier. At the Stotesbury, a regatta that has over 5,000 competitors, the St. Andrew's teams did remarkably well. The boys' 2nd 8 had three former coxswains turned rowers, and they placed 18th in their division. The Freshman 8 accomplished what only a few freshman boats have ever done, making it to the semi-finals of the regatta. The boys' Varsity 8 placed eighth out of 40 teams in the time trial and made it to the semi-finals—an excellent result for this boat. And the Junior 8 placed sixth out of 40 teams in the time trial, made it to the finals and finished in fifth place—the highest finish for a SAS Junior 8 in many years.

First, a quick thank you to Jonas Dunkel '10 for coming out and trying crew and being such a big part of the Junior 8's success this year.

Ian "The Elder" Harding '09 made the switch from coxswain to rower, and I was so impressed with his desire to contribute in any way he could to the crew. Grant Nikols '09 is a tremendous coxswain, and he led the 2nd boat, and then graciously stepped aside when the boat entered the Junior category. As a senior, he was not eligible, and he never complained about the switch. Peter Brownlee '09 has led the first boat for the past two years, and he has that wonderful combination of athletic intensity that the rowers respect and quirky personality that keeps the boat entertained and motivated through the long practices. Lee Whitney '09 has been an integral part of the first boat for the past two years, and his beautiful technical skills made him valuable either as a stroke, setting the rhythm for the crew, or part of the bow pair, helping to keep the boat set and level.

Henry Holbrook '09 was the rower I moved around the most in the boat during his three years in the 1st boat. He knows how to help a boat go fast, and he can contribute to the boat speed from any seat. He stroked the boat at the end of last year and the



start of this year, and then I moved him to 6 seat, a power seat, and he brought his intensity and effort to this position.

The Most Improved Award goes to Zach Brak '10. Just on the basis of sheer intensity and inner drive, Zach fought his way into the 1st boat this year. Zach came a long way in his technical skill and race savvy, and I am pleased to give him this award.

The Warwick Crew Prize for the most valuable rower goes to team captain Peter Zendt '09. Some captains might lead by yelling or shouting; Peter leads by doing, by inspiring and by so clearly loving the sport of rowing. With Peter leading the boys' team this year, they found a way to learn from that setback in the first scrimmage and not give up on themselves. It is a testament to his captaincy that the team showed such resiliency and remarkable improvement over the season, and then decided to accept their invitation to compete at the scholastic national regatta. Always calm and deliberate, Peter kept the team focused on their goals, pushed the rowers to be their best each practice, and then to race their hardest at every regatta.

Girls' Crew

by Coach Cal Hurtt

This was a challenging season on some levels but certainly a fun one. We graduated 10 rowers from the top two boats in 2008, seven from the varsity 8 alone, so we knew there were some seats to fill at the top and that we'd need to build speed all year to get competitive—and the girls accomplished this.

All the girls' boats showed impressive improvement during our short and competitive season. In the second weekend our varsity 8 were a distant 29 seconds behind TC Williams, a longtime rival. In week 3, we were 18 seconds back. By Stotesbury, the varsity 8 was only three seconds behind TC.

Our second 8 had a great run as the season came to a close. After a solid fourth place finish at the New Jersey championships, they continued to get faster and ultimately secured fifth place in a very competitive Stotesbury Final. In that final, the 2nd boat faced a Holy Spirit squad that had beaten them by 14 seconds early in the season at home. They beat Spirit by 16 seconds in the final. That's 30 seconds of improvement in a race that only lasts about 5 and a half minutes.

When we see great improvement over the season, it has invariably been nurtured along by senior leadership and this year is no different. Both Margot Mellon and Christa Lambert had standout seasons this year after both took a two-year break from rowing. Considering that they're both effectively second year rowers they brought great skill and determination to their boats this year. They were essential to the successes we had as they slotted right into the top two boats. I thank them for returning and helping us so much this year.



Since mid-season I've thought of Sadie Hammond '09 and Kasey Christiansen '09 as a pair—in all its definitions. They've been sitting stern pair in the second 8, they led that boat to its success at Stotesbury, they showed incredible grace when they moved into the second 8, immediately helping the pace of the boat and giving it a little more attitude. They're tough, experienced and fun to practice with—for those qualities and all their effort over their St. Andrew's rowing careers I'd like to honor Kasey and Sadie with Coaches' Awards.

The last award I have goes to a senior who started her career at St. Andrew's strong. Winning the junior 8 at New Jersey Scholastics as a freshman, netting a silver at Stotesbury in the second 8 as a IV Former, she then moved into a very intense varsity 8 as a junior where she held her own. This year as captain she was the ONLY returning member of the varsity 8. Over the course of the season, the varsity 8 steadily found its speed ultimately being just out of contention at the biggest regatta of the year by less than half a second. Coming from so far to be so close is, to me, what finishing strong is all about. For her tireless work, support of her teammates and leadership, it is my pleasure to present Hayley Swan '09 with the Brownlee Crew Prize.

Boys' Tennis

by Coach Chris Childers

St. Andrew's boys' tennis had another great season in 2009, finishing 11-1 and capturing their second DISC conference and Delaware state championship in three years. Under the leadership of captain Mark Wieland '09 at first singles and Ryan Heaney '09 at third singles, and in spite of a wildly rainy season that saw an unusual number of postponements and cancellations, the Saints made tremendous strides over the course of the spring, dramatically improving their fitness and mental toughness in order to play their best tennis in May when it counted. Thus it was that a group of kids no one in Delaware expected much from after the loss of three valuable seniors from last year's team, was able to take home the state trophy with a team score of 21 points, an impressive four point victory over second place Wilmington Friends.

Everyone deserves special commendation: the best exhibition players in the state, Bing Court '10 and Michael Ding '12, for their hard work, team commitment and camaraderie, and, in Michael's case, for his expert scouting; our undefeated state champion second doubles team of Alex Lynch '11 and Arthur Gosnell '11, for the grit they showed all season and particularly in a tight state final, when they triumphed over a game Tower Hill squad for the third time in the season; our undefeated state champion first doubles team of Will Plautz '11 and Carter Lovejoy '11, who in two years of playing together lost all of one set, destroying a tough



Dover team in the final and earning Headmaster Roach's praise as the "most dominant doubles team" he has seen at St. Andrew's; and Nick Watson '11 at second singles, for the extraordinary improvement in fitness and focus which allowed him to reverse every loss that he suffered this season and go four-for-four in revenge matches. Two of those revenge victories were tight third set wins against Tower Hill and Friends, which together allowed us to secure the sole championship in the DISC conference and top seed in the state tournament.

Finally, our seniors deserve special mention. Though both had challenging seasons this year, the contributions these two young men made to St. Andrew's tennis have been exceptional. Ryan Heaney, state finalist at second doubles in 2007, state champion at first doubles in 2008, and state quarterfinalist in third singles this year, has been an intense and dedicated member of the team every year he has played on it. No student has loved the sport more or worked harder than Ryan, which made his second round, three-set triumph in this year's state tournament over the second seed from Seaford particularly gratifying.

Mark Wieland, meanwhile, has simply made all of our success over the last three years possible. For three years he has held down the first singles spot with such cheerfulness, tenacity and class that he has served as a model for the whole School of what a St. Andrew's athlete ought to be. In a recent *New York Times* article, Toni Nadal, coach of Rafael, is quoted arguing the primacy of courtesy and a respectful demeanor over and above mere success on the tennis court. These attributes, he claims, allow for that success, because it is easier for the consummate sportsman to "accomplish the hard work." Nothing could be more true in the case of Mark Wieland, whose three-and-a-half hour victory through cramps and sheer adversity over Michael Schwarzmeyer of Dover surely ranks as one of the great moments in St. Andrew's athletics. After losing a first set in which he had a set point—one which lasted, incidentally, over six minutes and saw the ball cross the net at least 150 times—Mark fought off, through determination and force of will, four match points in the second and a spasming groin in order to force a third set, which he won limping back to the service line while the cramps crept into his opponent's legs. Mark's goal this season was to leave his mark on



St. Andrew's tennis; he has certainly done that, for nothing that we accomplished could have been possible without him.

Tennis is a remarkable sport, because it takes ordinary individuals, with their strengths and weaknesses, their foibles and neurotic tics, and isolates them under a microscope of extraordinary pressure. Who will cave in first? Who will grumble or curse or throw his racket? Who will give in to the temperamental little boy inside, and who will stand up and prove himself a man? I am proudest of this team that, from first to ninth, with Mark in the lead, they showed themselves true competitors and consummate sportsmen, as irreproachable in their character on court as irrefutable in their results. They answered the questions that tennis asks—Who are we? What can we accomplish?—and they answered them as a team, in a voice all the stronger for its being one of many. I am grateful for what these young men have already given to St. Andrew's tennis, and look forward to what they will continue to give in the years to come.

Girls' Tennis

by Co-Head Coaches Elizabeth Roach & Lindsay Wright

Despite the rainy spring and five postponed matches, the girls' Varsity tennis team had a successful 11-3 season, finishing second in the conference and only losing matches to the top two teams in the state.

Our team consisted of 10 spirited young women who came to every practice ready to play and work hard, push each other, improve and have fun. We had a lot of depth on the team, making each member at every position critical to our success. Senior captain Eliza Hamilton played number one singles. She battled the best girls in the state and won some tough three set matches, but mostly, Eliza was a great leader, an energetic presence and motivator in every practice, van ride and match. For her outstanding contributions to the tennis program, she received the Coaches' Award.

Playing competitive tennis for the first time, Bailey Marshall '10 (8-4) surprised many of her opponents at second singles with her relentless consistency and unflappable calm on the court. With her beautiful athleticism and competitive spirit, Bailey will be a force again next year. At third singles, Kristina "Teeny Boop" Kassis '11 finished the season as a State Champion runner-up. She had tough matches along the way including an upset against the number two seed in the semi-finals. We are proud of her success as well as her poise, sportsmanship and determination.

Paige Newquist '10 and Nancy Holmes '10, at first doubles, completed a successful season with a record of 8-4, while Margot Waldron '10 and Elizabeth Dalrymple '11 were undefeated (10-0) at second doubles, not losing until the quarter finals of the state tournament.

Special thanks to our managers, Crenshaw Meehan '10 and Ryan Koski-Vacirca and our three other varsity players, Divya Nateson '09, Lizzy Dutton '09 and Henrietta Goelet '11 for their invaluable contributions to the team throughout the season. ❖



St. Andrew's Magazine: *What has been the most memorable class for you in the two years since you arrived at St. Andrew's?*

James Simons: It's hard to pick just one, but biology class with Mr. O'Connell may have been one of my most enjoyable classes to date. I had him my first year at St. Andrew's and I think that was the very first class I attended. It was so amusing and intellectually stimulating. No answer ever came easily, instead, through conceptual discovery. He would challenge us every day and we still had fun while doing it. I could tell from my very first week of classes that he was just as excited to teach us, as we were to learn. He also tried to relate every topic we learned to the real world. I've had similar learning experiences with many teachers at St. Andrew's but this is just one of the ones that stands out.

SAM: *How did boarding school become part of your plans, and why so far from your home on Vancouver Island, B.C.?*

JS: Well, ever since I entered the eighth grade my parents told me that I'd go to boarding school as soon as I hit sophomore year. I always thought it was a joke but sure enough sophomore year my parents began showing me view books and application forms from different schools. The idea was foreign to me because none of my friends had ever gone, or even talked about boarding school. St. Andrew's stood out for me because of the size of the school and the friendliness of everyone I came into contact with during the interview. Another reason that St. Andrew's was a good fit was that I had a cousin going here when I applied, Valerie Titus-Glover '09. It was important to me to be close to family, if I was going to be so far away from home. When I visited, the thing that impressed me the most, was how the entire school seemed like one big family. I felt like a part of the community right after my first week here. To feel at home almost 3,000 miles away from the place where you've spent most of your life was something that I couldn't pass up.

SAM: *You have been a strong member of the football and basketball teams here at St. Andrew's. How does our athletics program compare to your previous experiences?*

JS: St. Andrew's athletics are different from most athletic programs that I have been a part of. It calls for you to contribute to your team as soon as you enter the first practice. At some schools as a freshman or sophomore you would probably never see the field, but at St. Andrew's you are asked to be a part of the scout team, play a few minutes or sometimes even start. In terms of football, the experience is kind of humbling. You might have been a star quarterback at home but due to the lack of players you might be asked to play slot back or receiver to accommodate the team's needs. St. Andrew's athletics teaches you how to become a team player and that no player's skills or potential is placed above the entire team's development and success.

SAM: *What other activities do you enjoy at St. Andrew's?*

JS: Spending time on the boys' dorm is one of the craziest "activities" St. Andrew's has to offer. From games of family, dorm wars, or just hanging out watching ESPN, there's nothing that's more fun than the boys' dorm, especially after 10 p.m.

SAM: *How do you balance your life here at St. Andrew's with your life back home in Vancouver?*

JS: I find it difficult to stay in-touch with my friends from home while at St. Andrew's. Each physically and mentally demanding day here leaves little or no time to call your friends at home and see how they are doing. The East Coast to West Coast call is expensive and with the three-hour time difference it is almost impossible to find a time when both my friends and I are free to sit down and have a lengthy, much-needed phone conversation. Every now and then, if I'm lucky I can catch them on Facebook and have a quick chat before I run to study hall but other than that, while I'm here I barely get a chance to hear from my friends at home. I don't get to go home very often but when I do it is great to see my old friends and how they've changed. With some of my acquaintances I realize that our interests have changed and we have less to talk about than usual, but with my true good friends we never miss a beat and everything is just the same as when I was back living at home. Needless to say, I have made great and life long friends at St. Andrew's, but no one can replace my friends at home or my new friends at St. Andrew's.

"St. Andrew's athletics teach you how to become a team player and that no player's skills or potential is placed above the entire team's development and success."

