

St. Andrew's

FALL 2009
WINTER 2010
SPRING 2010
SUMMER 2010

MAGAZINE

- Commencement
- Sippelle Field House
- Reunion



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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The Interim

Daniel T. Roach, Jr.
Chapel Remarks
Old St. Anne's Church
Sunday, May 23, 2010

I've been thinking a lot about the concept of intervals a bit recently, spurred on, no doubt, by working with seniors coming to terms with their last remaining days as students at St. Andrew's and reading and studying today's readings and the literature I have been teaching to my V Form class this year.

Today, in our celebration of Pentecost, we hear Jesus counseling his disciples about how they should approach his departure and the interval that remains between the ascension and the time they will meet again. He teaches them that the Holy Spirit will comfort and protect them in their loneliness, fear and despair. And he reminds them that because of what he has taught them, they must not only be courageous and faithful and enduring, they must now use the interval to make the vision and principles of Jesus' life come to fruition in a fallen world. Peter Gomes writes of this passage:

We are not permitted the luxury of gazing at Jesus' feet. No, we must get on with Jesus' work, and so it is our vision of the world that is to be that calls us into service in the world that is, a world without Christ and world that is impoverished in spirit and that daily devises more means to make life nasty, brutal and short.

An interval then, can be more than a brief period of time. It is an opportunity, a time period, fragile, evanescent and wonderful, that calls us to seize on, develop and refine a new enlightened and transcendent thought and insight about our lives.

Near the end of Shakespeare's great play, Hamlet declares to his friend Horatio: "the interim is mine." He means that finally in Act V he has learned how to live resourcefully, graciously and courageously in a world of deceit and corruption. "The readiness is all," he discovers — "let be" — and

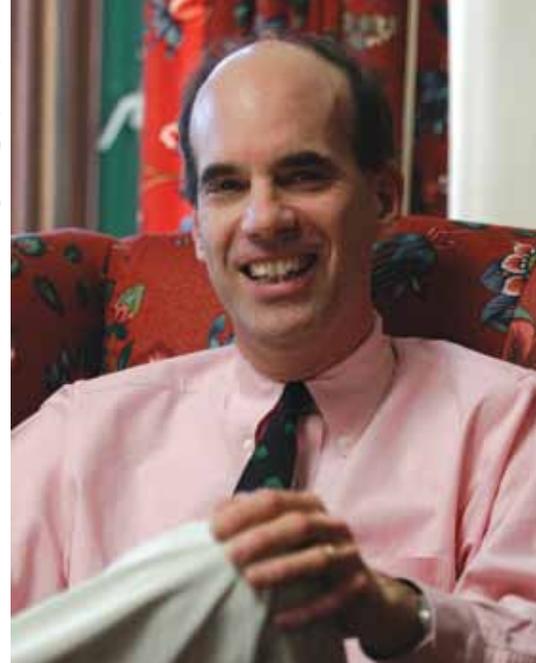
so he uses the interval to defeat Claudius, restore order to the throne of Denmark and confront his fear of death.

What I am suggesting this morning is that if you have had the gift of a transformational or inspirational experience in your life, you should embrace it in its entirety and not fear letting it go, releasing it, for the spirit and power of the experience in your heart and soul will be eternal. It is now a part of you forever. And you must build on that momentum.

It is hard, given what you seniors have shared and created here to say goodbye in a week's time, to imagine you without St. Andrew's and St. Andrew's without you. But it is also true that if you have grown to love the people, the aspirations, the values, the beauty, the spirit of this place, it has become a part of you forever, a spirit, an energy, a goodness that will carry you powerfully through the rest of your life.

If you think about St. Andrew's campus right now, some half mile away from this beautiful church, you might think of the main driveway, the fields, the pond, the front lawn, the buildings, but for a minute think of the bell tower and the way the tower and the cross stand visible from every vista on the campus. This architectural statement reflects the School's mission of transforming the interim St. John describes today as we attempt in a deliberate and consequential way to make the virtues, vision and principles of Jesus Christ live on the campus and into the world.

Our Founders built the School to manage and transform the interim—to give hope, meaning and consolation to young men and women beginning their lives in a fallen world. Early in Chapter 14 of John's Gospel, Jesus says to the distraught disciples:



is Yours

Let not your hearts be troubled: Ye believe in God, believe also in me. In my Father's house are many mansions. If it were not so, I would have told you. I go to prepare a place for you. And if I go and prepare a place for you, I will come again and receive you unto myself, that where I am, there ye may be also. And whither I go, ye know and the way ye know.

The way, Jesus suggests, of course, is the ethos of St. Andrew's our seniors have embraced so powerfully this year. They began with goals and aspirations:

"When I first came here, I had a hard time understanding all the customs and traditions of St. Andrew's. I did not have anyone to connect with or go to for help and that made it especially difficult to feel at home here . . . I want to assist newcomers and give them what I did not have."—James Simons

"I want to be able to instill in future generations of the School the mutual and overwhelming respect and love I have for everyone I've met."—Andrew Rippel

"What makes a community like St. Andrew's great is not when people push the boundaries of rules, but when people push the boundaries of their involvement in the community."—Will McIntosh

"The ideals and principles that St. Andrew's stands for are vital to me—nowhere else have I found a group of people so willing to love."—Rebecca Ogus

Our seniors have valued and expressed leadership, kindness, empathy, compassion and love as they have worked with our students, faculty and staff. They have honored and deepened the School's commitment to human rights, diversity and service—they have moved the School community towards a strong and transformational embrace of principles of environmental sustainability. They have made the Arts soar to new heights,

for they have been so willing to express and explore the meaning of life in our community and world. They have played and led with passion, sportsmanship and grace on and off the field. They have made dormitories and corridors—homes—classrooms—learning communities—new students—citizens of the family and the School. They have confronted disappointment, adversity, mistakes and challenges with courage, tenacity, patience and optimism.

They have defined their senior year as their interval—their opportunity to transform their love and belief in one another and in St. Andrew's into action. And along the way, they have discovered and defined the meaning of life.

We create meaning in our lives by loving, connecting, sharing, talking, laughing, crying, giving, sacrificing and dying for others and for causes larger than ourselves. We create meaning by small and large expressions of kindness, understanding and appreciation. We save ourselves from the emptiness of selfishness and materialism by learning to see the world through the hearts, minds and souls of others.

The interim is now yours, indispensably so—it is not the interim of a week, for the spirit of St. Andrew's will remain in your hearts and minds forever, as steadfast, resilient and courageous as that tower and cross raised to the sky on our campus.

Celebrate this gift, this meaning, this interval: go into the world and assert meaning, justice, peace, kindness, graciousness and courage.

"Let not your hearts be troubled." The interim is yours. ❖

True ² Mission

KITTEN GAHAGAN KEEPS THE SCHOOL ON TRACK

In November 1929, A. Felix duPont, Rev. Walden Pell, Bishop Cook and other early supporters of St. Andrew's School gathered to lay the cornerstone of Founders Hall. When the School welcomed its first students nearly a year later, it operated under the motto, "Faith and Learning," and dedicated itself to be "open to all, regardless of means," with the explicit purpose of turning its young charges into learned citizens of good character and faith. To help ensure success in its mission, Mr. duPont established an endowment fund that would nurture and sustain the School for the next three generations. What he could not fully know at the time, however, was that he and his descendants would live up to that mission as active participants in the stewardship of St. Andrew's. Since its founding, St. Andrew's has been blessed with the guiding presence on the Board of Trustees of either Mr. duPont, his son, A. Felix DuPont Jr., or for the last three decades, his granddaughter, Katherine duPont Gahagan.

For the last 14 years, Gahagan has served as the Board Chair, presiding over key moments of transition in leadership and during extraordinary efforts to expand and improve the facilities, particularly the original

building her grandfather dedicated over 80 years ago.

"I did not know very much about St. Andrew's School as I was growing up," admits Gahagan. "At the time, it was all boys!" Gahagan was educated at Wilmington schools, St. Anne's School in Charlottesville, Va., and Wellesley College. Once married, she and her husband, Bill, settled in Long Island. Their four sons were avid ice hockey players, so St. Andrew's did not figure into their educational explorations. "It was not until my father, A. Felix duPont, Jr., asked me to come on the Board that I learned about the School and realized what my grandfather had done," says Gahagan.

In her time on the Board, the moment that stands out most in Gahagan's mind is the selection of Tad Roach to be the fourth Headmaster of the School. "After a long meeting of the Board in the DuPont Hotel, the decision was unanimous," recalls Gahagan. "We had decided that we had the very best candidate right at St. Andrew's, we offered him the position without resorting to an outside search." Gahagan fondly recalls the emotional meeting in the Chapel where Jon O'Brien's retirement was announced and followed by Tad's appointment. "It was such an important moment in the history of the School."

Gahagan also holds special place in her heart for the building of St. Anne's Episcopal School. In a grand "circle of life," the School that was created by her grandfather to fill what he saw as a distinct need in education and in Delaware, repeated the process 70 years later by founding a primary school for the same reasons and with a similar mission. "St. Andrew's set the new school up with an endowment, helped it begin its own fundraising, and with help from St. Andrew's Board members got the building completed and the doors open." Gahagan is proud that 10 years later, St. Anne's has been embraced by the community and stands on its own. "It is a joy to see it full of children, many of whom are our faculty children," says Gahagan.

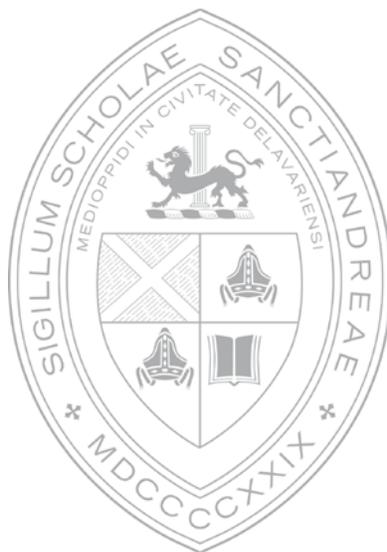
Over the years in her service to St. Andrew's, Gahagan feels blessed to have worked with a strong, dedicated Board of Trustees. "It has been wonderful to see the younger alumni and alumnae step up enthusiastically and take responsibility for their School," she proudly exclaims. "The number of parents willing to serve has also impressed me." Gahagan is thankful for

the knowledge and capabilities of the Board's President, J. Kent Sweezey '70, and the members of the Finance Committee especially in these difficult economic times. She looks forward to the Board retreat in the fall of 2010, where they will identify the School's challenges going forward as they assemble with Headmaster Tad Roach and various faculty members for in-depth discussions and long-range planning.