Leah Weston '10

St. Andrew's Magazine: *You've been at St. Andrew's for two years now. What has been the most enjoyable part of your time so far?*

Leah Weston: I love being a member of the Noxontones. For me, singing is something I enjoy doing and the Noxontones provides a relaxed and fun outlet for that. The group is student-run (with enormous help from our director, Ms. Kerrane) and we have the freedom to choose the music we want to sing. I look forward to our rehearsals, partly because the music is fun, partly because of the candy that Ms. Kerrane always brings, but mostly because of the people in the group. Through the time we spend together every week, I have become close friends with many of the members and am forever grateful to have found people who don't mind spontaneously breaking into harmony with me.

SAM: *Noxontown Pond is a long way from the deserts of Saudi Arabia. How did you find your way to St. Andrew's?*

LW: At home, in Saudi Arabia, the company my parents work for has a school system that only runs through ninth grade, so after that almost everyone goes to boarding school. I visited a lot of boarding schools, but St. Andrew's just felt right; it felt like a family. After spending two years in this family, I understand that the all-boarding aspect makes St. Andrew's such a close and trusting family. This aspect removes alcohol and drug pressures from school life and has allowed me to form close and irreplaceable relationships with fellow students and teachers.

SAM: *Tell us a bit about your love for music. How has the St. Andrew's program affected that?*

LW: I have always loved music, especially singing, and the music program at St. Andrew's has helped me broaden my appreciation and experience of different areas of music. In the Noxontones we are given the freedom to choose our own music and we sing fun, modern music. In private lessons I am challenged with more "serious" music, and last year I even got to perform in a chamber group accompanied by violin, viola, and piano. I also play flute in the orchestra and though I am far from being a star, Mr. Geiersbach's enthusiasm has made me more conscious and appreciative of instrumental music. Every once in a while I'll be watching TV or listening to the radio and will hear a piece of music, gasp, then exclaim "we played this in orchestra!" and proceed to hum along. I love that feeling of connection with the musical world as a whole and I owe it to my experience at St. Andrew's.

SAM: *You're a three-season athlete as well. Are you a pure home-grown St. Andrew's athlete, or did you play some of these sports before?*

LW: Before coming to St. Andrew's I had played both volleyball and basketball, but not in competitive programs. Continuing these sports at St. Andrew's introduced me to a new level of play, and with teammates and coaches who are dedicated and enthusiastic, I have excelled in play and love for these sports. When it comes to rowing, however, I most certainly am a "pure home-grown St. Andrew's athlete." I had never been in a boat before coming here and the program has challenged me and converted me into a believer in the sport and the St. Andrew's legacy. When I get in that boat I feel connected to the school and to every St. Andrian who has rowed before me and it makes me pull. That's a very special feeling and I am proud to row for St. Andrew's.

SAM: *How has your life back in Saudi Arabia been changed by your two years here?*

LW: What with the hectic St. Andrew's schedule, it can be difficult to juggle the demands of school while keeping up with people back home. Life at school and life at home often seem very separate but I've been lucky enough to have several of my friends from home attend St. Andrew's, which has helped connect these two worlds. Although I still keep in touch with my family and friends back home, most of my time now is spent with my St. Andrew's family. The result of this shift is that my dominant and influential relationships are now with my family of friends at St. Andrew's.



"When I get in that boat I feel connected to the school and to every St. Andrian who has rowed before me and it makes me pull. That's a very special feeling and I am proud to row for St. Andrew's."



Guarding St. Andrew's

Having just finished his first year as Director of Safety and Security, Bill Bright talks to St. Andrew's Magazine about his days as a State Trooper, the improvements he is making to St. Andrew's security, and how he feels about the community he works so hard to keep safe.

St. Andrew's Magazine: What were you doing before coming to St. Andrew's?

Bill Bright: How time flies. It seems like last month when I started at St. Andrew's. Before coming to work here, I owned and operated a sign and graphics business in Smyrna for a number of years, upon retiring from the Maryland State Police. Some of my duties as a State Trooper included serving as Commander of the State Police in Kent County, acting as the public information officer for the Eastern Troop, overseeing crime prevention and directing multi-agency "Reach the Beach" efforts through the Governor's Office. I had the honor of serving as supervisor of the security detail during President Reagan's visit to the Eastern Shore and played a similar role during a NATO summit held in Queen Anne's County. I also had the pleasure of being a part of a law enforcement delegation that met with President Clinton to discuss pending legislation of interest to police agencies.

SAM: What goes into keeping St. Andrew's safe?

BB: We have implemented a wide array of proactive measures designed to significantly mitigate vulnerability to crime at St. Andrew's, but I cannot underscore enough the impact of combined vigilance and cooperation of the entire faculty, staff, students and the security officers. We are very fortunate to have a tremendously dedicated and competent group of security officers at St. Andrew's. Our officers take great pride in working hard to assure the safety and well being of all members and visitors within our community. Having such a caring and motivated team and enjoying outstanding support from the faculty and administration certainly makes my job a lot easier.

SAM: Can you describe some of the ways St. Andrew's is updating and adapting its security measures to contemporary concerns?

BB: Since being appointed Director of Safety and Security, I have taken steps to enhance the overall level of preparedness of our agency. All officers are now extensively trained in first aid, CPR and the application of automated emergency defibrillators (AEDs). We are expanding the deployment of medical response gear and

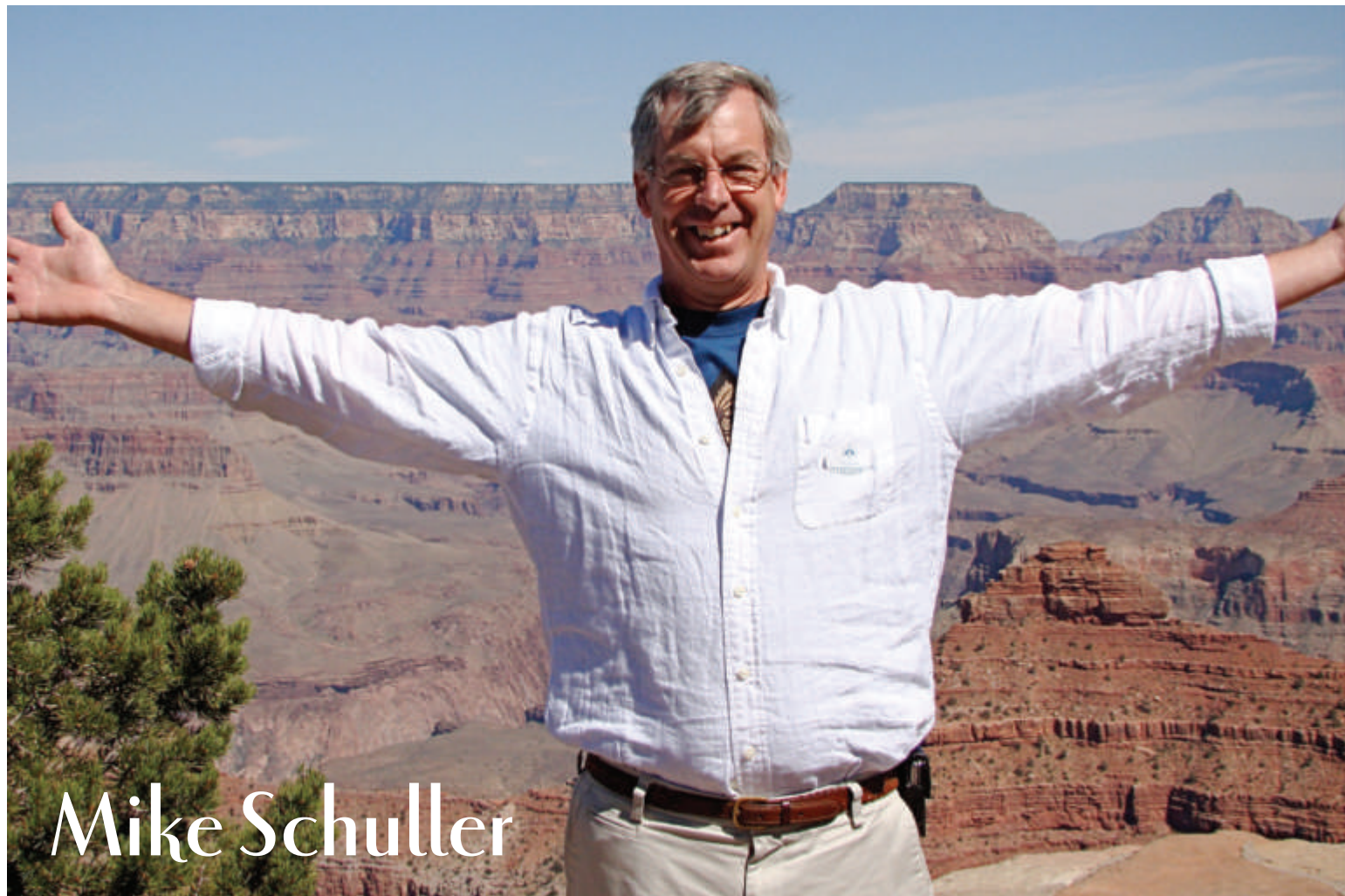
AEDs throughout the campus. New and highly detailed security policy manuals have been crafted to ensure that planning and response to safety-related events is optimized. Officer patrols are now conducted 24 hours per day and are structured in such a way as to closely monitor our 2,200-acre property. Our patrol vehicles have been made more visible in an effort to serve as a further deterrent to crime and communications gear is being upgraded to allow better response coordination with area public safety organizations. We have notably tightened our partnership with local and state law enforcement agencies and are constantly reviewing and re-reviewing our operational procedures to maximize effectiveness.

SAM: How would you describe your experience of working in this community so far?

BB: The opportunity that arose here proved to be a perfect fit for me. I have found the entire St. Andrew's School community to be extremely nice and helpful. The students here are very disciplined and it is a great place to work. I only have one regret; that I didn't discover this place 20 years ago.

SAM: How do you spend your time outside work?

In my free time, I enjoy playing golf, boating, going to Orioles games, gardening, jogging and exercising, oil painting and spending quality time with my family. My wife, Thelma, volunteers at the hospital gift shop in Chestertown for the hospital auxiliary. I have two sons, both in the medical field. Dave is an internal medicine doctor at Mercy Hospital in Baltimore and Steve does colon and esophagus procedures in the D.C. hospitals. I am very close to both and very proud of them. ❖



For those who know Mike Schuller P'01,'12, it will come as no surprise to learn he's rather fond of Abraham Lincoln's famous quote, "It's not the years in your life that count; it's the life in your years." Nothing could provide a more accurate description of Mike himself, and the amazing list of accomplishments he has compiled at St. Andrew's since arriving in 1998.

As the School's chief financial officer for the past 10 years, he's always looking forward, helping to map out the best path through the challenges that face the community. When one project is complete, he hungers for the next, often before the bricks have set or the paint is dry. It's a mindset that distinctly focuses on the future. For that reason, it's a refreshing treat to take a moment, look back and discover what helped form this human whirlwind.

Mike is an independent school natural fit. He knows the culture because he was born into it, on the campus of Phillips Exeter Academy to be precise. His father, Thomas Schuller, worked as a teacher and administrator at Exeter, in addition to stints at Middlesex School and as the headmaster of Scarborough Country Day. When Mike was nine years old, a bit of adventure presented itself as the family moved to Beirut, Lebanon, and he attended the American community school. While the International College campus was contained within a walled compound separated from the city, and fellow students were generally children of diplomats and American businessmen, Mike was still exposed to a diversity of cultures. In addition, he attended the French language division of the school. By necessity, he was completely fluent in French

A Decade of Dedication

after four years, though he admits he hasn't had much practice at it in the 35 years since. He still appreciates the different cultural perspectives, a working knowledge he has found useful in dealing with organizations and institutions.

When the Six Day War in 1967 left the Middle East on rocky footing, the family decided to send Mike stateside, where his father's connections in the independent school world helped identify a good fit at the Wooster School in Danbury, Conn. He excelled academically at Wooster, as well as participating in three sports—soccer, wrestling and tennis. Mike then moved on to Yale University, where he studied economics and found himself very eager to get out and do something. After graduating, he married Candy, whom he had met two years earlier at a summer job. Candy still had two more years at Bowdoin College, so Mike entered management training with Maine National Bank in Portland. The state's banking laws were a bit arcane and unusual, with extremely restrictive regulations in place. Banks had to form holding companies in order to own more than a few branches, and this created a maze of management and paperwork issues. Fresh out of college and ready for work, Mike had more than enough to keep him busy.

After five years in Maine, Mike and Candy moved to New Hampshire where Mike took a job at a small bank along the coast with around 40 employees and four or five branches. Oddly enough, the family lived in Exeter, giving Mike some sense of having come full circle to the place of his birth. At first, Mike ran the retail and marketing operations of the bank rather than the accounting side. He then moved to organizational operations. When the bank was sold in 1986, Mike became president of the division under the new management, and eventually rose to the position of CEO at Bank Meridian.

Despite his professional accomplishments however, a banking career, at least in its purist form, was beginning to lose its appeal. After the market

downturn in the late 1980s, banks were pressured to write down asset values. The commercial mortgage market began to collapse under the demands placed by banks on small business owners. Mike disagreed with the unfortunate policies that accelerated these business failures. He found himself looking for new directions, parted ways with the banking world, and began evaluating his options for an alternative career path. He spent a year at home as "Mr. Mom" and doing some small business consulting and networking while Candy finished her master's degree and worked at the University of New Hampshire.

Mike fondly recalls that as one of his best years, even though the family was financially strapped for a time without a banker's income. He waited with the children for the school bus, helped Megan adjust to Kindergarten, and learned to braid hair. This was good personal perspective, full of lasting memories, but forced Mike to take a hard look at his professional aspirations. Mike knew he liked working with organizations under financial challenge, but not from the impersonal banking side. Too often, banks lived quarter to quarter, with no long-term vision that could be shared by the customers they supposedly served. He had no love for any focus on immediate or near term stock share prices, especially when that undermined long term success. He liked working with teams and building something for posterity.