While Gahagan's connection to St. Andrew's is undoubtedly steeped in family history and her own decades of service, these days she has some additional reasons to visit the campus. Her two granddaughters, Grace '10 and Amanda '12, are always eager to have her visit. "I always envied the parents that I had gotten to know over the years for their special insight into the School," says Gahagan. "Now I enjoy the same perspective." She and Bill miss very few games or concerts, and she enjoys getting to know her granddaughters' friends. "Engaging in conversations with them has given us first hand experience with the very special St. Andrew's culture." ❖



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Chapel Talk
Elizabeth Roach
Wednesday, March 17, 2010

One of the great things about teaching at St. Andrew's for nearly 30 years is that I have taught, advised, coached and worked with so many remarkable people and have been able to stay in touch with them, especially because of the work Mr. Roach and I do together, through letters, emails, reunions, Christmas cards, visits and even by convincing many of them to return to St. Andrew's to work—in fact, at the moment, I have seven former advisees working at this school, although with John [Austin '83] and Monica [Matouk '84] leaving next year, my numbers suddenly drop to five!

A year ago, with the help of one of these former advisees, Bernadette [Devine '99], we launched the St. Andrew's Women's Network—we wanted to bring together St. Andrew's women—alums, mothers, former faculty—and reconnect them to the School, engage in conversations and deepen their bonds to each other and to the School. I knew that I had known many remarkable women, but in the 11 different events in five different cities that we have had in the past year, I have been awed by what so many of these women have done with their lives, by who they are as people. Mostly, I have been struck by how much my sense of family has grown—because every time I see alums or mothers, I immediately feel our connectedness, our natural bond that was formed at St. Andrew's and has remained, despite distance in years or geography. After all, the nature of a family is that, no matter what, you stay connected; you can pick up after many years just where you left off. We are there for one another especially in moments of great happiness, celebration, sadness and tragedy.

My mother taught me many things but one of the most important things she taught me by example was that family is not narrowly defined by blood relatives, that family, instead, is about how expansive and loving and welcoming you can be to others. She lived her life with remarkable openness and generosity; she had an uncanny ability to make people feel as if they were immediately part of our family. When I was growing up, our house was always full of extra people, often teenagers because I had four sisters and there were 16 years between the oldest and youngest. My mother was happiest when her house was full of people, and when we had all gotten married and moved away, my parents spent most of their time visiting their daughters and adopting more teenagers on boarding school campuses where not only I but two of my sisters live and work. Many of my former students and many of the faculty still here—just as you all do now with Griz—simply called my mother “Granny” because that was who she was to them. And this, I think, is the real ethos of St. Andrew's: it is a place where we learn to open up ourselves to others; we learn empathy and compassion, generosity and love; we respond to



▲ *Wallace and Stacey '85 Duprey with Sophie Stenbeck '98 in New York City.*

each other as family members and we remain family well beyond the walls and fields of this campus.

Recently, the power of this St. Andrew's family has hit me hard. A few weeks ago, Mr. Roach and I, Mr. and Mrs. Duprey and Sophie Stenbeck ['98], who you all heard speak so powerfully in chapel earlier this year, met in New York for dinner. Mr. and Mrs. Duprey did not know what we were doing that night or who we were meeting for dinner. You see, as Mr. Roach recently told you all, Sophie had decided to endow the Cristin Duprey Scholarship, a gift that would allow a student to come to St. Andrew's every year on a full scholarship in Cristin's memory, a gift that would allow there to be a Cristin Duprey scholar every year forever. And on this January night, Sophie was going to tell Stacey and Wallace that she was going to make this happen.

It was a night that I will never forget. It was a night that crystallized my life at St. Andrew's for the last 29 years. It was a night of family.

When Mr. Roach told Stacey two months ago that we wanted to take her and Wallace out to dinner on January 15 but would not tell her why, she began to imagine what this night could be about. She thought, "Would Dad (she has called us 'Mom and Dad' since she was a student here) take me to New York to fire me?" Mr. Roach and I could not spend too much time with Stacey during this interim because we were afraid that we might betray the secret. As we rode up to New York on the train together and then spent two hours in a coffee shop talking before dinner, we all tried to ignore the suspense, the mystery and the butterflies in our stomachs. But perhaps, even in suspense,

we realized the magic of our connection. Stacey often says that she would never have made it through St. Andrew's without me, but it is equally true that Tad and I stayed at St. Andrew's, committed to St. Andrew's because of Stacey and Treava [Milton] and all of the students whom we loved and who inspired us and our family. For a few hours caught in suspended time, we sat and marveled at what time and St. Andrew's had wrought in our lives. But finally it was time to go to the restaurant for our family dinner.

And what an unlikely family we were as we sat in that restaurant in New York. Not many people who saw us would have guessed that we were family: two white 50-year-olds, two African-American 40-year-olds, one Swedish 30-year-old. And yet we *were* a family. It certainly felt as natural and real and connected as any family dinner I have ever had.

Stacey, my advisee at St. Andrew's in the 1980s, and Sophie, Mr. Roach's advisee in the 1990s, had only met for the first time last September. They had both felt an immediate and profound connection that day, one that continued to resonate in Sophie's soul as she headed back to Los Angeles. At dinner (in a restaurant, appropriately, where the Stenbeck family has always gathered to celebrate and mark important family moments), Sophie described how, after hearing from Stacey about losing her daughter, she returned to California and began to feel the force of Cristin's presence: "Cristin came at me hard. She told me that I had to do this." For Sophie, her gift was the natural extension of the connection she and Stacey had made in September. What I had originally thought of as a miracle

suddenly seemed to me to be an organic moment of shared humanity. Sophie has always been a person, as Mr. Roach said, “with a tremendous heart” and her heart found another place to love when she met Stacey.

I have been trying to understand what made this moment possible. I know that part of it is Sophie’s generous heart, but it is more than that, I think. As you all saw and heard last September, Sophie emanates a serenity that a person has only when she is deeply happy, deeply at peace. She has found her mission and passion in life working with underprivileged children, so her life is emotionally full and real. So perhaps it was her own serenity, her own authenticity that allowed her to open herself up to Stacey and her family, to intuit what needed to be done. Sophie has also suffered loss and sadness in her life, losing both her parents when she was only in her twenties—certainly, she implicitly felt Stacey’s pain and devastation. But even more, I think the communal St. Andrew’s experience, the inherent bond of St. Andrews also made Stacey and Sophie connect on a deeper than usual level. St. Andrew’s allows people to realize how fundamentally similar we all are, how connected and intimate we are, even in moments we might not be fully aware of. In many ways, Sophie and the Dupreys are actually a perfect pairing—even though it is invisible in a literal or societal way, their connection is allowed to be seen—and seen powerfully—because of their common St. Andrew’s family and experience.

But I also think that this place actually makes us into people who feel for and listen to others in unusual ways. Of course, everyone has the capacity to live in this way, but St. Andrew’s emphasizes and nourishes and reinforces this approach. We perhaps are not even aware of what we take away from our lives, our experience here because this empathetic lens becomes the way we automatically understand people, the way we live, the way we experience the world around us. I have realized that the reason I have been so awed by so many alumnae in the past year is that I have seen and talked to people living their lives with this very lens—it is a subtle, intangible, almost imperceptible but incredibly powerful lens. We have all seen the power of that lens the last few weeks as the friends of Africa and Beca joined Ali [Antoine ’11] and Ann [Satine ’12] to help the victims of the earthquake in Haiti and united the School in their effort to help others—once again, a tangible embodiment of this very empathy. We understand and live, fundamentally, this shared humanity, and just as we felt at dinner that night in New York, despite our apparent differences, we are all the same.

Of course, when you live your life in such an open, sensitive and empathetic way, you are also opening yourself to pain and sadness. The power of these moments of shared humanity is that they are not singular emotionally. That is,

when Sophie told Stacey and Wallace about the realization of their dreams in the Cristin Duprey Scholarship Fund, there was tremendous joy and gratefulness, but of course, this moment was based on the most tragic moment in their lives—the death of their daughter. The emotion of that moment then was a kind of fusion of celebration and sadness, a complex layering of what is the very best and what is the most devastating about being human. We experienced this duality of celebration and sadness today in the dining room as Mr. Roach announced the news of John Austin’s appointment as Headmaster of King’s Academy. We feel such joy, celebration, pride and excitement for John, Monica and their family. And we feel such sadness and pain at the thought of losing their presence in our lives. As Macduff articulates in *Macbeth*: “Such welcome and unwelcome things at once, ‘Tis hard to reconcile.’”

We most often experience this kind of emotion within the framework of our own families, for you can only experience this emotional intensity when you love and care deeply about the people involved. Because the St. Andrew’s family is far-reaching, because this family continues to grow and take on many different shapes, the intensity of our own lives also deepens. We feel others’ losses much more profoundly; we feel others’ joys much more profoundly. And in the end, we live more meaningful lives.

Wallace captured the essence of this complexity when he said at the dinner that for him Cristin’s energy, spirit and soul resided at St. Andrew’s. As much as she loved and celebrated New York City, Cristin found her peace, fulfillment, joy and home at St. Andrew’s. And so, Wallace said, “it is beautiful and inspiring to know that Cristin in the person of the Cristin Duprey Scholar will always be at St. Andrew’s.”

On a cold February day three years ago faculty, staff, students and alumni gathered in a church in Harlem to celebrate Cristin’s life, and on that day and in that congregation, we sensed the immense possibilities, the goodness, love, redemption and peace that lay within the soul and spirit of a young woman named Cristin, of a family named Duprey and a school called St. Andrew’s. In this moment of great loss, the Duprey Family found a way to actually enlarge their family. They showed us that tragedy can lead to an expansion, an assertion of family, of life, of connection.

I am grateful to this School for the people, for the family it has given me, and I am grateful to this far-reaching, ever-growing family for enriching my life in indescribable ways. What I can guarantee to all of you is that you now have a family beyond your own family; you now will see and feel and understand more about others, and you now will live lives of more empathy, more intensity and more meaning because of your St. Andrew’s family. ❖

Bloom and Grow

THE CONTINUING EVOLUTION OF ST. ANDREW'S ORGANIC GARDEN



The organic garden has gone through many transitions over the years. It began in 2004 with an idea and the personal passion of Joy McGrath, former Director of Advancement. Then it was a wonderful patch of land surrounded by woods and an open field; today the organic garden is dramatically different.

The garden consists of 20 raised beds in the front "formal" part of the garden and extends thus far to about three-quarters of an acre of in-the-ground beds. A half-acre of this area has been dedicated for kitchen use only, so currently there are 10 rows with 1,200 baby broccoli plants beginning their journey to the kitchen. In May, the organic gardeners planted cantaloupe and honeydew to be used for summer programs and for St. Andrew's students at the start of the new school year.

Organic Gardening is a standard fall and spring afternoon activity for St. Andrew's students. The biggest challenge of this system is care during the summer season when

school is not in session, but with the help of seasonal students, staff and volunteers from the faculty, the team has been quite successful.