With that in mind, Mike looked around for a fuller institutional opportunity and found it at the Williston Northampton School in eastern Massachusetts. His independent school background helped him "get the culture," and his sharp financial skills were exactly what the school needed. He accepted their job offer in February 1990 and started in July of that year.

Like most businesses at the time, Williston Northampton was struggling with the economic recession. More germane to their educational mission, they were losing 10 percent of their boarding population each year, a statistic that

forecasts disaster. After an emergency retreat of their board of trustees, the school realized the endowment needed reorganization and better long term institutional planning. In the short term, the operations budget had nearly a 10 percent deficit that needed to be addressed. Mike knew they couldn't fix the national economy, but they could figure out how to weather the storm and shore up the school's financial foundation. There were some inevitable layoffs and tweaking of staff as the school repositioned itself for healthier operations and refocused its core academic operations, but they hoped for a net payoff in the long run. Mike helped the board and administration restructure themselves to run a bit smaller, then lay out the plans to build back up as the surrounding economy recovered.

Mike enjoyed the collegiality and shared challenges at Williston Northampton, but by 1998, he felt he had "pulled all the levers" and completed the most significant rehabilitation projects. He craved new challenges, as well as an escape from the New England winters. Mike and Candy also felt the children needed some new challenges. In St. Andrew's, they saw a school with a stronger religious connection and highly regarded academics. They also hoped for an opportunity to work together in the same school, as Candy had spent the previous eight years working outside of Williston Northampton. All around, they needed a better family fit. The opportunity for a "package deal" at St. Andrew's was too good to resist. The School was expanding the college counseling department at the time and needed Candy to work with Tom Sturtevant (now the headmaster at Northfield Mount Hermon School).

Upon arriving, Mike's initial perceptions of St. Andrew's were that it was an institution with an excellent reputation and no discernible crises on the horizon. As an organization, the School knew what it wanted to do, and as a community, it was very friendly. The School cherished the primacy and intimacy of its community, and abhorred the facilities "arms race" that was engulfing many of the New England schools. Human interactions ruled supreme over operations. From a financial

perspective, Mike found himself working at the opposite end of the spectrum in the boarding school world. Though he had helped them reorganize their financial structure, Williston Northampton at the time had the second lowest endowment ratio among the peer group of the Association of Business Officers of Private Schools (ABOPS). St. Andrew's had the second highest.

Sensing a mission and his calling, and working together with Tad Roach and the Board of Trustees, Mike helped to lay out a plan to invest in the renovation and expansion of core campus facilities, support the academic and residential faculty, and reach for the goal of being "the best small boarding school." They knew it wouldn't happen accidentally or by default, so they set about addressing each of the challenges that faced the School. The arts program had long been hampered by a lack of dedicated facilities, and there were other areas that needed a reinvigorated push to excellence. Tad, Mike and the Board explored peer approaches to similar problems, weighed the pros and cons, and then mapped out an informed and prudent St. Andrew's response.

A gift from the Pingree family had helped the School tackle the lower level of Founders Hall, at the time a dark and forgotten administrative office and mailroom area dating back to the School's original architecture. A renovation of the Dining Hall to accommodate the growth in the student body in the late 1990s had restored order and intimacy to the family style meals. These shared community spaces were integral to the St. Andrew's experience, but the increased size and the aging of the School had also strained the academic program. Some members of the faculty were teaching and living in spaces that were convenient and familiar to them, but they had lost some sense of perspective toward these areas. While the spaces were not deliberately neglected, they lacked fresh appeal and modern focus. To a newcomer like Mike, these areas were quaint, but did not reflect the cutting edge needed to reach for the "best small boarding school" mantle.

It was clear to all however, that from a bricks and mortar viewpoint, the facilities staff had a



◀ *Mike with daughter Casey at the Grand Canyon.*

particularly great hurdle to overcome. They cared for the campus and supported the programs while working within the constraints of technical trades workspaces that had long been mismatched to the tasks they now faced. The campus had grown up, rather aggressively in the last quarter century, around the maintenance shed complex, but had ceded no additional space for the growing staff or the increased importance of their work.

To push St. Andrew's forward in any aspect, the Trustees wanted careful adjustments. In all construction projects, Mike, Tad and the Trustees worked closely with the School's architect, Dick Meyer, and key department heads, to make sure any additions and alterations preserved the integrity of the campus mission, as well as restoring any utility that had been lost over time to earlier campus evolution. With a great deal of pride, Mike points to the team's success with the new facilities building in 2001, which not only moved the staff into respectable and more useful quarters, but helped engineer the redesign of the center of the campus, providing room for the O'Brien Arts Center, and the eventual aesthetic unification of the core academic, residential and athletic buildings. It was, in every sense, a home run.

The growth in surrounding Middletown was also a high agenda item from the start of Mike's tenure. While it was disappointing from an environmental and rural character perspective, the growth was somewhat beneficial to St. Andrew's operations. It provided more resources for the campus to utilize, though some would argue not always for the better. Regardless, the School no longer needed to travel to Dover or Wilmington for all of its service and shopping needs. St. Andrew's itself was still a bit of a throwback to a bygone era, but it was no longer as far from modern conveniences and opportunities. This reduced some of the logistic hurdles for faculty candidates, applicants and parents as they considered St. Andrew's in comparison to boarding schools in closer proximity to high activity urban and suburban centers.

Looking back on 10 years, Mike sees the school in great shape with faculty and staff talent and the facilities that serve them. He likes the pursuit of excellence that permeates everything at St. Andrew's. There's a forward-looking mindset—the job is never finished, and there is no complacency. Mike points to the increased support of the alumni over the last decade as proof

**Mike's
boundless
energy for
all things
St. Andrew's
since the first
day he arrived
is nothing
short of
breathtaking.
While he may
have adopted
Lincoln's
adage about
the "life in
your years"
as a mantra,
Mike has
followed
through
with the
fearlessness
of Teddy
Roosevelt
leading
a calvary
charge.**

of the appeal of this mission to continually raise the professional standards of the School. Annual giving now underwrites 10 percent of the School's budget, compared to 8.3 percent in 1998.

This coming year, Mike will shift his responsibilities to focus exclusively on issues of continuity and long term goals. He'll serve as Director of Institutional Planning and Strategic Initiatives, while business manager Diane Winiarczyk will become the chief financial officer. In his new role, Mike will address projects not always at the forefront of the School's daily operations. One standing project will be to ensure the School navigates long term economic pressures, even though the immediate crisis certainly draws attention and resources, by making subtle and logical tweaks to staffing and budgets. Another will be to continually assess and evaluate the School's size and comprehensive programs.

In his new capacity, Mike will keep a close watch on St. Andrew's extensive land holdings, finding optimal ways to utilize, preserve and conserve the nearly 2,200 acres that comprise the extended campus. He would like to help the School solidify their interpretation of environmental sustainability, especially as it pertains to land use and operations. Mike has enjoyed watching the evolution of the organic garden and the School's efforts to adhere to a 100-mile diet. He'd like to blend that with some business acumen and seek partnerships with other schools and organizations to create a larger purchasing network with a mutually expanded radius of reach. Mike also hopes to help evaluate the potential for the community to tap into alternative energy power sources—solar, wind, cogeneration or hydropower. While agriculture will remain a core land use operation, Mike wants to enhance the woodland habitat and pond quality around the School's larger parcels of farmland.

Mike's boundless energy for all things St. Andrew's since the first day he arrived is nothing short of breathtaking. While he may have adopted Lincoln's adage about the "life in your years" as a mantra, Mike has followed through with the fearlessness of Teddy Roosevelt leading a calvary charge. Never was that so apparent as this past

spring, when he and his family learned that Mike had advanced stage lung cancer. The diagnosis was an unexpected curve, with no personal or family medical history to explain it. Such news might have stopped most other men, but not Mike.

Always looking ahead, he's mapped out the attack and planned for contingencies. Of course, he's found incredible support at St. Andrew's. Like all families, there is a sense of sharing in the journey, even one fraught with challenge. From the day-to-day perspective, this helps reduce Mike's own frustration. He feels incredibly blessed. While he wouldn't wish the cancer experience for anyone, he is gratified to feel the community's love and spiritual energy.

Within his own family, addressing the reality has been a bit more sensitive. The first step was confronting the fears, particularly his own, of "leaving them behind." While Mike can't put himself fully in their shoes to gauge their helplessness, he can share his perceptions of what they project outward. "Candy has been a rock," he confides.

But Mike freely admits the odds for stage-four lung cancer are not great. The late diagnosis missed the window for surgical options, as the cancer had already metastasized and spread to other parts of the lung and lymph nodes. However, surgical options aren't always optimal anyway, so he remains optimistic with the options available. He had a very successful first round of treatment, but the follow-up maintenance drug did not work as hoped. A second round of treatment was also ineffective. Like a project manager reading the daily progress report, Mike calmly explains, "the latest round of treatment is working well so far." He adds, "and there are still more options in the treatment protocol!"

The way Mike sees it, he's had two successful treatments in a year. That's not bad. He looks at the challenge from an open-ended perspective. Striking a coy grin, he adds, "I'll live with this for the rest of my life." And without question, he'll keep that soft-spoken forward outlook that has defined his life all along. ❖

Sabbatical as a Learning Experience

St. Andrew's School welcomes Candy Schuller back to campus after a sabbatical year spent in mix of travel, education and close family experiences. Her original plans for a year of living abroad were challenged by the springtime cancer diagnosis of husband, Mike, but the family rallied together and charged forward. In June, Candy shared her feelings about the year with *St. Andrew's Magazine*.

St. Andrew's Magazine: The first question of course, is how did you spend your sabbatical year—travel, recreation, rest, recovery?

Candy Schuller: Well, as you know, my sabbatical plans were obviously altered by the news last spring of Mike's cancer diagnosis. Originally when I sought the sabbatical, my goal was to go and live abroad with Casey for the year. Mike had made arrangements that he would come every four or five weeks for a brief period of time. The reason I wanted to do that so much is that I did not do junior year abroad in college. Mike had grown up overseas, and there is a part of me that has always wanted to go off and immerse myself in other cultures. When the plans had to be altered, we did everything we could to hold on to some of the core of that dream. My sabbatical ended up being a combination of quite a bit of travel and home schooling Casey. To get that true cultural immersion part, I passed the torch to Casey and she went off to school for the 12-week Winter Term program in Switzerland. Lucky for me, that "forced" me as her mom to come over for their parents weekend and ski the Alps with her. The whole academic experience was so awesome for Casey. There are a number of students at St. Andrew's who have gone through the Winter Term program, and we are indebted to Louisa Zendt who suggested we consider it when our plans needed to change. ►

◀ *Candy in Lenk, Switzerland.*



SAM: Although you were never too far from campus, what were some of the most memorable experiences in your time away from your normal daily work routine? Why do these experiences stand out?

CS: The theme of my sabbatical was “learning.” This came through my teaching of Casey, my medical research for Mike, my travels, and through my pursuit of some artistic training—John McGiff had rekindled my love of drawing last year when I took his course along with St. Andrew’s students, so this year I explored painting by taking advantage of a course at the Gibby Center in Middletown. All of these experiences altered my life perspective and increased my appreciation of being a life-long learner.

We traveled for about seven weeks during the year. We began by venturing West last fall and visited many of the national parks. I was amazed—jaw-dropping surprised—at the stunning travel opportunities in our own country. I had been focusing so much of my attention on going abroad all this time. As I was in Utah and Arizona, I was thinking we have as much beauty here. It was also fulfilling one of Mike’s dreams to see the Grand Canyon, so watching him experience that was amazing. We ended up seeing four or five national parks and monuments in our western loop.

The European loop was what I had set my eye on originally, however. We spent Christmas in the Netherlands. Casey wanted to spend the holidays in a country that celebrated significantly different Christmas traditions, so we spent two weeks living in Holland, and Megan joined us for part of that time. I loved Holland; it was a very easy country to blend in to, and it was particularly nice to be there during a non-tourist period. It’s an amazingly well organized and friendly country, from the cleanliness and efficiency of their mass transportation system to the fact that everyone rides bicycles everywhere, even the 85-year-olds—they are very physically active. I could see myself living there.

After Holland, we spent New Year’s Eve in Paris, watching the fireworks and celebrations near the Eiffel Tower. Following the holidays, we went to Switzerland to drop Casey off in Zurich to join the Winter Term program.

SAM: So, ultimately, how did family matters influence your sabbatical?

CS: Everybody says it must have been part of some Divine Plan that my sabbatical fell during this crisis with Mike’s health. I don’t know how it would have been

otherwise, but the sabbatical allowed us to connect as a family. I could concentrate fully on Mike’s health and treatment, Casey’s reaction to the news, as well as that of our three older daughters. It gave me the freedom to take their calls at any time of day, and organize and plan our activities. Our family is probably closer in many ways. Even with an awful thing like cancer before you, it just makes you appreciate what fun you have together. Mike will never let any of us feel sorry about any of this. He’s always optimistic, waking up and starting another good day.

The girls have had this year, and hopefully many more years, to ask what they want to do with their dad, or what they want to know about him. In so many cases, a person is gone suddenly, and no one has time to ask those things. Mike writes meaningful letters to the girls, and watches them become independent adults. He gets to sit back a bit and be satisfied and proud of them, too.

SAM: What aspects of St. Andrew’s did you miss while you were away? What aspects do you most look forward to as you return?

CS: Well, I really was here too much, so I never missed the blessings of my friendships. Normally one would say “I miss my colleagues,” but I can’t say that because I was interacting with them so much. Darcy Caldwell was grading Casey’s papers with me. Louisa Zendt and I got together a lot, and Heidi Rowe and I walked weekly. Tad Roach was a cross between a brother and father to Mike in this whole cancer thing. I did miss the students, although Casey did have semi-regular gatherings of Ill Formers in the house.