The garden is no longer surrounded by open fields. Adjacent is a beautiful pond with a windmill that pumps water up to a cistern. This water is used by the garden for gravity-fed irrigation. The pond also provides the garden with a yearly crop of toads that are great at helping control non-plant friendly bugs that also call the garden home. An additional benefit of the new space is the productivity of the area. Gardeners can grow more in less space with the raised bed system and have sparked the interest of local organic farmer Andy Roddick. Andy has helped in the expansion and mentored the St. Andrew's garden team on growing enough food for Dining Hall usage.

Long gone are the days when the garden was an area of isolation. Now in the thick of the action, it has become a place to study, hang out and be one with nature and all its beauty. ✕

UPDATE:
Campus

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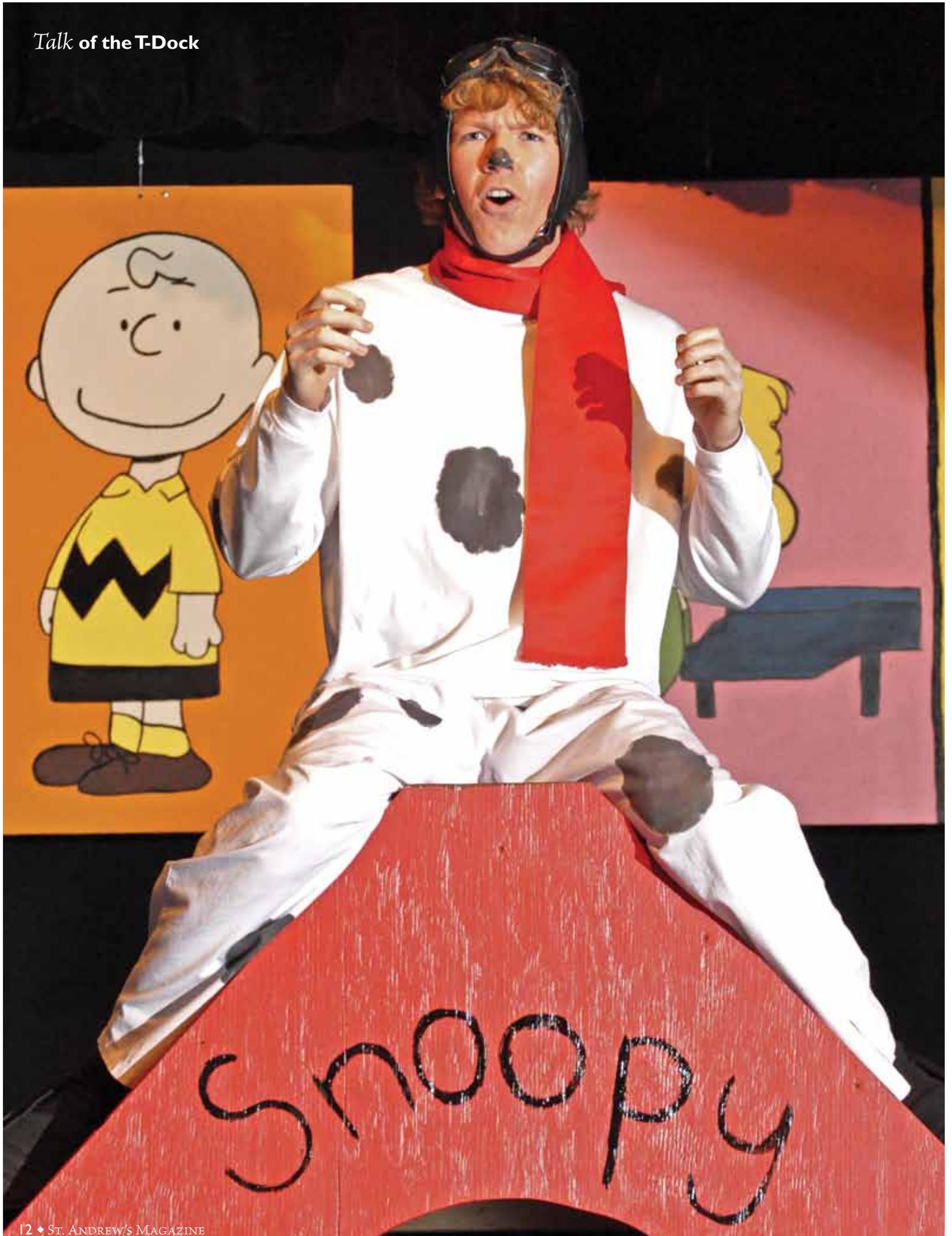
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YOU'RE A GOOD MAN, CHARLIE BROWN

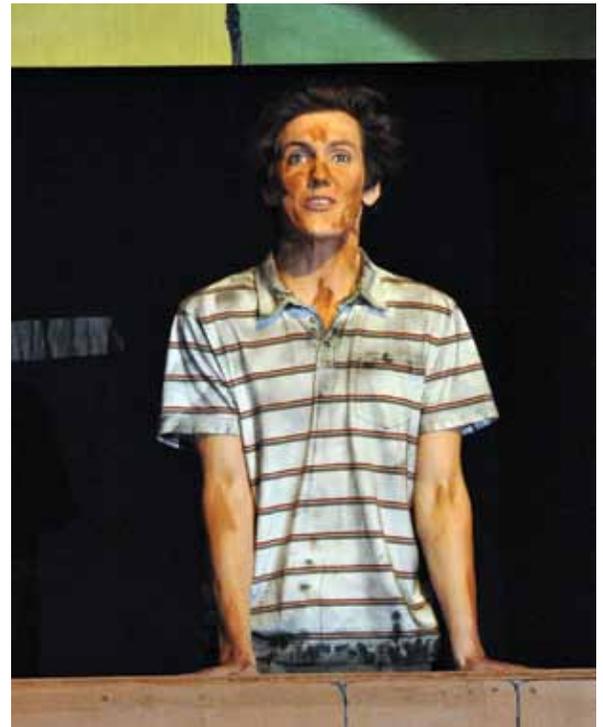
This year's winter musical brought Charles M. Schulz's comic strip "Peanuts" to the stage of Forbes Theater. "You're a Good Man, Charlie Brown!" was written as a musical comedy by Clark Gesner, with the scenes offering up the beloved characters in short vignettes based on strips first inked by Schulz in the 1950s and '60s. Set in the elementary school, playground and baseball sandlot of Peanuts universe, the show samples each of the classic comic characters in their full satiric glory and neuroses-on-display.

Adam Shepherd '10 played the long-suffering and self-loathing Charlie Brown, delivering sighs of agony with distinct comic precision and eliciting more than a few groans of sympathy from the audience. Paige Newquist '10 was brilliant and sharp in her portrayal of kid curmudgeon and bullying beauty Lucy Van Pelt, while Nick Grunden '10 added a soft touch to her vulnerable and dependent brother Linus.

Crenshaw Meehan '10 gave splendid voice and stylistic vigor to Snoopy, Charlie Brown's equally sage and silly beagle. Rachel Shields '11 offered unbridled energy as the eager-to-please Sally Brown. Michael Amos '10 as Schroeder, Sarah Kemer '11 as Patty, Forrest Brown '11 as Sherm, Leah Weston '10 as Violet, Maggie Rogers '10 as Frieda, and Matthew Scapardine '11 as Pig Pen rounded out the rest of the core Peanuts gang and proved to be an excellent cast.

Though the story line of the musical is stitched together from classic comic strips, the musical numbers weave the bits together to frame the characters in a continuous exploration of personal emotions and social validity. From Charlie Brown's awkward musings about his life-long crush, the little red-haired girl, to Lucy's survey of her crabbiness, to Snoopy's fantastical battles as a World War I flying ace atop his Sopwith Camel doghouse, the jokes were free-flowing and rarely lost to any generational gap between the present day and their publication date a half-century ago.

Ann M. Taylor as stage director and Peter Hoopes '89 as musical director brought this production to fine form, entertaining students, parents, faculty and alumni alike. ❖



Talk of the T-Dock



The Musical Master behind St. Andrew's Orchestra

On most nights, the stage of Engelhard Hall in the O'Brien Arts Center is a simple expanse of resounding polished wood. It's the pulpit for the campus ethos, where the community gathers each week to connect and congratulate each other, entertaining all with student skits and giddy announcements. The slender podium has welcomed venerable statesmen, Nobel laureates, and trailblazers of academia. The stage is also the performance "home field" for the St. Andrew's musical groups, offering a phenomenal experience for musicians and spectators alike. Maximizing the acoustic potential of this room is the avowed passion of Fred Geiersbach, Director of Instrumental Music and the architect of School's orchestral program.

Geiersbach came to St. Andrew's in the fall of 2001, a time when the school's wrestling spaces and other rooms in the gymnasium were the official home of music programs. "We had a dingy closet for the instruments just off of the Cameron Room," says Geiersbach, "and during the winter we walked on carpets over the wrestling mats to get to the "stage" area for rehearsals." The warmth and humidity during portions of the fall, spring and dry and chilly winters made it nearly impossible to keep any string instruments in tune. But while the facility was challenging to Geiersbach, he found that institutional memory was an even more forbidding obstacle. There were very few courses in music at the school and all of the ensembles were considered club activities. "I taught one course my first year, Introduction to the Arts, and that was one of two sections," he recalls. "The rest of the time I spent teaching private lessons and holding music club rehearsals."

With the Trustees commitment to an arts center already in planning, Geiersbach pushed past

the immediate logistical challenges and started an orchestra that first year. Witnessing a performance on a 2010 stage full of more than 70 players, it's hard to comprehend that Geiersbach started with only one tenth that number—five strings and two woodwinds. Fortunately by the end of 2002 the group had grown to almost 20 strong. It would be cliché to say, "the rest is history," but it would also be grossly inaccurate. The evolution was not an easy one according to Geiersbach. "In our first Arts Weekend concert we had to stop in the middle of a Strauss waltz because so many people had become lost," Geiersbach chuckles. It took almost four years before the community would refer to the group as an orchestra instead of the band—a semantic issue to anyone on the outside, but one that highlighted the genuine aspirations and the emotional stakes of those investing their efforts.

Over the next few years, as the group gained experience and grew in size, their impressive new home rose from deep within the center campus gully. The state-of-the-art facilities in the O'Brien Arts Center were not the only positive influences underway at the School. The roadmap to integrate the arts into the academic curriculum was being laid out and finely parsed. Geiersbach holds this as a watershed moment. The Orchestral Methods course gave musicians academic credit for their work as members of the orchestra. The group met in instrumental subsections—strings, winds, brass and percussion—during the class day, as well as rehearsing as a full orchestra in the evenings. "By ensuring that all students in the course committed to preparing for and coming to every rehearsal instead of appearing when a concert neared, the quality of the group markedly improved and

higher quality performances were possible," says Geiersbach.

The next step for Geiersbach was to support the work of the most accomplished players by creating a Chamber Music course. Students choosing this course were capable of sight-reading the orchestra's music without too much difficulty, so he was able to create smaller, more intense classes for students interested in being in the orchestra and but also learning advanced repertoire. An outgrowth of this class has been the almost monthly student recital programs, an Engelhard staple since 2005.

The most recent academic development has been Geiersbach's creation of a Jazz Improvisation course to support the work of students who play in the Jazz Ensemble. "Now I am able to help students learn how to not only read the advanced rhythms of jazz literature," Geiersbach explains, "but also to develop applied music theory knowledge through improvisation."

One clear sign of success that Geiersbach identifies in the School's instrumental music overhaul is the placement of students in the All State programs. "I find that the All State auditions are an excellent indicator of our program's strength as well as a useful and authentic assessment for each musician," says Geiersbach. "A couple of years ago, we had one or two All State-level musicians in our program, but now we regularly regularly score a dozen seats in All State Band and Orchestra." The state festivals are opportunities for Geiersbach's students to learn from talented conductors from all over the country and to bring back new skills that strengthen the St. Andrew's program. "I believe we have several students at our school right now, any of whom could qualify for the new National Orchestra," he adds.

While his "team" is on top of their game at the moment, looking back on those early days, Geiersbach believes it was fortuitous that in his first year at St. Andrew's that the musical groups were small and he had a more open schedule. "It was easy that year for me to travel to study different recital halls and to meet with the

architects," says Geiersbach. "I was fortunate to have the chance to point the instrumental program in a new direction and to do it virtually from scratch." Geiersbach's idea of an open schedule might differ from the norm however. While the number of students was smaller when he first started, he taught all of the instruments himself except piano and guitar. The years since have seen a dramatic increase in the numbers of students who arrive at St. Andrew's with highly developed skills in particular instruments, and some whose interests are quite specific. While Geiersbach continues to teach all of the orchestral and jazz instruments, he has enjoyed seeing the instrumental program develop and the number of private-lesson instructors expand. Currently, the school coordinates private instruction for violin, cello, piano, classical guitar, jazz/rock guitar, high brass (trumpet and horn), low brass (trombone and tuba), clarinet teacher, orchestral percussion, and jazz/rock drums. "Although I like to regularly practice and teach all of the instruments, it is great to have established professionals, many of them from the Delaware Symphony or the Philadelphia area, come to our school every week to infuse our community with their enthusiasm and skill," says Geiersbach.

Outside of the St. Andrew's, Geiersbach contributes to the musical and teaching life in Delaware as much as possible, playing with the Dover Symphony and Newark Symphony. "I believe all accomplished musicians have the urge to perform and to learn by playing with other musicians," says Geiersbach. "I grew up a classical flutist, always playing in orchestras and giving recitals," he continues, "but when I started teaching I realized I wanted to be able to play all of the instruments in the ensembles I taught. He took up the viola when his youngest sister, Anne, decided she no longer wanted to play the instrument. Two of his sisters, Liz and Caroline, play the violin, his brother, Peter, is an incredible cellist and viola da gamba player, and another sister, Katherine, is an accomplished string bass player. "To keep the family string quartet going I picked up the viola, an instrument so special it has its very



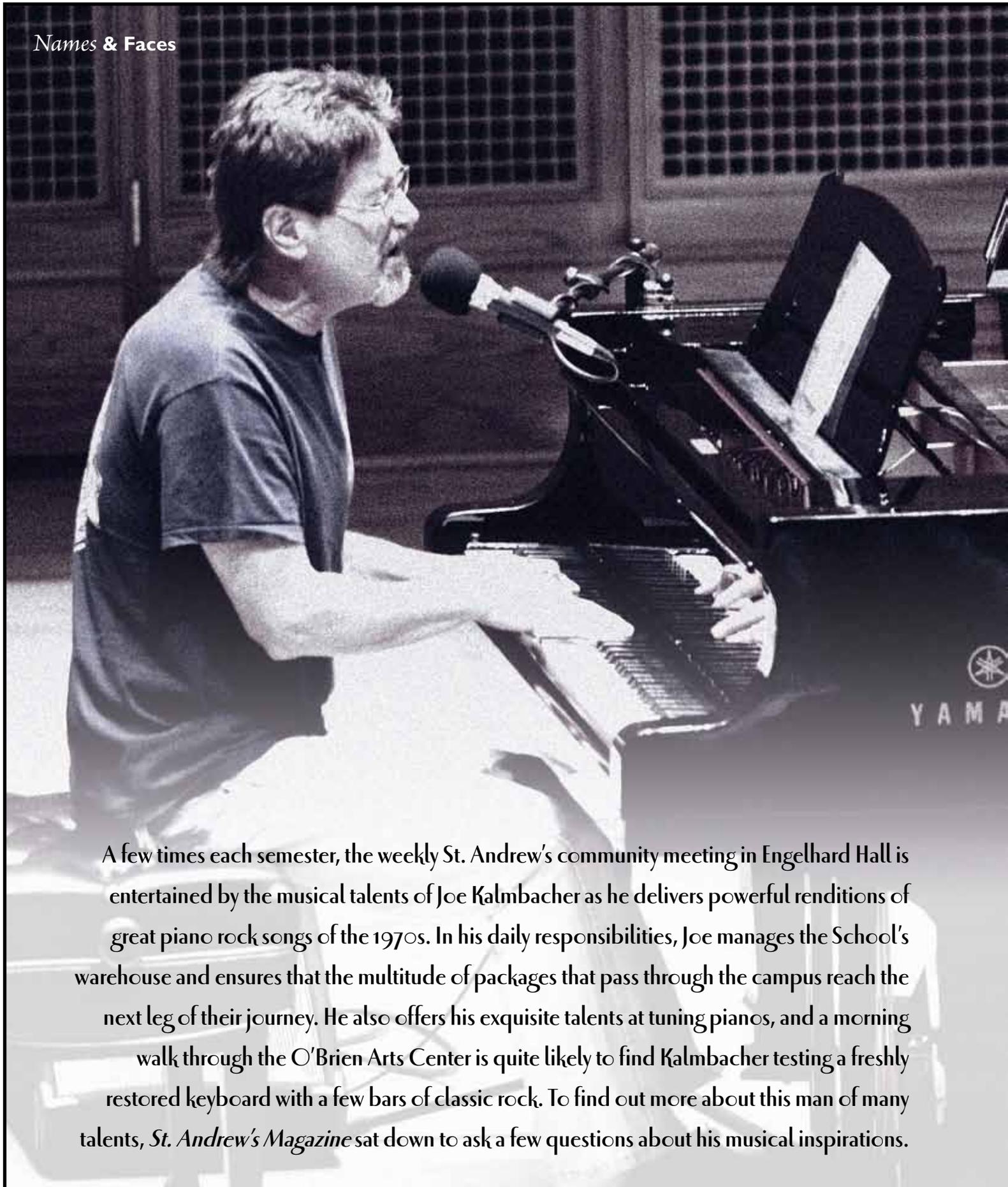
own clef," he explains. Geiersbach's flirtation with the viola turned into a "deeper crush" the more he studied it, and he found himself starting to play in orchestras, first in Vermont and then in Delaware. "Now I play violin almost as much as viola in our area orchestras," says Geiersbach.

"I have always felt that the best teachers are involved in more than just their own classrooms," Geiersbach shares. "Teaching is a three-fold discipline: teaching, scholarship, and service." Each summer Geiersbach works to improve his playing on at least two instruments in a sustained manner so that he can teach them better. "I study scores, compose music, and listen extensively so I can be a stronger scholar of music," says Geiersbach. He also volunteers to serve the Delaware Music Educators Association to help promote the arts and the teaching of them in schools. For several years Geiersbach has chaired the All State Orchestra committee and now chairs and hosts the state's Solo & Ensemble Festival, an event that allows students from across the state the chance to hear themselves in the amazing recital hall at St. Andrew's. "We are not large enough to host an All State Orchestra event," says Geiersbach "but Engelhard Hall is the perfect size for Solo & Ensemble's faculty and Winners' Circle recitals."

Perhaps because of the inherent teaching that is built into the position, Geiersbach holds a special love for conducting. "Although playing an instrument well is a life-long pursuit with endless rewards," he explains, "I find conducting—

putting all the parts together into a cohesive and persuasive whole—to be a distinctly gratifying discipline, for it involves knowing and loving the literature and trying to be the clearest and most useful resource for the people actually making the sounds." Geiersbach sees conducting as the ultimate multi-tasking activity—you need specific moment-to-moment working knowledge of all of the parts, you have to convincingly lead by gesture alone and give expressive cues at exactly the right time while unifying the sound of the ensemble in terms of tempo and dynamic, you need a point to your interpretation of the music, and you have to have technical know-how to get this across. But he quickly cautions this is only the start, for "the conductor doesn't actually make any sounds -- the musicians do." The conductor has to know and appreciate the emotions that the musicians create when playing and find a way to keep everyone on the same team. Geiersbach believes it's also important to know "what it feels like and tastes like to make every note in a piece on each and every instrument." This belief drives his efforts each summer to play through every orchestra part on each instrument to experience what his students go through when they study the piece. "While I have, I hope, persuasive explanations of the music," he says, "I remain always open to new interpretations and possibilities that students show me in rehearsals." ❖

▲ *The Orchestra performing during Arts Weekend, Engelhard Hall.*



A few times each semester, the weekly St. Andrew's community meeting in Engelhard Hall is entertained by the musical talents of Joe Kalmbacher as he delivers powerful renditions of great piano rock songs of the 1970s. In his daily responsibilities, Joe manages the School's warehouse and ensures that the multitude of packages that pass through the campus reach the next leg of their journey. He also offers his exquisite talents at tuning pianos, and a morning walk through the O'Brien Arts Center is quite likely to find Kalmbacher testing a freshly restored keyboard with a few bars of classic rock. To find out more about this man of many talents, *St. Andrew's Magazine* sat down to ask a few questions about his musical inspirations.

JAMMIN' WITH JOE

St. Andrew's Magazine: How long have you worked for St. Andrew's, and what are your responsibilities here?

Joe Kalmbacher: I started working for St. Andrew's in the summer of 2002. The new Facilities Building had just been completed and I was hired to organize and manage the warehouse. Once up and running, I became responsible for shipping, receiving and distribution of all packages throughout the School.

When Engelhard Hall in the O'Brien Arts Center was built, I was lucky enough to come in each morning and tune the pianos. I had been a tuner for over 30 years. It was great to be doing what came naturally. Working in Engelhard is very satisfying, but it can also be quite a challenge. In addition to keeping the School's many pianos healthy, I am responsible for the maintenance and repair of many acoustic and digital instruments, all the O'Brien projectors, setting up for stage presentations, sound systems and stage lighting. We maintain an extensive inventory of state-of-the-art gear and musical equipment. Having old friends still working full time in the music business, I regularly seek their insights into the situations we might encounter here at St. Andrew's.

SAM: Tell us a little about your musical background. When did you first discover your musical talents?