The gift that sabbatical gives you is a chance to figure out how you’re really going to spend your time if it’s up to you. Forget what resources you might have for travel and other things, you get up every morning and say, “Today is my day, and what am I going to do with it?” You learn so much about yourself and how you prioritize your time. I had to be structured due to the home schooling with Casey, but I had the afternoon time for me. In the evenings, I had to make sure I was prepared for the next day.

Even though I enjoyed the professional break, the thing that I missed the most was sitting and talking with students and advisees. This spring I actually started meeting with some of the juniors to prepare for the college process for this coming year. I really enjoy that process. You can be sitting with one of the quietest kids in the school, and when they open up it’s so



inspiring. You have so much to work with, and you get to convey to the college exactly how the student grew and changed at St. Andrew's, and make sure the college understands everything about that student. I think that's why St. Andrew's does so well in the process—we really provide the full story of the students.

SAM: Could you elaborate on the home-schooling experience with Casey?

CS: Sure; Casey will be going into her IV Form year after this past year spent in home schooling and the Switzerland program. I taught her English, history, foreign language and science. She did her math studies with John Higgins. During the English portion, I passed a few of her major papers on to English faculty—Darcy Caldwell and Sarah Demers. That helped Casey get a good perspective on how she was doing compared to her peers. We followed the III Form syllabus very closely.

One aspect of this experience that was so cool was to witness Casey's learning style up close. We would sit around the table for four hours every day going through our subjects together. It was really intriguing to find out how your child analyzes literature or history. I was learning a lot just trying to prepare for these lessons, particularly the history. We decided to create a history course that focused on the presidents of the

20th century. We started with Teddy Roosevelt and we finished with Lyndon Johnson. Together, we read their biographies, from their childhood through their years in office. Simultaneously, we were watching the 2008 presidential election process unfold, and we were exploring what kind of character it takes to aspire to that office, and what were some significant hurdles they faced along the way. I learned so much with Casey as we studied these leaders. Casey wrote a great paper exploring which specific previous presidents could best handle certain aspects of the current problems facing the nation.

The greatest freedom of home schooling is in the schedule. Great insights and creativity can happen when you take some of the structure away. She did study hall every night just like the rest of the III Form, but if something came up that we both wanted to do, we moved things around to accommodate it. That allowed her to write poetry when she felt like it, or read something off the ordered syllabus. When you give students a chance to learn on their own instead of by requirement or design, you discover there is still a lot of motivation. They don't feel stifled. I'm going to miss sharing those up close academic "ah-ha" moments with her next year. The best compliment Casey gave me was that she was going to miss those too. ❖

▲ *Candy with daughters, Megan and Casey, in Holland on the North Sea.*



CLASS OF 2009 CARVES THEIR PLACE IN ST. ANDREW'S HISTORY

Commencement!

Remarks by Daniel T. Roach, Jr.

Welcome to St. Andrew's 2009 Commencement ceremony, our annual celebration of our graduating class and the vision and promise that inspired the creation of this School over 80 years ago.

Graduation is a ritual, a ceremony marking the end of one particular educational experience and the beginning of a new journey, full of new challenges and expectations. But at its best, a graduation is an announcement of readiness—readiness to engage in the broad and complex challenges that face humanity at this time in our history—readiness to use knowledge, wisdom and brilliance—readiness to use our humanity, generosity and creativity for the betterment and redemption of the world—readiness to roll up our sleeves and turn in our diplomas in exchange for hard work, dedicated work on behalf of the poor, the invisible, the oppressed and the despairing citizens of the world.

We meet this year amidst the shadow and reality of complex times. Our planet is threatened by environmental degradation and pollution, the legacy of an era of growth, consumption and materialism that has quite literally stripped our connection to nature. We gather in the wake of or perhaps still in the midst of a grand economic crisis that has forever affected and changed the lives and prospects of citizens across the nation and the world. We meet at a time when our country seeks to develop new approaches to the complex international world we share.

Yet in the midst of crisis, Americans see opportunity, opportunity to focus more effectively and passionately on our core values and principles, opportunity to address global environmental concerns in a new and creative way, and the opportunity to reassert a culture of creativity, collaboration and innovation in our nation.

I believe hard work, persistence, courage, faith and education will fuel America's emergence from these challenges in the coming years; we are committed to making sure that St. Andrew's and our graduates continue to be sources of inspiration, wisdom and commitment. We must be very much part of the change, the solution, the vision that celebrates what is best in humanity in the 21st century. We as a school, you as graduates must develop answers to the two questions Wendell Berny poses: How can we work without doing irreparable damage to the world and its creatures, including ourselves? How can we live without destroying the sources of our life?

Of this, I am sure. Our graduates will be involved in the environmental, economic, intellectual, political, moral and spiritual recovery efforts, for they have responded to St. Andrew's call for engagement, hard work and creativity in their years on our campus. They understand what the late David Foster Wallace meant when he said:

"... There are all different kinds of freedom, and the kind that is most precious, you will not hear much talked about in the great outside world of winning and achieving and displaying. The really important kind of freedom involves attention and awareness and discipline and effort and being able to care about other people and to sacrifice for them, over and over in myriad, petty, little, unsexy ways every day. That is real freedom."

This morning, we thank our Board of Trustees, faculty and staff and student body for their contributions to the culture and spirit of St. Andrew's.

We thank the Board of Trustees for their dedicated and generous stewardship of the School. I deeply appreciate the leadership and vision of Board Chair Kitten Gahagan and Board President Kent Sweezy. And in this year of great challenge and complexity, I thank and salute Scott Sipprelle, Chair of our Finance





Committee, the group that stewards and protects St. Andrew's endowment, an endowment that is quite literally the source of St. Andrew's identity as a School open to all regardless of means.

Great Boards do more than protect and support their schools—they also inspire, challenge and develop their leaders by asking vital questions, by posing interesting challenges, by sharing their expertise.

Steve Pfeiffer has served on the St. Andrew's Board throughout his five children's career at the School, and I am very happy to say that he will continue to serve on our Board even after Andrew graduates this morning. But I wanted to take this opportunity to thank Steve for all his remarkable contributions to St. Andrew's during the past 14 years. He has served as a great mentor and teacher to me, and he has expressed with great eloquence and passion the centrality of the faculty's role in the success and momentum of our School. His wisdom, brilliance, experience, passion and good humor have made him an essential part of our Board, our School, our community. Thank you, Steve.

I thank our faculty and staff for their dedicated work on behalf of the community this year. At our best, St. Andrew's faculty sees their work as a calling, what they were meant to do. This calling brings us the rich opportunities to mentor, teach, coach, direct and advise our gifted students; but our work together strengthens us, inspires us as well to become more thoughtful, intelligent, kind, moral and courageous people. The magic of St. Andrew's is that we adults change and flourish in this setting just as powerfully as our students do.

Please join me in thanking the faculty for their gifts of kindness, support, encouragement and inspiration shared with our students this year.

Our staff makes the work of the School come alive each day. From the men and women who serve in our facilities and housekeeping departments, to the men and women who work in our offices throughout the School, the staff works each day to promote and protect the momentum and energy of the School. We particularly thank Lisa Henson, who works so hard each year, handling all the details of Commencement, and Barb Samson who so efficiently and carefully manages all the details associated with our college process.

Our parents have joined St. Andrew's in a collaborative enterprise designed to inspire our students to embrace the full potential and responsibility of their lives. No headmaster, no faculty in independent schools today have a more supportive and inspiring group of parents than we do in the Class of 2009 group. You as parents have made great sacrifices to give your children this educational opportunity, and today we celebrate with you as you gather grandparents, relatives and friends to pause and reflect on the promise and accomplishments of your graduates. This year St. Andrew's VI Form parents and members of the Class of 2009 have contributed over \$150,000 to the St. Andrew's Annual Fund. We thank you.

Our students have embraced the challenge and opportunity of creating and strengthening a countercultural school of hope. When they assert and display kindness, empathy, integrity, service, engagement and a spirit of collaboration and responsibility for themselves, their neighbors and the world, they affirm and celebrate the spirit of their School. As an 80-year old School, as a School defined and united by a profound mission of education, we have the opportunity now to be a School of inspiration and transformation. I thank the students of today for keeping the dream alive each year by the way they live, study and learn together.

Finally, on this Memorial Day, we honor those who have sacrificed their lives so that we might have the gift of freedom, hope and aspiration. We honor and celebrate the work of St. Andrew's graduates across the world who serve their country in the military, and we are proud to announce that Sky Mackay has accepted an appointment this year to the United States Military Academy



at West Point. As we salute Skylar, we remember the words President Obama delivered at the Annapolis graduation last week:

“These Americans have embraced the virtues we need most right now: self-discipline over self-interest, work over comfort, character over celebrity.”

Excerpts from Remarks by Co-President Liz Wolinski

Class of 2009, did you think this day would ever come? This past week we began experiencing many of our “lasts”; our last school meeting, classes, family style lunch, practices, and our final chapel service at Old St. Anne’s. At this service, Mr. Roach alluded to our last week, saying the friendships we have made in the past two, three or four years would make this past week “intense, complex, emotional and unforgettable”. While the past seven days have been more fun than I can explain, Mr. Roach could not have been more correct in telling us just how complicated these final days would be.

It is easy to say that the relationships we have built here during our time at St. Andrew’s will never be forgotten and we will remain friends far past when we part in about two days. It is harder to explain what these friendships actually mean. The beauty of the friends you make here, is that everyone is going through exactly the same thing you are and we always find time to relax....Relaxing like how I waited until four this morning to finish this speech so that I could spend some quality time talking to my sophomores for the last time and take one last trip to Waffle House to say goodbye to our beloved Carolyn, who devotedly waits on us and is excited to have a conversation every time we walk in the door, and then finally just hanging out to cherish those last moments we had together in the Main Common Room until I finally decided, “okay, I think it’s time to get my computer and finish up that speech I have to give in a couple of hours.” I know all of you have had moments like this, too. Spending time with you all has made the work and

the difficulty of St. Andrew’s life possible and for that I want to thank you.

Freshman year during Intro to Community Life, Mrs. Hutchinson told us that time at boarding school is multiplied by three. So spending four years here has actually been like spending twelve years here and at times I know we’ve all felt like that’s true. Time being multiplied by three means that the friendships we have made are twelve year old friendships, too. Living on dorm in close quarters with people forces you into a situation where you become really good friends really fast. And now that we have come to our final day at St. Andrew’s, we can all say pretty confidently that even though we will surely be going our separate ways very shortly, we will not lose these friendships that have had and will continue to have such deep meaning in our lives.

Because I do not think that I could have said this any better, I will leave it up to the eternal words of Nathan Morris, Michael McCary, Shawn Stockman and Wanya Morris. It may not make sense entirely, but it’s relevant enough:

*Although we’ve come to the end of the road,
Still I can’t let you go,
It’s unnatural, you belong to me, I belong to you,
Come to the end of the road,
Still, I can’t let you go
It’s unnatural, you belong to me, I belong to you.*

Excerpts from Remarks by Co-President Ford Van Fossan

The task I present you with today is difficult in an extremely subtle way. Most of us spend our time here attempting to simply make it to Saturday. It is not at all that we are particularly unhappy; it is simply that we are so busy and more often than not stressed. We go from one academic crisis to another, trying to scramble to the surface, to the end of the day, to the weekend, to the break. Falling into this rhythm we can forget about both how incredible St. Andrew’s is and forget to take the time to enjoy ourselves here.



So in order to avoid this complacency, every once in a while, remember how blessed you are to be here. We live in a beautiful and vibrant community. However, it is easy to take Founders, the pond, and the fields and forests for granted. I myself was reminded of this two nights ago while watching the outtakes of the new admissions video. As we all gathered around the Zendt's TV, the running joke seemed to be "where is that place?" Yet, obviously we all knew it was St. Andrew's. And though I am quite sure that the crew filmed every misty sunrise that has happened in the last nine months, I think we were all struck not only by the beauty of the campus but also by the vitality of the movie's subjects. The place in the video seemed a fantasy. Yet in reality, we were looking in a mirror into our lives here. And what we saw was stunning.

Whether you realize it or not, we live in an amazing community that has given us all valuable and unique opportunities and experiences. So rather than worry about that paper you have to write next period or fantasize about a weekend that doesn't really exist anyway, appreciate the fact that nearly every student in the school just slid down the front lawn in the driving rain. Or smile because our headmaster just screamed the words to "we three kings". Take pride in the fact that last night the student body raised thousands for a little boy in need, or that a couple of guys can always be counted on to paint "Saints" across their chests and "Ethos" across their backs for a big game. Perhaps simply step back and take the time to appreciate the smile you get as you struggle to first period.

Underformers, please don't let these years simply race by. Instead, relish this wonderful chapter of your life. For in a year or two or three you too will stand at the same crossroads we have now reached, your time at St. Andrew's evaporated before your very eyes. Here at this point, your time to jump in the pond, lounge on the front lawn or get to know another zany and wonderful St. Andrewian you didn't know before will be over. For the class of 2009, these privileges are slipping away and tragically there is nothing we can do about it. And from up here I can tell you it is a terrible and heartrending feeling. And yet I know also that this is not the end, if anything it is the beginning. Next year we will move on to new and exciting things. And we will certainly return and reunite as the alums present today have done. Yet now, in this conflicted moment all we can do is reflect on what St. Andrew's has meant to us and be thankful that we have been lucky enough to be a part of it all. And to those of you who must now take up the mantle, those who the class of 2009 leaves behind, appreciate every minute here, for trust me, each and every one is precious.

Commencement Address by Erin Burnett '94

No one will ever match the sincerity, passion and raw talent of your teachers here. I can tell you that Will Speers, Tad Roach and your teachers here at St. Andrew's will live in your memories as they have in mine and my classmates.

And as you get older, maybe you, like me, will have a flashback to chapel and a moment of inspiration when you read Mr. Roach's remarks in the *St. Andrew's Magazine*.