JK: I truly believe I was lucky enough to have been influenced by three decades of the most soulful, powerful, well-written rock and soul songs of all time—the '50s, '60s and '70s. To this day, nothing comes close. When I was a kid growing up in the Brookside section of Newark, Del., my father had wonderful collections of "33 LPs" and he played them a lot—Gentleman Jim Reeves, Ray Charles, George Jones, Patsy Cline, or an endless stack of Bill Monroe-styled bluegrass—what a precious experience.

One of the other wonderful things my father gave me was an AM transistor radio, actually several over the years. When the sun went down, you could dial in WKBW all the way from Buffalo, N.Y. I should point out that if you're from a younger generation, in the early '60s, the individual radio stations had little to offer. If you didn't have your own record albums, you had to spend a lot of time searching the dial. One night I tuned into a small local station out of Philadelphia that played soul and rhythm and blues music. I'll never forget the first time I heard Marvin Gaye. He sang like a saxophone taking a beautiful solo. In short time, Sam Cooke, Otis Redding, Wilson Pickett and The Temptations had converted me to the soul scene.

Around the same time, the Beatles and the British Invasion changed me forever and in a very powerful way. Unlike the Beach Boys, these English rockers were playing American blues songs by black artists in a new way. Now that this music was being played on all radio stations, it was much easier to track.

One of my favorite British bands was the Animals. When they released *House of the Rising Sun*, the song featured a blistering organ solo. Finally, I thought—being a piano player—*this one's for me!* I was compelled to learn it. My parents had an old Lester upright piano

that I had been beating for years. I could get the 45 RPM single to accompany me in tune with the piano if I put a little drag on the turntable. A shoebox worked fine and I got pretty close. The result of all this hard work was a terrible emulation, but to me it sounded like *House of the Rising Sun*. It was good enough to get me into bands with guys seven or eight years older than me, so that was cool. Of course, it also helped there were no other piano players in Brookside.

SAM: At what point in your life did you realize you would pursue music wholeheartedly, and where did that journey take you? With whom did you play?

JK: Being accepted by older and much more professional musicians coupled with the fact the music was a very real passion left me little doubt as to my pursuit. When you're a kid, money means nothing compared to doing what you really want to do. As it turned out, my passion paid off for many years—I was paying the bills. In the '60s and '70s you could get work everywhere being a cover band, playing popular songs and making people dance. Like most of my friends, I never did learn how to read music, but when you have to learn the songs played on the radio, you figure it out in your own way. The '80s got a little tricky with the dreaded Disco, so at that point we turned to country music. This lasted for years until country line dancing killed the live band. Thank God classic rock found its way into the market. It was my favorite—most classic rock is based around the blues.

Through all the styles I played, the most satisfying was the music we wrote ourselves. Over the years the songs ranged from terrible to actually making it to the charts on local and national levels. You never know—what sounds good to you might not appeal to the public, and vice versa.

Besides many local bands, I was lucky enough to work with many great artists—Kitty Wells, Johnny Paycheck, Randy Travis, Peaches & Herb, Lynyrd Skynyrd, Charlie Daniels, Johnny Winter, George Thorogood, David Crosby and many others.

SAM: How do you feel when you're performing on stage?

JK: Performing on stage is as good as it gets if certain factors are in play. If you're in a great room with great acoustics, great sound system, soulful players, a good product and a warm audience, it borders on a religious experience. It is a bit of having your ego stroked, but if you do a class job, I think you should take it all in.

SAM: What inspires you to write music, and how do you feel about a particular piece when you have finished?

JK: For me, writing music can only be done if I feel secure and grounded. For some reason, I must feel happy in order to flow. I know a great writer in Nashville who can only write when he has the blues. He must not feel well often because he has written many wonderful songs.

I think most people write music—the melody and chord structure anyway—having been inspired by a song that touched them in the past. That's why musical influences are so powerful. A great song inspires for life. ❖

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EXPERIENCE.**

POWER *of the* Question

All I
know is
that I
know
nothing.
—Socrates

The act of acting
morally is behaving
as if everything we
do matters.

—Gloria Steinem

He who
knows only
his own side
of the case,
knows little
of that.

—John Stuart Mill

After seven years working primarily

in college counseling, Terence Gilheany has returned to teaching full time in the Religious Studies department, and he is having a blast. His enthusiasm at reentering this role is apparent in the atmosphere of his classroom, which he revamped over the summer. Adages hang around the room in frames: "He who knows only his own side of the case, knows little of that." — John Stuart Mill. The entire back wall, behind where Terence sits, has been converted into a mammoth white-board, and all over it, in colored marker, curious statements are sprawled in IV Form handwriting: "Voodooists attacked at ceremony for Haiti Victims." "Climate Affects Religion." "Church Fire Suspect Had Books on Atheism." What is the meaning of these mysterious messages?

Once every 10 classes, Terence's Religious Studies students take a break from their intensive study of the great theological



and philosophical questions to look at current events in religion. “The assignment is simple,” says Terence: “Find an interesting article related to religion, write the headline on the board, and let’s talk about it. It’s a fun activity, and it allows us to bring our studies to contemporary issues. I’ve never had one of these classes yet that hasn’t raised some of the key issues that we are dealing with in this class.” Terence’s students are ripe for some lively discussion of the latest news; they have just handed in drafts of their chapel talks, a three-week unit during which they each craft a talk on an issue of religion or ethics that is compelling to them. After the spring break, they will deliver these speeches in the chapel.

Like all St. Andrew’s faculty members, Terence has worn many hats over the course of his career. Way back in the early 21st century, Terence was a classic St. Andrew’s “triple threat” figure, and then some; in addition to teaching, coaching and working on a dorm, he was director of residential life for the boys and the faculty advisor to the Honor Committee. When then-director of college counseling Tom Sturtevant asked Terence to write college recommendations for his advisees, he got his first taste of the program. Tom’s successor, Aimeclair Roche, started handing Terence counselees every year, and he discovered a great passion and affinity for this work. Empathetic, patient and personable, he was naturally suited to serve as a guide and advocate, helping students and their families navigate the unfamiliar and sometimes stormy course of college admissions.

In 2002, Middlesex School in Massachusetts offered Terence a job as their director of college counseling. While he loved St. Andrew’s, there was a powerful force drawing him up north: Hilary Mead, who is now Terence’s wife, got a job as the executive director of Summerbridge Cambridge, a non-profit that increases educational opportunity for high-potential, low-income middle school students. Terence “chased her up the coast to Boston to see if I could get her to marry me.” After three years in Massachusetts, Terence and Hilary had some “incredibly good luck”: The director of college counseling position opened up at St. Andrew’s. “We were extraordinarily excited to return to St. Andrew’s,” he says.

In addition to bringing his energy and expertise as a counselor back to St. Andrew’s, Terence also brought new experience in the classroom: “At Middlesex, I had the opportunity to teach a class on the history of the Middle East alongside a tremendous master teacher, Steve Freiberger. When I came back to St. Andrew’s, I took what I had learned from Steve, and did some significant reinvention to transform his semester-long version to a more in-depth, year-long curriculum for juniors and seniors. I felt very lucky to teach in the history department when I came back, and I loved working under [history department chair] Lindsay Brown.”

For four years, Terence directed college counseling at St. Andrew’s, and the program thrived under his leadership. He reflects, “I think the thing that I’m proudest of, beyond my individual counseling contributions, was helping the School make the transition from AP (Advanced Placement) to AS (Advanced Studies) in a smooth and positive way. I think the School is moving in a fabulous academic direction; it’s always been really strong and it’s getting even stronger, and it was really fun to be part of that strengthening in a systematic way.”

Despite his passion for college counseling, Terence decided last year that the time had come for a transition back to full time teaching. A few factors came together to influence this decision. First, he missed the exhilaration of the classroom. (Anyone who has watched him teach can see that the spirit of seminar discussion and debate is in his blood.) “As I thought back over what had been seven years of primarily

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administrative work," he reflects, "I realized that, of all the different jobs that I've done, what excites me most is the teaching, learning and pedagogy piece."

Terence's decision was also influenced by new insight he had gained in pedagogical practices, insight that he wanted to put into practice in the classroom. After his second year as director of college counseling at St. Andrew's, he was admitted to Columbia's Klingenstein Leadership Academy, and for two years (including summers) he pursued a master's in educational leadership. "Klingenstein was an amazing opportunity," he says, "and it clarified a couple of things for me. I discovered that how and why people learn was the question that fascinated me the most. I knew that it was now essential for me to spend more of my time thinking about academic issues."

Just as all of this was happening, "We had this all-star team in college counseling," says Terence, "and it really felt to me like I could hand off the department to phenomenally experienced and empathetic and energetic folks."

So Terence took the plunge; this year he teaches three sections of Religious Studies, a sophomore class that provides an understanding of the major religious and philosophical traditions that have shaped Western civilization. The course was originally designed by former Chaplains Simon Mein and Sandy Ogilby, and Terence taught it in its Simon and Sandy form the first time around, before his stint at Middlesex. A few years ago, Chaplains Jay Hutchinson and Joy Walton, philosophy, religion and ethics teacher Wes Goldsberry, and English teacher Will Speers did some serious work on the course, bringing Islam into the curriculum. Now Jay, Wes and Terence are collaborating on further adjustments, reexamining how the course can best serve the goals of a 21st century school.

"Our touchstone is always the St. Andrew's mission statement," says Terence, "which tells us that a 'willingness to ask questions and pursue

skeptical, independent inquiry' will lead to 'wisdom, perspective and hope.' So we continue to ask ourselves, 'Are we doing that?' We want to uphold the Episcopal traditions of the School, which I think are completely consonant with independent inquiry. My mission is this: I want every student in my classroom to feel like their religious tradition, their current religious or non-religious position, and their future thoughts about religion and philosophy are all highly respected, and also, that wherever they are, we are going to challenge them. I believe that a strong, rewarding, and comforting worldview comes from both rigorous self-examination and also a deep familiarity with a wide range of views about the world. As I see it, wherever you are at the moment, and wherever you end up going, you will benefit enormously from having been asked some exciting and tough questions, and having asked yourself some exciting and tough questions."

What form does this philosophy take in Terence's teaching? "One of my roles is to find the readings that are the most powerful statements of their particular positions. That's step one. Step two is to frame live questions." What makes a 'live' question? For Terence, a question must be both relevant to our time and genuinely debatable: "I'm not going to have an argument about communism versus capitalism in which I take on advocating for Soviet state socialism. Honestly, I don't think that's a live question. There aren't a lot of people in the world nowadays who would cheer for Stalin."

Terence's vision does not end with the framing of such questions; he is also dexterous and deliberate in guiding the way students wrestle with them: "I've taken from Wes [Goldsberry] the teaching tool of polling the students anonymously at the beginning of class on a question we are discussing, a practice that fits beautifully with our subject matter. We put the results of these polls on the board. When the vote is pretty even, then we're ready for some really great conversation about that topic. But that isn't always the case; the

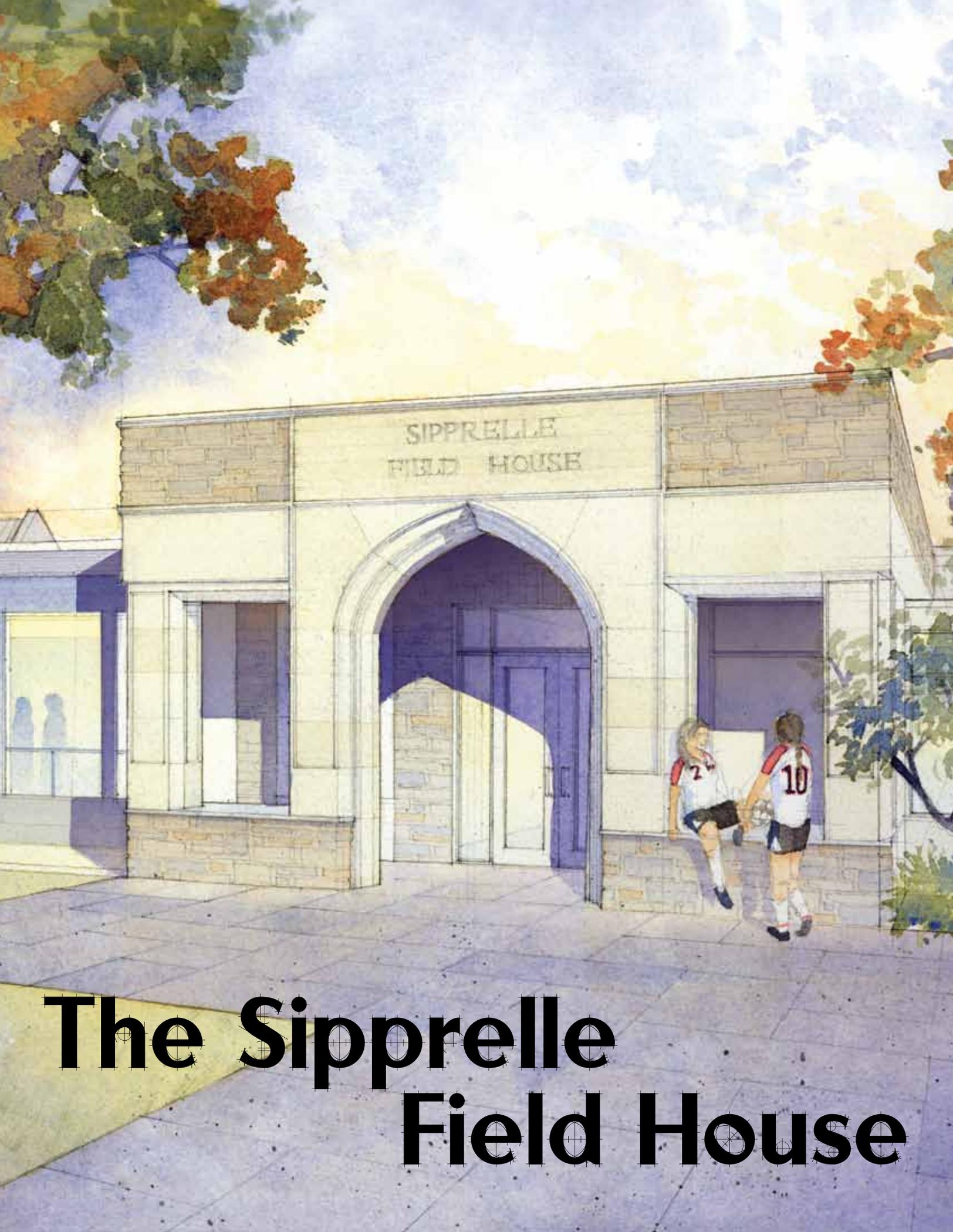


vote is sometimes 11:1. If, on a given day, the power of each side isn't being clearly represented or articulated by different students in the class, I'm the devil's advocate. I may have my own answer, but it is not my goal to communicate my answer; my goal is to communicate the difficulty and power of the question and the compelling nature of the different answers."

How is Terence applying his masters' work to the hurly-burly of lively classroom debate? It's tricky, but he's finding a way: "Unlike complex philosophy or mathematics or science, there are few aspects of pedagogy that don't sound pretty obvious when you are saying them. As a young teacher, when you hear prescriptions like 'Include all students in the conversation,' or 'Teach through multiple modalities', you aren't going to say, 'Wow! Oh my Gosh, you're right! I wouldn't have done that unless you told me that!' These are not really revelations; they sort of go without saying. For me the hardest thing is doing them all at the same time. That's where teaching becomes an art and a craft. And I feel that both my experience and my studies have allowed me to build the flexibility to switch

between different valid pedagogical techniques more fluidly and more quickly."

An example of this ability to harness pedagogical methods: One of Terence's favorite thinkers on learning is Stanford University professor Carol Dweck, who writes on the idea of "fixed mindsets" and "growth mindsets." Many people approach learning with a belief that their success is based on innate ability; they have a "fixed" theory of intelligence. This approach has some problematic implications; it forces students to either fake it or to give up. On the other hand, those who believe that success is based on hard work and learning—a growth mindset—are likely to invest more effort. All this is easy enough to study, but what about applying it in the classroom? For Terence, "Having marinated in this thinking, I am more quickly able to identify a moment when a student is manifesting a belief that they just can't do this, and one of several tricks for helping them see how they can take the first step will flow more easily to mind than it would have before. That's what I feel I have gained—that ability to apply theory to practice effectively, in real time." ❖



SIPPRELLE
FIELD HOUSE

The Sipprelle Field House



Two years ago we shared with the St. Andrew's community a strategic vision for upgrading our campus athletic facilities. Since then, thanks to the contributions of caring and committed members of the St. Andrew's family, we have developed our facilities significantly, adding an 11-court tennis complex, renovated our existing five squash courts and created a stunning new entranceway to the Cameron gymnasium that faces the O'Brien Arts Center.

These developments have already enhanced athletics at St. Andrew's significantly. "The new squash courts and the new entrance way have brought the squash program into the middle of winter athletics," says Varsity Squash coach Will Speers. "All visitors pass through the squash courts now, which is a tremendous boost for the kids to have so many more people watching and cheering us on. The renovation also brings light and space into the five courts. The high ceilings, the skylights, and the new balcony allow more depth to the courts and allow more people to see matches. Having spent many years in dark hallways with only a small window to peek through onto the courts, squash players now feel liberated and happy!"

While we have taken the St. Andrew's athletics program to a new level, our vision is not yet complete. The most exciting feature of our strategic plan is a new field house, a state-of-the-art facility for indoor athletics, weight training and fitness. In January 2010, St. Andrew's received transformational gifts from Scott '81 and Tracy Sipprelle and Dwight '76 and Susan Sipprelle to make this vision of our field house a reality. Thanks to these leadership gifts, St. Andrew's moved forward with the groundbreaking for the new Sipprelle Field House, and it is anticipated to be completed for the 2011-2012 school year.

The entire community is excited about the upcoming field house and renovations. "Having four more squash courts will be a tremendous

The Sipprelle Field House



addition for St. Andrew's," says Will. "It will allow us to eliminate night practices; we will have more court time for the varsity and junior varsity teams, enhancing the quality of the overall program; we will be able to host tournaments in the Mid-Atlantic region; and we can have teams practice while another team has a home match. It will be a significant boost for an already strong program."

Students in all forms are equally thrilled, especially this year's III and IV Formers, who will be able to use the field house during their careers at St. Andrew's. "People often assume that the athletic success of smaller schools is limited by a lack of athletes," says Martin Millsbaugh '12. "My experience at St. Andrew's has been that we have plenty of talent and interest, but often not enough space to accommodate it. I think the field house will push athletics here to another level."

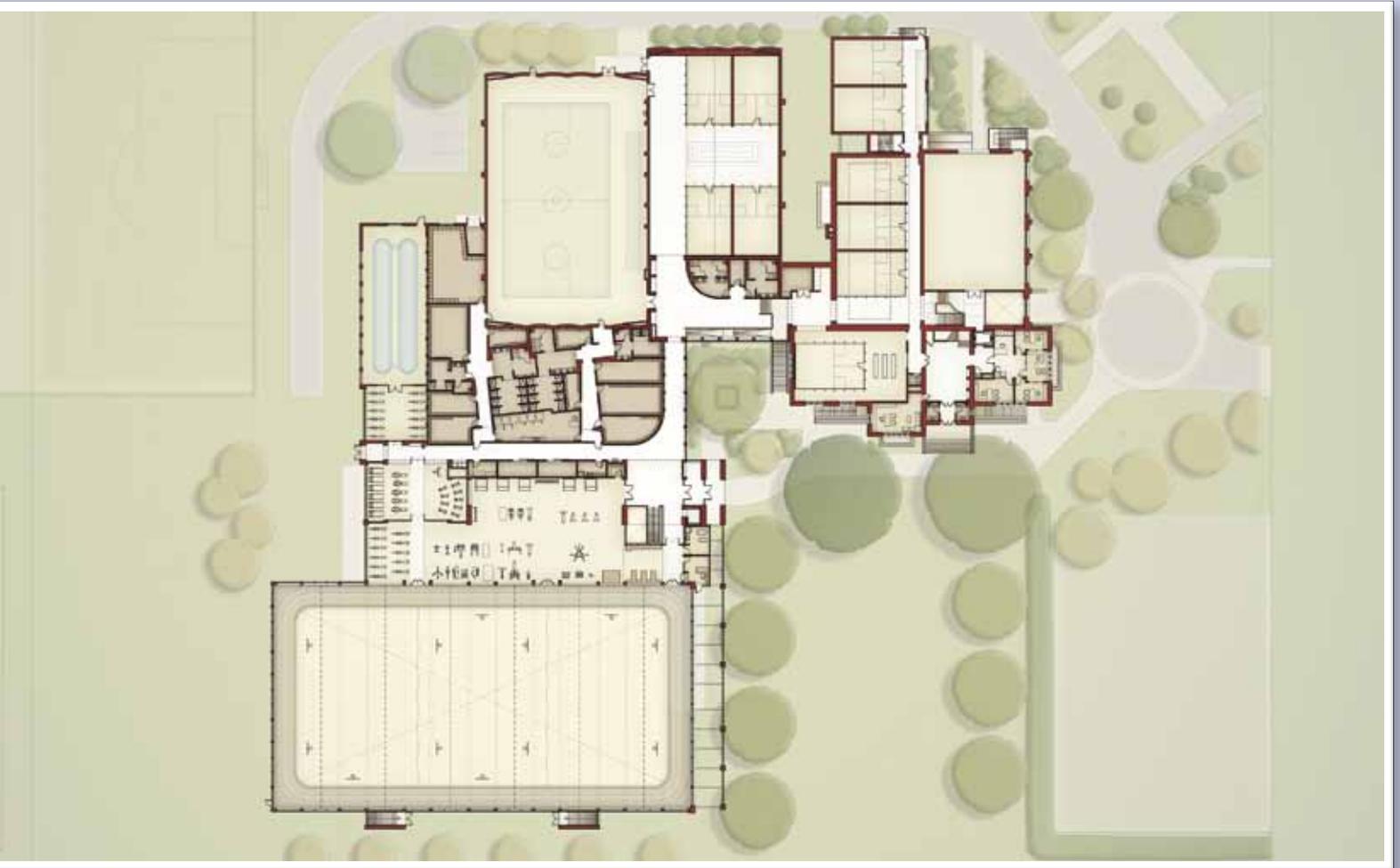
Rising IV Former Breahna Pierce, who plays volleyball and varsity basketball, "can't wait" for the new field house. "St. Andrew's is already exceptional in its academic standards, and I think it's great that we can now focus on having athletic facilities that fit the expectations of our school," she says. Rising V Former and varsity squash

player Michael Ding adds, "Such a magnificent athletics facility as this will have left a permanent impression on me by the time I graduate."