In my business, you have to know your audience. And with Mr. Speers and Mr. Roach in this audience, I know that means I must use quotes from literature.

In *A Doll's House*, Henrik Ibsen's Torvald says, "There can be no freedom or beauty about a home life that depends on borrowing and debt."

Words written 130 years ago with both moral and material implications show that people's propensity to consume, value material possessions and "keep up with the Joneses" (you'll hear a lot about that in Econ 101) is not new. You might even say it's innate. At its finest, that drive sparks human ambition. At its worst it sparks a "material obesity"—where people consume because they can... lacking appreciation for their acquisitions... feeling entitled to everything in "supersize."

Consumption because we "deserve it," because "we are American," because frankly, we can consume without earning the things we buy. This has humbled

our nation. It happened overnight: suddenly the credit that fueled the buying was gone.

A few months ago I was working in Washington one weekend. I was on the phone with a CEO and the conversation was so memorable I wrote it down. He told me: "I just don't know what money is worth anymore. I look at a dollar bill and say, what if it means nothing?" His comment struck me because it captured the essence of the issue. It's not just about money. It's about America. What if "America" means nothing? There were moments in this crisis where the entire concept of modern society was at risk. I'm sure there are moments when each of you have been afraid in this crisis—even here in the sheltered world of St. Andrew's. I can promise you that there isn't an adult who hasn't been—a world leader, a CEO, a parent.

The economic crisis woke us all up to the precariousness of our prosperity. And you are the lucky ones. The future of our nation is in question and you are walking into a world where your talents and passion are sorely needed.

Much of history passes uneventfully. Then there are big bangs—events that change the course of history. People who live during these great bangs can influence the world. Thomas Cahill calls these moments hinges—one is when a group of Irish monks saves virtually the entire written record of Western Civilization. And I believe one may be now, when the status of the "American" dream—which is really the "world" dream of a better life—is threatened.

Every year, graduates are told to go out and make a mark on the world. Those words are always true—but when things are going along fine, they don't carry the same weight. This time they aren't just words. We need you to make the world a better place.

Don't be afraid to test the waters and try new things. As William James, brother of Henry, said: "Seek out that particular mental attitude which makes you feel most deeply and vitally alive, along with which comes the inner voice which says, 'This is the real me.'" Some thing will make you feel vitally alive in the next four years—some activity, some class, some walk outside, some random thing you do. Don't forget that moment. And fight to stay true to it as you choose your life's work.

Over the past few days in Nigeria, where I've been traveling for work, I had an experience that made me think of you, the graduating class.

In Lagos, which is a great teeming hive of people and color and smells, we met several entrepreneurs. One of them was a woman who started a children's clothing company about 15 years ago. It's now the "Gap" of Nigeria. Her new ad campaign is "We can fix Nigeria.... Yes, we can." She said she figured Barack Obama wouldn't mind sharing his line since it wasn't trademarked.

I don't think he would mind either.

Adenike, the woman I met, is rich now. And she runs her business with an eye on bringing up Nigerians, nearly all of whom live on a dollar a day or less. She makes her clothes

in a two-room workshop at her flagship store. Talk about standing up in the face of adversity and fighting to build something better.

The entrepreneurial spirit is alive and *fiercely* kicking in Africa's largest country. And it can and should be here in America too. Adenike's story made me realize how one person can inspire others. I learned later that day that Adenike is a role model for many smaller scale women entrepreneurs. I met another woman who recently opened her first bank account and quintupled her monthly earnings in a catering business that she runs from a fourth floor walkup. She stopped dead when she heard I'd met Adenike. "Wow, I aspire to be like her, she is a model for all Nigerian women," she said.

Sometimes you don't know how many people you are impacting. Each of you here today—by living lives that are true to your passions and lives of "character"—can inspire countless others to greatness.

A few pieces of advice, because after all it's graduation day and as your speaker I have to try and offer some.

1) Seek out those moments when you feel most "vitally alive" and write them down. One day you'll be grateful for that list.

2) Try and be gracious. From waiting in airport security lines to losing college sports games, being gracious will distinguish you. The most flattering compliment I've ever heard about someone or said about someone is that they are gracious. Try to be a person of grace.

3) Heed Torvald. Live within your means. You never need more than one credit card and in college you don't need one at all. Living on a debit card means you're living off the money you have and establishing a credit history. And always, always pay your credit card in full. That should be a religion.

And don't forget E.M. Forster and Mr. Roach's religion—if you "only connect" with other people throughout your life, you will be doing quite a lot.

Good luck to the class of 2009. You're lucky. Here's to your future. ❖



The Cresson Prize *For the greatest improvement in athletics.*

Daniel Hubbell Primiani
Michel'Le Mary Bennett

The Art Prize *Awarded to the student who has contributed the most to the Art Program in effort, originality and technique in various art forms.*

Christopher Gun Hwan Chung

The Ceramics & Sculpture Prize *Awarded to the student who has demonstrated a mastery of skills and a strong imaginative quality with his or her work, and proven to be a creative model among his or her classmates.*

Nicholas Moore Watson
Dheuris Rodriguez

The Larry L. Walker Prize for Instrumental Music *Awarded to the student who has made outstanding contributions to one or more of the music ensembles.*

Andrew Steven Pfeiffer
Michel'Le Mary Bennett
Peter Winslow Brownlee

The Choir Prize *Awarded to the VI Former who has contributed the most to the success and development of the choral program.*

Laura Wellman Hain
Katherine Elizabeth Craddock
Emily Thorndike Gowen
Ian Stuart Harding

The Drama Prize *Awarded in memory of John Fletcher Hinnant, Jr. '53, to the student who has made the most significant contribution to the Theater Program in effort, creativity and technique and has shown exceptional artistic growth as an actor.*

Tania Maatouk
Katherine Elizabeth Craddock

The Hoover C. Sutton Drama Prize *Awarded in honor of Hoover C. Sutton, drama teacher at St. Andrew's School from 1980–1993, for the greatest contribution to the Theater Program in technical work.*

Donald Alan Dimick
Alexa Bryn Lichtenstein
Michael Sena Quist

The Film Prize *Awarded to students who have shown extraordinary creativity, technical skills, and dedication to the film studies program.*

Eliza Starbuck Hamilton
Donald Alan Dimick

The Keri J. Advocat Photography Prize *Given by the Class of 1991 in memory of Keri J. Advocat, whose love and passion for the arts will always be remembered by her classmates. Awarded to the student of photography who has shown a strong mastery of technical skills and presented a portfolio of creative images.*

Vivian Jordan Smith

Purchase Prize *Awarded to the student who has created an outstanding piece of artwork in either a minor or major plastic arts course. This work is chosen by the School to enter its permanent collection.*

Mary Duncan Craig
Mia Anderson Fry

The Chester E. Baum Prize for English *Given by the members of the English Department in honor of Chester Earl Baum, for 29 years an outstanding teacher of English at St. Andrew's School, to the VI Former who has excelled in English scholarship.*

Laura Kathryn McCready
Sarah Anne McShan
Christina Mary Fleischer

The Charles H. Welling, Jr. Prize for Writing *Given by members of his class in honor of Charles Welling '45, writer and raconteur, to the student who has produced exemplary non-fiction writing in all disciplines throughout his or her career at St. Andrew's.*

Robert Douglas Stuart IV
Brittanie Leigh Leibold

The Amanda C. Leyon Prize for Creative Writing *Given in memory of Amanda C. Leyon '95 by her classmates, to the student who has excelled in creative writing.*

Hannah June Darling

The Louis C. Mandes, Jr. Library Prize *Given in memory of Louis C. Mandes, Jr., School librarian, to the student who demonstrated a love of books and a deep appreciation for the Library.*

Nancy Yeon Joo Kim

The Sherman Webb Prize for History *For outstanding work in history.*

Amara James Aja

The W. Lewis Fleming Prize for French *Given by the alumni in memory of W. Lewis Fleming to the student of French who is most deserving in interest, effort and achievement.*

Emily Thorndike Gowen

The Joseph L. Hargrove Prize for Spanish *Given since 1972 by Joe Hargrove '67 in memory of his father, who was a "great admirer of SAS." Awarded to the student doing outstanding work in Spanish.*

Giancarlo Daniel Duffy
Elizabeth Anne Martin
Vivian Jordan Smith

The Chinese Prize *Awarded to the student doing outstanding work in Chinese.*

Ian Stuart Harding
Margot Rountree Mellon

The G. Coerte Voorhees Prize for Classical Languages *Given by his children in memory of their father, G. Coerte Voorhees, Latin teacher at St. Andrew's School from 1935 to 1962. Awarded to the student who has done outstanding work in Latin and/or Greek.*

Brittanie Leigh Leibold
William Evan Cooper

The Walter L. Harrison Prize for Mathematics *Given in memory of his mother by Walter L. Harrison '66, to a student of high achievement, whose work in mathematics is distinguished for its depth of interest, imagination and creative thinking.*

Ian Stuart Harding
Elizabeth Anne Martin
Michael Sena Quist
Ronald Grant Nikols

The William Day Scott Prize for Science *Awarded to the student who has taken at least two science courses and, through performance in these courses, has demonstrated real promise in the field of science.*

Christina Mary Fleischer
Ian Stuart Harding
Michael Sena Quist

The William H. Amos Prize for the Life Sciences *Given by William H. Amos, member of the faculty from 1947 to 1985, to the student who has demonstrated exceptional interest and ability in the life sciences.*

Henry Peter Holbrook
Michael Ford Van Fossan

Awards

The Virginia Layton Orr Prize In recognition of Virginia Layton Orr's efforts to preserve Cape Henlopen State Park and other natural areas, this award is given to a student who has made significant contributions to the environment.

Mary Duncan Craig
Ian Stuart Harding
Michael Ford Van Fossan

The Walden Pell Prize for Religious Studies Given to a student of the VI Form whose work in Religious Studies is distinguished for its understanding of the relationship between faith and learning.

Robert Douglas Stuart IV
Hannah Danielle Schechter

The Francis L. Spalding Award Awarded to the IV Form student who has achieved a commendable academic record by distinctive effort.

Kervin Aleman Zamora
Margaux K. Lopez

The Harry C. Parker Prize Given by Harry M. Parker '64 in memory of his father, Harry C. Parker, to the VI Form boy or girl who has achieved the greatest academic improvement in his/her St. Andrew's career.

Joseph Stamm Garvey
Timothy Laurence Merlino
Louise Hastings Dufresne
Elizabeth Rutherford Dutton

The Peer Tutoring Award Awarded to the student who, through the dedication of time, compassion, understanding and patience, has demonstrated passion for teaching and helping others.

Mia Anderson Fry

The DyAnn Miller Community Service Award Named in honor of DyAnn Miller, exuberant teacher and counselor at St. Andrew's from 1984 to 2005, who helped build and develop the community service program, and then by her example dedicated her energies and spirit to the service of others.

Sarah Brooks Haroldson

The Calder Prize Given in honor of Dr. Joseph R. Calder and Virginia Calder and awarded to a III Form student who combines the qualities of good scholarship and a commitment to the service of others.

John Tiller MacIntosh
Martin Laurence Millspaugh
Lucy Claire Iselin

The Malcolm Ford Award In memory of Malcolm Ford, given to the boy and girl below the VI Form who best combines the qualities of leadership, good sportsmanship and a cheerful spirit.

Lucinda Caldwell
Charles Naddaff Hughes

The Robert H. Stegeman, Jr. Award Given in honor of Bob Stegeman, inspirational history teacher, academic dean, assistant headmaster and dean of faculty at St. Andrew's from 1978 to 1999, awarded to the junior boy and girl in the top academic ranks of their class who have demonstrated intellectual leadership and who have made exceptional contributions to the life of the School and community.

Rachel Elizabeth Shields
Samuel Goring Broer

The Christopher Wilson Award and Scholarship Given by his parents in memory of Christopher Edward Wilson '99. The award recognizes that senior who best embodies Chris' virtues and personal qualities: a love of St. Andrew's, a quiet and authentic appreciation of life, friendship and community, a devotion to service and to children and a kind and generous spirit.

Aderinsola Adeoye Akintilo

The Robert T. Jordan Award Given by his classmates and former teachers at St. Andrew's in memory of Robert T. Jordan '86, who died September 11, 2001 in the World Trade Center attack, to the IV Form boy and girl who display the qualities that made Robert so memorable and distinctive: a love of humanity, an appreciation of friendship, a willful perseverance and resolve amidst adversity and opportunity, a unique and refreshing perspective on life and all its possibilities.

William Michael Rehrig
Maya Rose Cave

The Headmaster's Award Given to the VI Former who, in the opinion of the Headmaster, has made distinguished contributions to the culture of the School.

Robert Douglas Stuart IV
Alexander Patrick Flynn
Susan Brooks Gurzenda

The Fine Arts Award Awarded to the student who has made the greatest contribution in the fine arts and demonstrated a depth and quality of talent that demands our recognition.

Mary Duncan Craig

The Henry Prize Awarded to the VI Form boy and girl who have been of the greatest service to athletics. It recognizes not only personal athletic skill, but also service to the teams of which the students were members.

Alexander Patrick Flynn
Tyler Graham Gehrs
Mark Darlington Wieland
Susan Brooks Gurzenda
Elizabeth Anne Martin
Mackenzie Baker Lilly

The King Prize For the leading scholar during the VI Form year.
Christina Mary Fleischer

The Founder's Medal Awarded to the scholar in the graduating class who, during his or her career at St. Andrew's, has achieved the best academic record in the Form.

Brittanie Leigh Leibold
Sarah Anne McShan

The William H. Cameron Award Given to the VI Former who has performed outstanding service to the School.

Elizabeth Anne Martin
Michael Sena Quist

The St. Andrew's Cross Given in honor of the late Bishop Cook of Delaware, who was associated with the founding of the School. It recognizes the student whose contribution to the School has been distinguished for Christian qualities of concern for others, humility and high principle.