"As a varsity wrestler and frequent weight lifter, I am thrilled to have the new field house in operation during my time at St. Andrew's," says IV Former John Klein. "A new field house will attract more serious potential student-athletes to come to St. Andrew's, strengthening all of our athletic programs. This is an important step in St. Andrew's being a power-house in sports."

In addition to reflecting the rigor and versatility of St. Andrew's athletics, the Sipprelle Field House will stand as a testament to the School's mission of environmental stewardship. From the start, the building was designed using the LEED (Leadership in Energy and Environmental Design) criteria. "The LEED system is basically a scorecard. Each category has several prerequisite conditions that must be met," explains St. Andrew's director of facilities projects and planning Bill Soukup. "The Field House design meets the standard for LEED Gold certification and is currently one of six projects in the state registered for LEED status. The building is extremely energy efficient. The lighting controls





will dim the lamps when natural light is sufficient. Best practices will be used during construction and planning is taking place for sustainable cleaning and maintenance of the building once it is in operation.”

The Sippelle Field House is a 14 million dollar project. Thanks to the leading generosity of the Sippelles and numerous other donors, we have 70 percent of the total cost pledged. The Board of Trustees felt that it was prudent to move forward with this project, even with significant funding still needed, in order to take advantage of historically low building prices. We hope to raise the remaining cost of the Field House in 2010.

St. Andrew’s has always believed that athletics teaches young people skills and habits of mind that will be invaluable in their lives—courage and resilience in the face of adversity, the ability to collaborate with others, and the ability to win and lose gracefully. The more we expand and enhance our athletics program at St. Andrew’s, the better equipped we will be to pass onto our students these essential lessons. We appreciate the support of our alumni, parents and friends as we work to give our students the athletic experience they deserve. ❖





Groundbreaking

On Sunday, May 9, students and faculty joined visiting parents, alumni and trustees on the sports fields for the groundbreaking ceremony for the Sippelle Field House, a historic event in the story of St. Andrew's School. The groundbreaking represented the beginning of a new era of athletic possibility and excellence at the School.

Headmaster Tad Roach remarked on this historic occasion, "A moment such as this captures the spirit and vision of that original intrepid group of trustees who gathered in 1929 to lay the cornerstone of Founders Hall. That ceremony expressed a faith and a hope and an expectation that St. Andrew's main building would be an extraordinary setting for education of the mind, heart and spirit. Even as the beautiful stone building grew to its present stature and expanse, the vision was the same—the building would create a community, a group of students and teachers who sought to discover life, meaning and faith from the daily experience of life in school.

"Our hopes and expectations for the Sippelle Field House are just as ambitious and faithful. The building will welcome the full community, just as Founders Hall and the O'Brien Arts Building do. Here each year, seniors, their parents, faculty, staff

and the student body will gather for Awards Night, the evening before graduation to reflect back on the accomplishments and contributions of a school year. And every time, St. Andrew's holds a major educational, environmental conference or celebration for 500 to 1,000 people, the Field House will be our venue.

"Here every day, young men and women will work with one another to develop the skills and habits of mind and heart they will need for leadership in the 21st century: an ethic of dedication and hard work, a belief in the power of collaboration, teamwork, generosity and sacrifice for the good of the whole; a commitment to a life of fitness, strength and wellness. The building will do more than welcome volleyball in the fall, basketball teams in the winter—it will embrace the unique St. Andrew's student athletic and student life creations: the indoor soccer league, the 3-on-3 basketball tournament, dorm, Form, faculty, staff and student competitions, dances and everything in between.

"The building will challenge our athletes and teams to strive for excellence, to push through perceived limits and barriers. The field house will welcome the novice and the elite athlete



alike, challenging each to develop in new and unprecedented ways.

“The Sipprelle Field House connects to the St. Andrew’s campus through its natural pathways to the old gym, the O’Brien Arts Center, Amos, Founders and our student and faculty residences. The LEED gold certified building expresses and enacts St. Andrew’s commitment to exploring ways to honor and affirm our commitment to environmental sustainability in our beautiful natural environment.

“The Sipprelle Field House will serve the school’s mission-directed connections with New Jersey SEEDS, SportsChallenge and Kay’s Kamp for Children with Cancer, providing remarkable opportunities for underserved and special students in the Mid-Atlantic area.

“We are linked to Founders Hall today in another unique way, for as we planned this building with trustees, students, faculty, staff and our consultants and engineers, a deep and dramatic economic crisis threatened to make us turn away from a dream and a facility essential to our development as a great school. Through the leadership of Scott and Dwight Sipprelle, the Board of Trustees and other generous benefactors, the field

house project dramatically stayed on track, and today, we stand ready to affirm you all and to affirm St. Andrew’s by breaking ground on this project. Our Founders expressed similar faith and courage as they launched St. Andrew’s in the midst of the Great Depression.

“To our trustees and generous benefactors, we here at St. Andrew’s say, ‘Thank you,’ today. Let us then resolve to use this building in the spirit for which it is intended: to work, play, practice and perform with the tenacity and strength of St. Andrew’s at its best.”

Dwight Sipprelle then shared his reflections on the power of athletics, pointing out that the triumphs, the trials and the connections made on the sports field and in the gym remain some of the most vivid and powerful memories of his experience at the School.

Like their forbearers who laid the cornerstone of Founders Hall, today’s Board of Trustees, joined by Tad Roach and Dwight Sipprelle, put on their cardinal red construction hats, grabbed their red shovels, and broke ground for the Sipprelle Field House in a symbolic gesture of faith in this project and in the mission of St. Andrew’s. ♡



CELEBRATING THE WOMEN'S NETWORK

St. Andrew's women meet on campus to discuss and celebrate women today and explore how they can support the next generation.



On April 30 and May 1, St. Andrew's welcomed 30 women back to campus for the first Women's Network Weekend. Since its launch in January 2009, the Woman's Network has had 13 events in six different cities, but it was particularly exciting to have alumnae and mothers (both past and present) on campus to connect and have meaningful conversations with each other and to meet the students and faculty of today.

The weekend began with 2009 St. Andrew's Distinguished Alumnus Gail Wright '84 addressing the community in Chapel on Friday before family style lunch. Head of Pediatric Cardiology at Stanford University, Gail reflected on her education, her career and the challenges and accomplishments of her remarkable life. The text of her inspiring address follows this article.

On Friday evening, VI Form girls joined the alumnae, mothers and members of the faculty in the Warner Art Gallery for a dinner before the Keynote address given by Dr. Meredith Warner '91, a major in the U.S. Air Force and an orthopedic surgeon. She has worked in Iraq, Nepal, Afghanistan and the Dominican Republic; she is the only female orthopedic surgeon who has operated in combat theatre. As she shared slides of her work in the Dominican Republic after the devastating hurricane in Haiti, Meredith gave us a compelling portrait of her patriotism, her resilience, her skills, her courage and her strength.

Together, Dr. Wright and Dr. Warner set the tone for the weekend; they inspired St. Andrew's to think beyond ourselves, to take risks and to insist on creating meaning in our lives.

On Saturday morning, alumnae and mothers visited class and toured the campus before gathering in the library for round table discussions on critical issues for women today: mentoring, finding meaning and the education of girls in the 21st Century.

Dr. Wright, Dr. Blake and Associate Director of Counseling Pam Brownlee led the discussions focusing on creating meaning in our lives. Following the day, Pam Brownlee wrote: "One thing that stayed with me was the power in having an inter-generational conversation with women from various life experiences. It was amazing to listen to women in their 60s and 70s whose lives were often defined by societal norms and/or family expectations and then to hear current students baffled by the idea that one could not simply choose a life path, work with focus and determination and achieve success."

Former faculty member Nan Mein, Morgan Foster '97, Searcy Milam '02 and current parent and Head of the College School Jeanne Geddes led the leadership and mentoring discussion. Searcy Milam reflected on the discussions: "I did not anticipate the level of candor, honesty and collective personal exploration that took place. Everyone in the room was a mentor in that moment, speaking largely about both opportunities and challenges they've faced, drawing on the experiences and advice of others and asking brave questions. We were all united and uplifted by a love of St. Andrew's, a deep and fundamental level of respect and a companionate approach to sharing one another's growth."

History teacher Emily Pressman and English teachers Sarah Demers and Jean Garnett led the discussions on educating girls in the 21st Century. The conversation explored the many pressures and expectations women have in school, college and career, and together the women emphasized that life produces a series of opportunities for change and re-evaluation—the key may well be to embrace these emerging opportunities and reduce stress, anxiety and pressure. Sarah Demers wrote: "The women who attended were open, collaborative and willing to share their own experiences and opinions—it made for very productive and exciting dialogs."

All who participated in the weekend left campus with a greater understanding of the ways St. Andrew's seeks to provide an exemplary educational program and culture for boys and girls alike.

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—Searcy Milam '02

Remarks by Gail Wright

*Tell me, what is it you plan to do
With your one wild and precious life?*

As you let Mary Oliver's question, from her poem *The Summer Day* wash over you, I invite any of you who feel you will find more of the sacred somewhere else in the next 20 minutes to feel free to go now. I am going to talk about living at our frontiers, about disruptive thinking, about gratitude and about being a superhero. But two great lines of poetry—my favorite lines of poetry—may be enough for today.

If so, steal a few moments of solitude. Go silently to the pond, or skip joyfully to your dorm thinking how great your girlfriend kisses. Ponder why your dad drinks too much or go finish that compelling essay which will upset conventional thinking. Stay if you wish or go now, it is a choice—perhaps not often explicitly offered to you as students or faculty at St. Andrew's.

But, if I have one thing to share about a life of meaning, it is about being fully engaged, fully present in the moment, and that is entirely up to each of you here now. (So you won't hurt my feelings.)

My name is Gail Wright. My clan is WASP dairy farmer from the Eastern Shore of Maryland. I am mother, daughter, sister, granddaughter, doctor, teacher, outdoorswoman, democratic citizen, healer. I live in Menlo Park, Calif., raising my six-year-old son, Luis, and practicing pediatric cardiology at Stanford. I pray best on my bicycle. I am delighted to be here, and I look forward to meeting and talking with many of you over the next two days.