Michel'Le Mary Bennett



Mastering the Politics of Science



Andrew Reynolds '68

As I drive through the streets of Washington, D.C., on a Friday morning, the standstill traffic is so painfully obvious a metaphor for the political gridlock that too often paralyzes our national will. I desperately want to reach my destination. I know precisely where I am going. I even know a few workaround options. But all I can do is wait. In the work crews and machinery behind the traffic barricades, I see the signs of progress that may benefit me in future travel, but such a desirable outcome is unavailable to me now.

Still, I smile at the sight of the work unfolding. Somewhere, at some point in time, some people thought the current system could be improved. They put that vision into action and, while the horns honk in disapproval for the moment, the situation will get better. These people—visionaries and dynamic contributors—take the bird's eye view; they rise above the mess to plan and act for the future. That mindset has awesome potential in so many other areas of national and global importance. Dissatisfaction with the status quo, and hopes of what could be are the underpinnings of the very nature of an advancing civilization. Pundits litter the path with obstacles and the sabotage of doubt, but the perseverance of those who believe in the power of human ingenuity and action is an overwhelming positive force.

And that gets to the heart of my journey to the nation's capital. On this Friday, I have a lunch appointment with Andrew Reynolds, a St. Andrew's graduate from the Class of 1968 currently serving the United States as Deputy and Chief of Staff for the Office of the Science and Technology Adviser to the Secretary of State. He is a career civil servant, a man who has spent the last 35 years trying to improve the reach, place and effect of science and technology across the globe. Andy studied international relations and pre-medical studies as an undergraduate at the University of Virginia before earning graduate degrees in energy technology management from George Washington University and strategic intelligence from the National Defense Intelligence College.

I had the privilege to meet and listen to Andy on the St. Andrew's campus a few months prior in early May, when he chaired the Headmaster's Council on Science and Mathematics. His visit to the School was resolute—even with St. Andrew's reputation for academic excellence, he was there to help us determine what we could do better. How could we make sure St. Andrew's was at the forefront of engaging secondary school math and science education? How do we measure and maintain our efforts? How do we instill our students with a passion for math and science when they venture beyond the St. Andrew's campus? With Andy and Headmaster Tad Roach at the helm, more than a dozen alumni with exemplary work in their respective fields explored these questions with a balance of affection and aspiration for their alma mater.

But, the academic discussions of a roomful of scientists, doctors and educators on the St. Andrew's campus must play out a thousand-fold for a larger movement to build and for national and global solutions to follow. Facing the challenges of environmental and economic upheaval, a science and math renaissance is without question a necessity. The greater focus must be, as it was described that May morning in the Irene du Pont Library, the next "Moon Shot."

So, this July morning, I will see Andy in his normal environment, helping to make sure that focus is refined, maintained and multiplied. The Office of the Science and Technology Adviser to the Secretary of State (STAS) leads efforts to augment science and technology personnel and literacy at the State Department, to strengthen outreach to the domestic and international science, technology and engineering communities, and to foster mid- to long-term strategic planning to address science, engineering and technology issues in foreign policy at the State Department, the U.S. Agency for International Development and within the U.S. government, including the defense and intelligence communities. Today, after hosting me at lunch, Andy will be fêting a group of recent graduates in math, scientific and engineering

This summer, St. Andrew's Magazine sent Greg Doyle '87 to interview Andrew Reynolds '68, currently serving as the Science and Technology Adviser to the U.S. Secretary of State. Andy shared candid and insightful perspectives on scientific issues of national and global importance, with economic and environmental implications alike. In May, Andy chaired the Headmaster's Council on Math and Science at St. Andrew's, gathering alumni, faculty and students for a workshop analysis of the role of secondary school math and science programs in meeting the challenges of the 21st Century.



How do
scientists,
engineers
and policy
experts
transform
knowledge
into
action by
those in
political
power?

disciplines. Andy has graciously invited me to join in the meeting to offer my insights as a secondary school educator, and I have eagerly accepted.

When I finally free myself from the D.C. streets, I enter the twists and turns of the security maze at the Department of State's Harry S. Truman Building. Originally completed in 1941 for the U.S. Department of War, the building was never used by that department, which had outgrown the designed available space before it opened. Instead, the building became the home of the Department of State. While there have been additions and changes in the decades since, the measured and stoic exterior still reflects the building's original intended purpose. Inside, however, is where a greater sense of diplomacy emanates.

Out of pure luck, I quickly spy Andy across the security perimeter in the Art Deco lobby, greeting the group of young students as they begin a guided tour of the facility. In short time, he returns for me and we venture into the heart of this magnificent building. Currently halfway through a 12-year renovation plan, the interior is a mix of styles, from diplomatic reception rooms on the top floor of this 8-floor building, replete with colonial woodwork and colonial American paintings and furniture and breathtaking views of the city, to modern windowless offices with resolute simplicity and function. Fortunately for me, Andy prefers to show off the former, noting that all citizens should be able to see their patronage proudly displayed there.

Before we sit down, Andy opens the door to the rooftop balcony and we survey the city below, sharing our thoughts on energy, technology and development. No present or historical topic we explore is without a visual component, as Andy points out the National Academy of Sciences just beneath us looking south, and the Lincoln Memorial just beyond the plush treeline. The two are inextricably connected, he explains, for it was Abraham Lincoln who signed the act creating the National Academy of Sciences in 1863. As Andy revealed in his campus visit in May, among the first recommendations of this austere body to President Lincoln was that the U.S. should adopt the metric system, which over 146 years later, has yet to occur.

This embryonic rift between science and political action sadly remains among the challenges Andy and his peers continue to face to this day. How do scientists, engineers and policy experts transform knowledge into action by those in political power? It's not lost on either of us at this moment that the Capitol Building lies distinctly east and uphill from our present location in Foggy Bottom—a figurative positioning that highlights

the struggle in pushing matters of practical sense up through the channels of political convenience.

We return to the dining room and select from the buffet, continuing our discussions on the place of science and technology in democracy, diplomacy and daily life. The conversation moves seamlessly from coal power in China to nuclear proliferation in the Middle East to aquatic life in Noxontown Pond. In the exploration of any challenge, Andy's grasp of what is possible and what is probable is a perspective forged by the circumstances of his generation. His family moved to Washington from suburban Philadelphia in July 1961, and he admits he was captured by Kennedy's charge to "ask not what your country can do for you, but what you can do for your country." He graduated from high school and attended college just as the nation approached its moment of scientific triumph in the space race while it simultaneously reached its diplomatic low point in the battlefields of southeast Asia. This juxtaposition forged Andy into a pragmatic optimist, an ideal perspective for the career he would choose.

Some 35 years ago, Andy began working as a researcher for energy and public health issues before moving to the Department of Energy (DOE), where he specialized in electricity, nuclear power and energy supply and demand forecasting and analysis. From 1983-86 he was posted in Paris to represent DOE in Europe on matters of nuclear and other energy issues, environment, economic development and research and development cooperation. He is an expert on the nuclear accidents at Three Mile Island and Chernobyl and after the latter catastrophe, traveled extensively to the Soviet Union to expand cooperation in reactor safety, nuclear waste management, physics and fusion energy research. Andy moved to the State Department in 1990 in order to expand his science and technology responsibilities from "A to Z—astronomy to zoology and everything in between." In what he calls a "dream civil service career," Andy won a limited foreign service appointment to serve from 1996-2000 as Counselor for Science and Technology in our embassy in Rome. As he describes his interesting career path, I'm captivated by every word, principally because my own graduate studies are aligning with energy and environmental policy. I'm sitting across the table from a living textbook and I couldn't be happier.

Andy succinctly describes the political and public furor in balancing environmental aspirations with energy demand realities. Most of the current misgivings lie in the failure to accurately gauge the level of dependence on fossil fuels compared to the current and potential output of cleaner alternatives. "If you like having the



lights on, that's a problem," says Andy. "This country relies on electricity in real time, and people want that power every day, at their disposal, at the switch," he adds. "We have 50 percent of our electric power currently generated by coal, and that's not going to change anytime soon." Andy worries the new generation of youth are too insulated from the practical matters of industrial infrastructure and how energy powers it all. To them, the iPods, the iPhone, the computer, the television are their reality. "How many have been to an electric power plant?" or "How many have worked on a car engine or even disassembled a clock or computer?" he muses. Andy seeks to raise the threshold for hands-on commitment, resilience and experience with things that drive industrial economies and are produced by them, not just mindless consumption. Ideas and neat posturing simply aren't enough to rescue civilization from its own short-sighted planning. In fact, pat, convenient and unchallenged answers are exactly how we arrived at most of our crises in the first place.

To turn the tide, Andy hopes to see a revival of real "tinkering" in the United States. "What this country has failed to do is nurture the guilds, the artisans," says Andy. "High school shop classes that we used to have—in most cases are a thing of the past," he laments. "I'm not sure a sufficient number of the workforce can tinker, understand and create with their hands," says Andy. He references a recent book by Matthew Crawford, *Shop*

Class as Soulcraft: An Inquiry Into the Value of Work. I'm delighted because it's the very same book I recommended to members of the Class of 2009, who graduated a few days after Crawford wrote a derivative piece entitled "The Case for Working with Your Hands" for the *New York Times Magazine*. Crawford's writings draw attention to the benefits of supporting, augmenting and occasionally replacing intellectual engagement with true synthesis in the appropriate laboratory. While that tends to be easier in some disciplines than others, I recall watching St. Andrew's land use coordinator Ed O'Donnell teach fly fishing on the T-dock to students reading Norman Maclean's *A River Runs Through It*. That had to be more powerful than sitting in a classroom and attempting to comprehend the beauty of the casting motions. Those students felt it in their hands and watched each other live the moment at the water's edge. The relevant passages in that book will never be more meaningful.

While Andy and I agree that hands-on creative experiences and manual skills training raise some interesting opportunities within the context of American educational reform, both at the K-12 and collegiate levels, we also understand much more needs to be done to lay the groundwork for real change. The national business model for preparatory and professional education just isn't ready for that significant a shift yet. It has spent the last twenty years gearing up for the information driven economy—a wireless mentality without a

▲ *Tad Roach and Andy Reynolds '68 at the Headmaster's Council on Math and Science.*

► *Andy Reynolds '68 and Vivian Heyl, president of CONICYT, Comision Nacional de Investigacion Cientifica y Tecnologica, at the U.S.-Chile Joint Commission on Science and Technology Cooperation in June 2009.*

tether to reality. And without instant metrics for program review and funding decisions, manual skills and creativity find little safe harbor in a “teach to the standardized test” world. At St. Andrew’s, our explorations with alternative tests like the College and Work Readiness Assessment (CWRA) are a step in the right direction, but I can’t help thinking they ought to add some sort of manual brainteaser to the mix.

We could probably spend the entire afternoon in the dining room sharing ideas, but the afternoon schedule is beckoning. Somewhere in this building wait members of the next generation of science, technology and engineering experts, and Andy is looking forward to learning more about them. “I’m always looking for people to tell me something new—every day my job is different,” says Andy. “We still have to do our ‘24/7, put-out-the-fires work’ at State,” he adds, “but our field, our craft of increasing science and technology literacy in this building and advancing our nation’s international development efforts really presents some interesting opportunities.”

Winding our way through the labyrinth of government halls, we first collect a few of Andy’s colleagues before walking into a room lined with ten fresh-faced engineering graduates. They are participants in the Washington Interns for Students in Engineering (WISE), each selected by a professional engineering society for a summer position in various government offices that stand at the intersection of science, technology and public policy.

Andy introduces all of the gathered professionals in the room and gets right to business, asking each of the interns to share a brief description of their capstone undergraduate studies and their current summer project. The topics are fascinating. Barely past 21 years of age, these men and women are jumping fearlessly into complex fields and projects: innovation policy in energy, alternative launch vehicles for the space program, carbon capture regulatory issues, government incentives for residential solar power, nuclear waste management, and biofuels policy.

As Andy extracts the interns’ backgrounds and interests, he is relentless in hitting his key metrics for careers in diplomacy and development. “What languages do you speak? Have you visited foreign countries before or during your studies? One needs to walk in another man’s shoes to really understand his problems and appreciate our own blessings. What hands-on projects



have you done?” It’s an informal job interview. In addition to making his points about the value of a diversity of experiences beyond laboratories and classrooms, Andy is sizing up potential additions to the State Department roster. Any one of these newly-minted engineers could become a star player for the diplomatic corps.

Interspersing the background exchanges, Andy provides the interns with a brief history of the politics affecting the science and technology initiatives within the State Department, from the influence of domestic legislative priorities to the perilous 30-year decline in international diplomacy and development staffing. He’s not trying to dampen their enthusiasm, but gauge their resilience. As he explains the State Department’s organizational efforts amidst the historical political landscape, he offers up a macro assessment of the current situation. “The conundrum we have is there are so many fires going on because this administration has unfortunately inherited a very difficult environment economically and politically,” says Andy. “The challenges are so numerous outside of the country as well as internally, that much compromise is required in partnering diplomacy and development—but that’s the nature of the political process.” Andy draws particular attention to congressional earmarks, which do not always align well with State Department strategic priorities. Money appropriated for international development often gets allocated disproportionately to stateside contractor services and support, leaving less for actual disbursement in the field. It’s not the ideal situation to be funding the method when you’re measured on the outcomes.

Without missing a beat, Andy steers the conversation to specific energy and environmental issues, quickly outlining the American transportation and electric power generation and distribution realities and the stunning economic growth in China and India made possible by huge increases in energy consumption. From there, it's an easy lateral shift to discussions of environment and climate change. "I think we're now talking about adaptation with a capital A, because the industrial momentum and related energy consumption in the global economy is huge," says Andy. "As engineers, you must consider the strong likelihood that the climate, especially at the micro and regional level, is changing and will continue to change," he advises, "These trends will be increasing sources of conflict in the future as we lose glaciers and watersheds quickly. People go to war over water and food." And there lies a distinct opportunity for science and engineering to act at a critical intersection of diplomacy and development. Andy thinks the nation needs many more tinkerers up for the challenge.

Andy opens the floor for the interns' questions, and they vigorously respond, probing on topics of information technology, open-source software platforms, security clearances and export controls, and national and international industrial standards. He deftly answers each volley, and along the way fleshes out more of the State Department's role in global business. Sadly, much of what they accomplish in keeping the United States at the forefront of international cooperation on matters of science, technology and trade is never reported in the media. Rather, it is the occasional failure or shortcoming that tends to garner public attention. Andy points to the recent revelation that two European telecommunications companies sold "deep packet" analysis systems to the Iranian government, which allowed them to decipher and analyze sources of Internet communications. Before and at the height of the civil unrest of the June election, Internet service was curtailed and this power was utilized in the repression of government critics. While the specific actions of the European companies were beyond the reach of the United States, each of the companies engage in significant business here, and thus the pressure to prevent such behavior still weighs on the State Department and other U.S. government agencies with export control responsibilities.

When prompted by a question, Andy returns to the issue of the environment, this time through a political lens focusing on the infamous Kyoto Protocol. Often wielded by environmental activists as proof of the United States' unwillingness to address global warming emissions, Andy disagrees with that assessment "From

the European side, the Kyoto Protocol was taken with a wink and a nod," says Andy. "They knew from the get-go they would never meet their emission targets, but they symbolically signed on anyway and beat the heck out of the United States for leaving it unsigned." In Andy's mind, when it was clear the agreement was deeply flawed and its targets unachievable, the focus of the U.S. administration should have shifted to promoting the next generation of climate research and technology development where U.S. spending was and continued to be dominant and pace-setting. Andy worries the same fate could befall the Copenhagen Climate Conference in December, particularly if China and India do not make meaningful commitments to decelerate and reduce their emissions. Another unenforceable document will not serve the planet well.

Andy brings the discussion back to an educational focus on science, technology, engineering and mathematics by charging the engineering interns with the responsibility of becoming mentors or providing feedback to their educational institutions. After all, these young minds are the success stories. They studied, sacrificed, persevered, hopefully tinkered a bit, and emerged at the top of their disciplines. Andy wants to be sure they provide the feedback to ensure this success is repeated—the same guiding principles he brought to the Headmaster's Council at St. Andrew's. It's nice to know he is keeping us on the front line of such an important issue at the State Department. If our St. Andrew's students end up sitting in this room in the coming years, we'll know it worked sensationally.

Regrettably, the afternoon's exchange must eventually draw to close. I could handle another five hours, and I have little doubt so could Andy and the interns. But projects, fires, and tinkering need less talk and more action, so Andy ends the session for now. As the interns depart, the satisfaction of all parties is overflowing in smiles, handshakes and the inevitable exchange of business cards. Andy and I walk out to the security desk and bid each other farewell, still chatting about energy projects all the while. With the work of the Headmaster's Council continuing, I hope to see him on campus again soon. But most assuredly, when the School plans another trip to Washington, D.C., I know where to bring the math and science students for a conversation they'll never forget. ❖

What languages do you speak? Have you visited foreign countries before or during your studies? One needs to walk in another man's shoes to really understand his problems and appreciate our own blessings. What hands-on projects have you done?

One for All and...

Reunion isn't just for alumni—families, friends and former faculty—all had a great time together at Reunion 2009 too!

From the Old Guard early start to the weekend to the Scholarship Golf Tournament to the Alumni concert to the Alumni Memorial Service, spirit soared during Reunion Weekend 2009.

On Thursday evening, members of the 65th, 60th, 55th and 50th Reunion classes came back to campus for cocktails, dinner and a special session with the Headmaster. The next day they had Insider's View sessions on the School's resources and plans, as well as time with faculty.

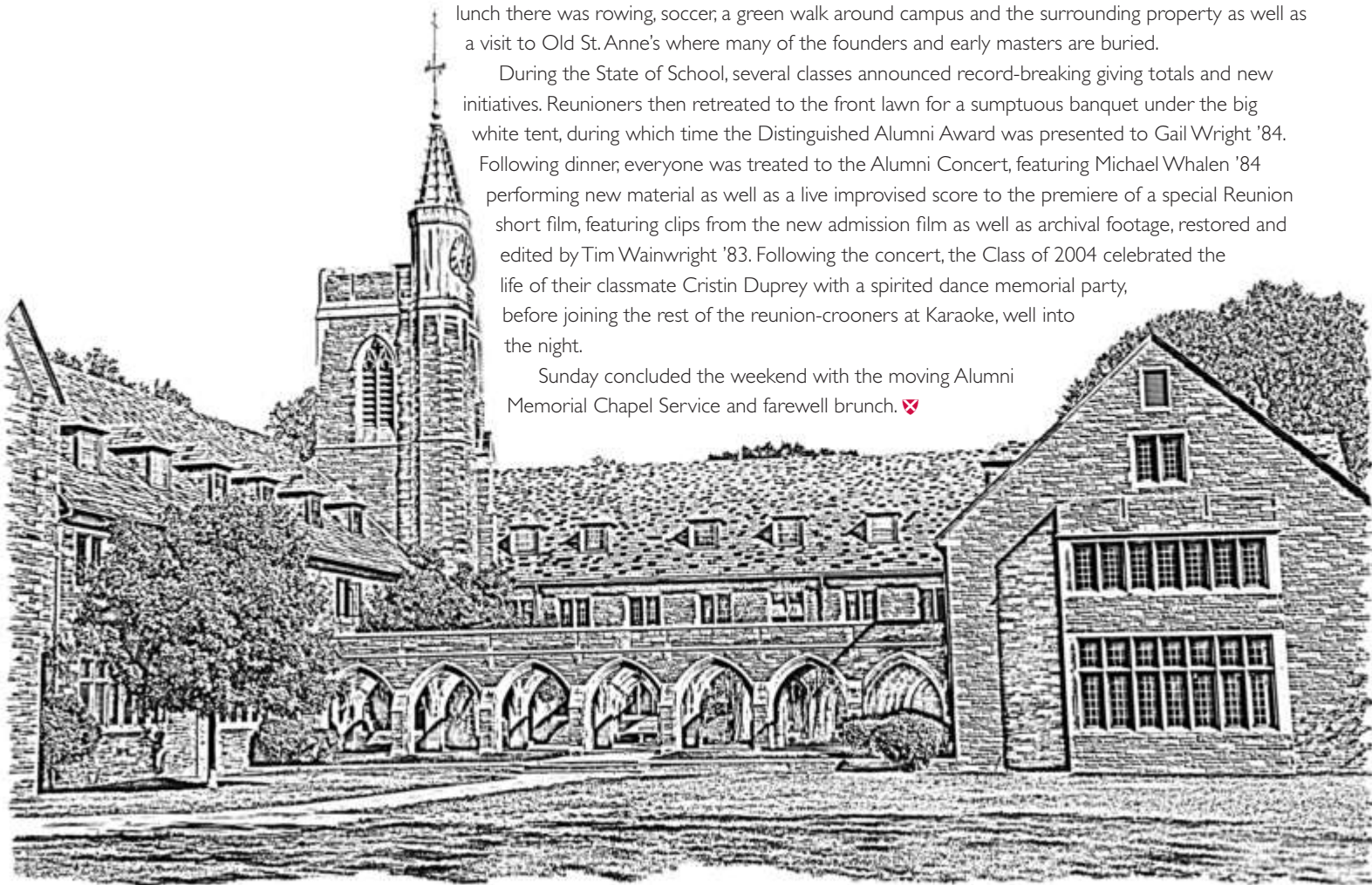
Meanwhile, a full field of golfers ventured out in the rain at Wild Quail Golf Club. They got in nine holes before they fast-forwarded to the 19th hole reception. Players may've been damp in dress, but not in spirit. Besides good fun and sportsmanship, the group raised \$25,000 for the School's financial aid program.

Back at campus, over 300 alumni and their families poured in for the Global Feast and class gatherings. Saturday morning, early risers ran the cross country course, boarded the barge for a tour of the Pond's shoreline and wildlife or sipped coffee with family and classmates. Alumni and guests had the opportunity to hear faculty member Dr. Peter McLean lecture on nature and its importance to our lives. Headmaster Tad Roach and former Headmaster Jon O'Brien took center stage, talking about important changes in the School over the last 30 years—a reunion first!

Lunchtime was literally a three-ring event. The 25th Reunion Class assembled under the tent with Tad and Elizabeth Roach for a special class celebration. The 20th Reunion Class of 1989 gathered on the Garth to begin planning their next Reunion—the 25th. All others spilled onto the front lawn for an Eastern Shore picnic. After lunch there was rowing, soccer, a green walk around campus and the surrounding property as well as a visit to Old St. Anne's where many of the founders and early masters are buried.

During the State of School, several classes announced record-breaking giving totals and new initiatives. Reunioners then retreated to the front lawn for a sumptuous banquet under the big white tent, during which time the Distinguished Alumni Award was presented to Gail Wright '84. Following dinner, everyone was treated to the Alumni Concert, featuring Michael Whalen '84 performing new material as well as a live improvised score to the premiere of a special Reunion short film, featuring clips from the new admission film as well as archival footage, restored and edited by Tim Wainwright '83. Following the concert, the Class of 2004 celebrated the life of their classmate Cristin Duprey with a spirited dance memorial party, before joining the rest of the reunion-crooners at Karaoke, well into the night.

Sunday concluded the weekend with the moving Alumni Memorial Chapel Service and farewell brunch. ❖





Clockwise, top left: After playing in the Golf Tournament, John Hukill '50 came to campus to catch up with his cronies from the Class of 1949. Bob Stegeman and the boys in blue, Morgan Scoville '00 and Ben Harrington '99. Lili Pell Whitmer, daughter of the School's founding headmaster Walden Pell II, holds court with Bob Whitmer, Bill Bownlee '44 and Stuart Bracken '50. The Brownlee Clan keeps crew all in the family with Peter '09, Steven '77, Gordon '75, Ian '73, Janet '79, Lindsay '05, Colin and Bill '44. The Snyder-Queenan '94 family relax with staff sitters. Trapnell staffer Rachelle Miclette surrounded by alumni kids. Joan O'Brien catches up with a Reunioner at the Friday Supper. Charlie Hughes '10 (son of Kent '63) helps direct Funhouse whiffle ball.



ALL for REUNION!

Reunion Weekend 2009

Clockwise, top left: LeMar McLean '00 gets down with his friends in 1999 at Karaoke. The Old Guard returned on Thursday for a special dinner and activities. Former roommates Alan Aikens '84 and Will Wrightson '84 take a pair out on Noxontown Pond. Members of the Class of 1974, John Eisenbrey, Rich Vach and Joe Hickman, returned to campus for the festivities after the Scholarship Golf Tournament. The Class of 1959 catch up with each other on Thursday evening. Alumni rowers return to their seats!



Fall Alumni Day

Mark your calendar now for:

Saturday, November 14

1:00-4:00 p.m.

Cannon Game: SAS vs. Tatnall



Featuring:
Tailgate Tent
Student Spirit Leaders



Save the Date!

REUNION WEEKEND

June 11-13, 2010



A Voice for the Voiceless

Alexandra Cox '97 seeks a more empathetic justice for young people

For over a decade, Alexandra Cox '97 has been working to bring more fairness and empathy to the criminal justice system's treatment of young people. Now in the process of getting her Ph.D. in criminology from Cambridge University, she has recently begun a non-profit initiative to refurbish prison libraries and improve literacy among young prisoners. In April, she visited St. Andrew's to speak about her work. In a mid-day presentation to students and faculty in the Gahagan Room, she shared research, reflections and personal experiences working with young people entangled in the adult court system. In the afternoon, she joined students in John Austin's Global Studies courses to discuss potential sources and solutions to the problem of mass incarceration. Harnessing passion, intelligence and empathy in the service of her deep sense of justice, Alexandra embodies the kind of work for which St. Andrew's strives to prepare students.

Stepping outside her comfort zone

In the spring of 1998, during her first year as an undergraduate at Yale, Alexandra took a relatively small step that changed her worldview and the course of her life: She became a mentor. "I was interested in finding a place to volunteer my time," she recalls, "and my freshman counselor told me about a mentoring program called the Juvenile Justice League, a program that pairs Yale students with young people caught up in the juvenile justice system in New Haven."

As a mentor, Alexandra met young people whose experiences and paths had been very different from her own. In many cases, these young adults had contended with deep poverty, neglect, parental addiction, abuse, or all of the above. "This experience was incredibly important in exposing me to young people who lived vastly different lives than I had," she recalls, "and in helping me begin to step outside of my comfort zone and challenge myself to think about what I had grown up with and where I had grown up, and why our paths were so different."

Immediately captivated by the challenges, rewards and revelations of this work, Alexandra quickly

began deepening her involvement. Joined by two graduate students, the following year she began a student prison activist group and ran it through her senior year. She also began investigating prisoner's rights, and as a sophomore she wrote an article on felon disenfranchisement. Her research into the issue opened her eyes to the costs of "our country's thirst for incarceration," which, she says, "has created a penal system that is overcrowded, violent and essentially a warehouse for the poorest, most vulnerable and marginalized citizens (and often, non-citizens)."

Soon, both her academic work and her "on the ground" service work came together under the aim of making a difference, and Alexandra became determined to help individuals using her developing knowledge of the system in which they were ensnared: "I began to realize that I could make some strong connections between my passions for this issue on an emotional and personal level as well as my intellectual interest in the issue, and that really helped sustain me through and beyond college."

After working for a time in California at the Drug Policy Alliance, a national organization committed to addressing the harms caused by the War on Drugs, Alexandra moved back east to a New York City job that would answer her yearning for more "on the ground" work with people. The new job would also introduce her to many young people caught in the adult prison system, drawing her focus and empathy to a specific set of injustices.

Children charged in the adult system

In 1978, the case of murderer Willie Bosket prompted courts to change New York State law, so that juveniles as young as thirteen could be tried in adult court and face adult penalties. "The logic of this law is a sort of illogic," Alexandra remarked in her presentation, "because it grew out of a hysteria and need for public display of retribution. . . In our punitive culture, people want their politicians to present a firm, law and order façade."

◀ *Creative freedom: A young prisoner in Norfolk, England participates in Music in Prisons, an organization that brings music projects to prisoners of all ages throughout the UK. Alexandra conducted a year-long evaluation of one of these projects as part of her Ph.D. studies, and she thinks Music in Prisons is "a wonderful organization to support."*

The number of children in adult prisons has more than doubled since 1990, largely as a result of the War on Drugs, which sweeps up thousands of street-level teenage sellers, many of whom have been oriented towards crime by poverty, marginalization and a lack of opportunities or adequate education. Each day in America, an average of 7,500 youth are incarcerated in adult jails.

As a social worker at a public defender's office called the Neighborhood Defender Service of Harlem, Alexandra represented a large number of young people charged as adults and facing very long sentences. In addition to doing basic social work for them—taking them to the welfare office, finding drug treatment programs, going to school suspension hearings, and so on, Alexandra also prepared each individual's social history by interviewing family members, community members and friends, and reviewing their records. The histories she compiled were used to try to obtain better sentencing.

What happens to young people in a system that prioritizes discipline and security above education and rehabilitative support? What happens to their identities in a system that views them merely as "criminals" and not as individuals in the process of development and learning? The short answer is that they get lost. "The pains of imprisonment work at various levels in a young person's life," Alexandra explains. "They struggle deeply with being separated from family and loved ones, many of whom they cannot see throughout their sentence because prisons are often located many hours away from home. Youth prisons and jails are also often very violent places: young people live in constant fear of being attacked, slashed, jumped and emotionally abused, at the hands of both young people and staff."

While our justice system is putting thousands of drug-dealing teens behind bars, it is not doing much to educate or rehabilitate them, and the transition back to civilian life can be harsh and lonely. Rehabilitative programming, which is mandated in juvenile facilities, is often minimal or absent in adult prisons. Getting a job, welfare or financial aid for education after release is also very difficult, leaving young people with few options. According to the Coalition for Juvenile Justice, the national recidivism rate for juvenile offenders is between 60 and 84 percent.

For many of these young people, the demoralization and damage done in prison comes on the heels of a traumatic childhood. According to Alexandra, "Many young people who end up in youth prisons have also experienced institutionalization at various other points in their lives, having lived in group homes, foster homes, psychiatric hospitals and other residential placements, and thus carry with them an extreme distrust of adults, a real sense of hopelessness about their futures and a sense of voicelessness. These experiences are often more deeply entrenched in the prisons, where young people find it hard to build positive relationships with adults, they

sometimes struggle with what lies ahead (and often don't even know where they will go next, if they are wards of the state), and they very seldom have a chance to express their needs."

Breaking the silence

In her essay, "Masked Racism: Reflections on the Prison Industrial Complex," political activist and professor Angela Davis describes prisons as institutions that "disappear human beings in order to create the illusion of solving social problems." In her social work and advocacy, in her work as an academic and in her current non-profit work, Alexandra has devoted herself to undoing this disappearance, finding young people who have been lost within a system that either forgets or ignores their humanity, their individuality and their needs.

In his most recent chapel talk, Will Speers spoke about the importance of listening as an act of encouragement, education and love. He reflected on the dangers of accidental or intentional deafness to others: "If I don't listen, you're not heard, you don't count, you're not valued. So then you yell, shout, scream—in anger, in confusion, in exile."

Alexandra noticed that "many young people charged with crimes lack a forum for expressing their views about the criminal court process, at least in a way that made those views legitimate." As part of her master's dissertation, she set out to provide such a forum. She interviewed seven young adults from New York City who were charged with crimes in the adult court system.

Knowing that many young people in prison are "accustomed to being poked and prodded, asked questions about who they are, where they come from and how they behave, all in an attempt to understand why and how they committed a crime," Alexandra focused her inquiries elsewhere. Instead of asking about their crimes, she would question these seven interviewees about their perspectives and their experiences. Her goal, she writes in the introduction to "They Hear Me, I Hear Them: Observations on the Juvenile Justice System," was "simply to put these young people's voices on paper."

The seven young New Yorkers whom Alexandra interviewed taught her a great deal about the experience of being a teenager in an adult prison. She learned that these young people, though rarely heard, had powerful and important things to say, including clear opinions about the morality of the criminal court process. She noticed the conditions they needed in order to speak openly. And she discovered what she had already intuited—that in order to learn self-respect, respect for others and respect for rules, one must first have respect modeled; one must be shown respect. Reflecting on the interviews, she writes, "What is consistent about these young people's words is the value they place on being treated fairly and respectfully throughout the criminal



◀ Alexandra conducted a year-long evaluation of music projects as part of her Ph.D studies.

court process, and how their treatment in turn impacts their own investment in and trust with the law. This is consistent with existing research about adults. I sense that young people are often told that their opinions about these things don't matter, and this further undermines their faith in 'the system.' . . . I respected their words, and I sensed they felt that respect: it was here that I realized the role of reciprocal respect in building a sense of self."

Incarceration instead of education

In her presentation at St. Andrew's, Alexandra shared with students some of the questions that her own work has prompted about America's methods of enforcing law and order. The U.S. imprisons more people than any other country in the world, with over 2 million Americans incarcerated today. What is this intensely punitive approach doing to remedy social ills? And when it comes to young people, is it wise, effective or even ethical to punish our way out of crime?

When we try teenagers in adult courts, we implicitly attribute to them the accountability, maturity and moral understanding that we expect from adults. But isn't it possible that non-violent crimes committed by minors (such as drug-selling) are often exhibitions of mischievous behavior that could, with proper guidance, be outgrown as the individuals mature? "Why arrest people for things that could also be seen as opportunities to teach or discipline in a productive and minimally damaging way?" Alexandra wondered.

America's "investment in the punishment industry," as Angela Davis calls it, speaks volumes about our cultural values and fears. Between 1977 and 1998, a period that saw peaking arrests due to the crackdown on drugs,

growth in spending on corrections was 2.5 times greater than on education. In New York State, it costs \$150,000 to incarcerate a teenager for a year, money that goes mostly into security and control, rather than education and rehabilitation. When we compare that figure to the \$68,000 it costs to educate a St. Andrew's student for a year, we get a sense of this country's eagerness to push the problem of crime, and the poverty and marginalization that most often lead to it, out of sight and out of mind.

For Alexandra, this budget for punishment is shamefully misdirected: "Though I find prisons to be the most harmful aspects of our criminal justice system, I also think that some of the ways that our state and local governments fail to invest strongly in poor communities, which I think bears a relationship to individuals' path to incarceration, is shameful. Poor communities in this country lack strong state-funded institutions—after-school programs, athletic facilities, appropriate and strong medical and mental health care, affordable housing and so on—that I think create stronger conditions for young people in particular to avoid engagement in crime."

For young people, the "path to incarceration" is also the path away from education, making us wonder about the correlation between underfunded schools and crime. In New York State, 75 percent of prison inmates are high school drop-outs. As Religious Studies teacher Terence Gilheany pointed out, "The same population is in prison that should be in schools. Maybe if we put the money in schools, they would stay in schools instead of opting for crime."

"Stepping away from St. Andrew's, I've gotten some perspective on what got me here," Alexandra told John Austin's Global Studies students in an afternoon class.

"We come from places where we have an enormous amount of social capital, the glue that has connected us to the people who have helped usher us through the system. At various steps along the way there have been opportunities built in."

Responding to a need

Alexandra's current project is focused on increasing the availability in prisons of one form of social capital—education. Investigating the opportunities inmates have to educate themselves, she noticed the inadequacy of the libraries at Rikers' Island and in other prisons.

Alexandra has long been giving books to the young people she works with. "I started doing this with my mentor from my old job," she explains, "who taught me that books can help young people in the midst of a criminal case develop stronger feelings of empathy, a greater facility for language and expression, and deeper insights into their feelings of marginalization."

The libraries in the facilities in which Alexandra does research are generally very poorly stocked, have a tiny budget to buy books and rely heavily on donations. As a result, many of the books that are available aren't appropriate for the age, reading level and interests of the young people inside the facilities. Outdated reference books and limited internet access make it difficult for young people to conduct research for their school work.

For young prisoners, the benefits of a well-stocked library are manifold. Research suggests a critical link between recidivism and literacy: According to a study by the National Center on Education, Disability and Juvenile Justice, the recidivism rates can be reduced by 20 percent or more for juveniles involved with quality reading instructional programs.

Just as young people need adults to show them the respect and support of listening, they also need accessible heroes, and books like *The Autobiography of Malcolm X* and Nelson Mandela's autobiography, *A Long Walk to Freedom*, are very popular among young people in prisons. "The kids I work with tend to like personal odysseys, stories of hardship that they can relate to," Alexandra told St. Andrew's students. Reading can also provide a means of escape from the harsh realities of prison life and into the imaginary world of, say Harry Potter.

Based on research and discussions with prisoners, Alexandra has compiled a list of books to distribute to every prison in New York City, and she is now partnering with Literacy for Incarcerated Teens in an effort to acquire and distribute them. She welcomed suggestions from St. Andrew's students, wanting to know what books had been significant in their own teenage years.

The St. Andrew's community and the ethic of service

Alexandra traces her path of service and advocacy work to the education she received at St. Andrew's: "My experience at St. Andrew's was instrumental in moving me towards this work for two reasons," she says. "One, I was able to receive incredible guidance, mentorship and support from the wonderful faculty members there, some of whom I remain in touch with today. For example, Bobby Rue, my freshman English teacher, has been incredibly supportive of my work, and has done everything from helping me to edit my Master's thesis to helping me find basketball programs for the kids I work with, to attending my college graduation. All of this support, and the incredible help it has given me in improving my writing and thinking, has also taught me the significance of this support in a broader sense—that every young person deserves and needs helpful, respectful, and supportive adults that they can build meaningful relationships with. That has been a big push for me in trying to recommend improvements in the current system. Secondly, the approach and ethos of teaching at St. Andrew's, with its emphasis on critical thinking over amassing knowledge, has absolutely propelled me to think more deeply and critically about my own work, and to make me think about my love of learning as a lifelong project."

The extended St. Andrew's community continues to be a source of support and collaboration in Alexandra's work. "There is a real ethic here of interest and care that is really rare," she says. "Luckily, I still have a network of friends from St. Andrew's who help each other and support each other." For example, Will Robinson, a fellow member of the Class of '97 and friend of 16 years, is helping Alexandra with the library project. With his son in tow, he came to campus to see her presentation and join the discussion in Mr. Austin's classroom. Will has worked with Teach for America for many years, and is committed, like Alexandra, to serving young people who lack the opportunities that he himself received. He told students about the call to service: "Once you have done work like this, it is impossible to return to a quote-on-quote normal life. You become committed to issues of social justice."

Students were impressed and inspired by the focus and passion Alexandra brought to her goal. "I saw a need, acted on it, asked people for help, and it has really taken off," she explained to them. "This is a really important lesson. Sometimes the simplest ideas are the ones that can be built on most effectively." ❖

How you can help

If you are interested in donating books or funds to Alexandra's library project, or for more information, write to juvenilebookproject@gmail.com.

St. Andreans Serve



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In Memory

George M. Furnival '43

Morgan MacDonald '43 submitted the following remembrance:

George Furnival '43, a longtime resident of North Haven, Connecticut, was disabled by Alzheimer's more than a year ago and had been living in a nearby nursing facility. He was a brilliant statistician, a discipline which he applied in the field of forestry at the Yale School of Forestry. He was a loyal St. Andrew's alumnus who in recent years attended several of our Class reunions, and was very good company. He will be sorely missed.

James "Jim" Meredith 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.

Stephen "Steve" F. Penn '53

Stephen Frank Penn, age 73, died in Muskegon, on June 10, 2009, following a short illness. He was preceded in death by his parents and his son, Jonathan Penn. Born on June 27, 1935, Steve spent his childhood in Des Moines, IA and Goshen, IN. He attended Stanford University and was granted a degree in mechanical engineering from Tri State College in 1960. Stephen lived in Texas most of his life. He and his wife, Janne Benson Penn, lived in Saudi Arabia for three years where he worked for ARAMCO. Since retiring, the Penns have kept homes in both Texas and Michigan. Steve had a life-long interest in the outdoors and particularly loved hunting, fishing and the game of golf. He is survived by his wife, Janne; his children, Catherine (Steve) Penn Williams and David Penn, both of Tucson, Ariz.; his siblings, Pamela Penn of Scottsdale, Ariz., Jonathan (Carol) Penn of E. Lansing, Mich., and Christopher (Diane) Penn of Alameda, Calif.; his step-children, Catherine (Ron) Poore of Allendale, N.J., Karen (Brian) Mount of Tyrone, Ga., and Mark Shackelford of Calif.; and nine grandchildren.

John C. "Jeb" Buck '68

John "Jeb" Buck died at Cairns Base Hospital on May 19, 2009, at the age of 58.

Jeb was survived by his daughter, Magnolia; son, Jeremiah; and grandson, Winter. After moving to Australia in 1971, Jeb bought two properties. He settled on the three acres in the town of Kuranda where he designed and built a beautiful pool and home. He was lead singer and guitar player in a local band called The Rainbow House Country Band, which blossomed in the late '70s and '80s. Jeb also ran his own woodworking business, Mortice and Tenon, building fine furniture as well as rugged outdoor settings. He loved reading, especially Mark Twain, and his favorite band was the Grateful Dead. Jeb left behind many friends in Kuranda of all ages and nationalities. He will be remembered for his kindness, generosity and his gentle nature.

▽ George M. Furnival '43



▽ James Meredith Richardson '46



▽ Stephen F. Penn '53



▽ John C. Buck '68



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