To put myself in local historical perspective, when I arrived at St. Andrew's, Tad Roach and Will Speers were first year teachers. Elizabeth Montesano [Roach] was in college. We celebrated the 50th anniversary of St. Andrew's, and John Austin led the soccer team to the state championship. Treava Milton and I played basketball together. Monica Matouk was still in Egypt but we later lived in the same dorm for V Form.

I have been very excited about coming here. I speak to groups and teach all the time, but Tad asking me to come and speak about anything in my life in a meaningful way to this special community has been a thought-provoking request.

Last week, my friend was cutting my hair, and I asked her—because her son is 20 whereas mine is six—what I should say to a large group of high school students since I have this opportunity. She replied that I needed to remember that most teenagers are only thinking about drinking, having sex and doing drugs and that whatever I said would be taken in that context. (Mind you, we were sitting five minutes from Stanford University and her son had attended a local highly academically focused high school too.) Then she paused and said, "But even so, you should tell them to find their passion."



I laughed and said, "That's funny, Monica, because that is exactly where I was thinking of going—something about figuring out one's unique gifts. I figure they are utterly and entirely about finding their own place in the world right now and only the tidbits from my life that help them in that will be worth listening to at all."

"Yes," she replied, "and tell them to try everything, lots of everythings, because they might not find their passion right away or in their initial exposures."

Then she cocked her head to the side, blushed and laughed. "But aren't WE still trying to find our places and tap into our gifts every day, Gail?" she added.

"Oh yes, Monica, so give me a great haircut for starters girl!" I replied.

So here are a few questions—I used to look and pray for right answers, but over time I have come to appreciate the seeking and the questions and then to have faith that if I am asking the essential questions, some answers may be revealed when the timing is right. Or when I am ready to see what has been smack in front of my face all along.

Where are the frontiers in which you feel fully alive? As David Whyte, my favorite poet, describes them, the frontiers where simply by being in those frontiers you come fully alive, where everything makes sense. For those of you who are sailors, I liken this to the moment when the boat is perfectly aligned with the wind and the sails stop luffing and get full and the boat simply "hums" along on the water. There is harmony

and wholeness in that alignment. The Navajo have a fabulous word for it, "hozho". In these frontiers, you feel that you are simultaneously remembering and discovering an intuitive and sacred part of yourself. What are your unique gifts? The ones that without their expression the world is at a loss.

And who and what are the people and conversations in whose presence you find yourself energized? How can you arrange your life to spend more time in those frontiers? Where does your intentionality lie?

Now, don't worry if you haven't had the epiphany moment. Or if your exposures haven't yet led you to the harmonious alignment. In my life, this has been and is an evolving process, which is dynamic over time and responsive to changes in my sense of self as well as external circumstances which shape me.

For me, it turns out that my passion and many of my gifts lie with children and with healing and advocacy for children. In some ways, I always knew that. I have been a "kid magnet" since I was about 10. I taught kids to swim during the summers of high school and college. I always wanted to be a mom more than anything else I ever dreamed of, even amidst years and years of academic training. I am a natural caretaker. On the other hand, it was not at all clear to me initially that I would or should choose to work around kids and my path to medicine was not straightforward.

First of all, if you had asked me what I really, really wanted to do if given the choice in high school, I would have said play basketball. I loved basketball more than anything else I did. I was good at lots of other things, but that is what I loved the most. I spent hours of summer days shooting hoops on the basketball hoop that hung on our barn at home and here at St. Andrew's my main way of popping off stress was going over to the gym and shooting around by myself. But there wasn't any WNBA then, and well, take one look at me and it is pretty obvious that I wasn't going to thrive long outside the Independent Conference. I still love the game. I have season tickets to Stanford Women's Basketball and my son at five could show you good defensive stance, but it was not my true life's calling.

Then in college, having been inspired by Bill Amos, the amazing zoologist who taught me here, I wanted to be a park ranger or maybe zoo keeper. But my sophomore summer when I applied, no one had that kind of job for me—and I had to have a job because my family had no money for my schooling even though that was a priority. I did everything—St. Andrew's, Princeton, and then medical school at Johns Hopkins—on financial aid. My college suitemate's dad was a scientist and she helped me to get a job in his lab. Well, it turned out that he wasn't just a scientist, he was the neuroscientist who discovered the opiate receptor. He was a genius and one of the most well-funded researchers in the country, and perhaps

more importantly for me, he was a fabulous mentor. Although I was an inexperienced undergraduate, he met with me and asked me how we would pose questions that would be worthy of the Nobel Prize. And he wasn't kidding. He was and is inspirational, and he completely changed the course of my life. I got excited about trying to answer important questions that would affect health and save lives and with that new focus applied to medical school.

One must be attentive to these serendipitous changes of course and willing to listen to your heart and act. Sometimes this feels easy and natural—how lucky could I be that this opportunity came my way?! Other times this takes courageous conversations—both internal and with the world—to get there.

The year I was 24, for example, I lived in the frontiers of my life. I had entered medical school inspired to do science and, with the support of the great mentor I just mentioned, was in a combined M.D.-Ph.D. program which provided a full scholarship for both degrees. At the end of my second year, when I started clinical medicine, I fell in love with it and knew I didn't want to go back to bench science. After a lot of soul searching, I decided that I did not want to pursue the Ph.D. and chose to drop out of the fully supported program. Turning down a \$100,000 scholarship, stepping out of the "best" program, and in some ways even worse having to look Dr. Snyder in the eye and tell him that I needed to do something different was incredibly difficult. But it was absolutely the right thing for me, and even as I was still paying off student loans until last year as a consequence of that decision, I have had no regrets. I absolutely love taking care of patients.

I had even harder conversations about my authentic self yet to come that year. I had fallen in love with my medical school study partner and recognized that I was gay. Once I finally realized this myself, I could not deny it to anyone else. I am a very open person. In fact wearing my passion on my sleeve and speaking up are trademark strengths as well weaknesses for me. Many intense conversations with my family ensued.

These conversations are draining, but I dare you to have them. The losses are very costly on so many levels when we turn away from the frontiers where we are fully alive.

I must pause. I get it that I am a very blessed person. There are many people in life circumstances defined by poverty, injustice and violence who may not be free to act upon their calling. The six-year-olds selling chicklets in the traffic in the streets of Guatemala City don't have a home where they dream up stories about being a superhero like my son does—my Guatemalan-born son who, but for some stroke of luck in the universe, would have landed on those streets. But honestly, most of us in this chapel will limit our exploration of the frontiers which free us more with our own fears and inertia than external physical circumstances will. So I dare you to have

the conversations—with yourself and with the people who matter to you.

In preparing for this talk, I have thought a lot about all of the great things that St. Andrew's taught me: the importance of community, a commitment to stewardship, striving for excellence in all arenas and the importance of teamwork just to name a key few. It also provided an incredibly beautiful sanctuary in which to grow and thrive. I am reassured that these values are still being reinforced and cultivated. I also have thought about a few things that St. Andrew's didn't teach me though—or at least that I wasn't ready to absorb at that time. One of those is the importance of disruptive thinking. I would like to encourage you to allow yourself disruptive thoughts. Let me clarify. Don't get me wrong—kindness and compassion are essential, and violence and injustice are intolerable. And just thinking about sex or getting high all day, or for that matter how angry you are at your mother, brother, lover, teacher, will only lead you to a satisfying life for somewhere between 45 seconds and 45 days. By disruptive thinking I mean thoughts and lines of inquiry that question conventional wisdom or one's assumptions about yourself or the status quo of your environment.

There are fabulous examples of disruptive thinking from within my professional field of pediatric cardiology. For the very first pediatric cardiac surgery to occur, closure of a ductus arteriosus (a persistent vessel which supplies blood to the lungs of the fetus), the junior surgeon who proposed it, Dr. Gross, literally had to wait until his boss was on vacation and then

do it when he was out of town. Similarly, in the early 1940s before open heart surgery existed, a cardiologist named Dr. Helen Taussig came up with an experimental model to provide oxygenated blood flow to “blue babies”—babies born with heart defects which blocked the blood flow to the lungs. Taussig, who was at Johns Hopkins, took her idea to the only surgeon of the time who had altered the circulation, Dr. Gross, who happened to be at Harvard. Despite his own early disruptive thinking, he scoffed at her, telling her that it was his goal to close off extra vessels to the lungs not create new vessels to the lungs. Her idea was too radical and she was rejected. She then found a lab technician back at Hopkins, Vivien Thomas, who was doing related technical surgical work for a different aim and convinced the surgeon with whom he worked, Alfred Blalock, to try the operation. The entire current field of pediatric cardiology has its foundation in this seminal work, “the blue baby operation,” which was flat out rejected when first put forward.

Creative exploration is essential for disruptive thinking, whether in science or in spiritual growth. As Bill Amos taught me, first look under the logs in your own back yard. You'll be amazed at what you will find there. I am curious, open and persistent, but I am not that creative a person. Thinking outside the box does not come easily for me. So for me, putting myself in a very different environment has always been important, perhaps even necessary, to cultivate this altered perspective. Essentially I have to put myself outside the box. Most often, wilderness does it for me. In the silence and solitude of the



woods or the desert, I can formulate the questions more crisply, clear out the distractions and assumptions, and get glimpses of the luminous. Immersing myself in another culture, such as when I worked among the Navajo, also has allowed dramatic frameshifts to occur.

My passion and gifts lie with children, and I often get my inspiration, laughter and profound wisdom from them. So I offer two pearls that I learned from my son. They are exercises in finding our authentic selves—and also in disruptive thinking—getting outside yourself, suspending your assumptions about yourself and letting yourself dream big about where your own unique gifts may take you.

When Luis turned four, he got really into superheroes, Spiderman in particular. That winter for two months straight, he got up and painted his own face with face paint to look like a superhero every morning before going to preschool. I hadn't painted my face in years prior to that, but when he got me to join him in this activity throughout a rainy President's Day weekend, it was incredibly transformative. Similarly, one evening during this period, I was emailing a friend and Luis got up in my lap. "Let's tell Jane about my being a superhero," he said. "OK," I said. He proceeded to tell me what to type; he explained all his special powers and what great things he was doing with these abilities. Then he turned to me and said, "OK, Mom. Now you write to her how you are a superhero."

Whereas Luis' depiction had sounded glorious, confident, inspiring and insurmountable—quite fitting for a superhero—mine at that moment honestly sounded more like a prayer for

help. Luis noticed too and said, "No, really, Mom. You didn't do that right because you didn't tell her about enough of your superhero stuff." I got a good laugh, but later tried again, with a little more spiritual focus. It took some practice, but I have to tell you, now I find it seriously helpful to think about how I'm going to be a superhero each day when I step out the door to face and sustain 20 critically ill children in the intensive care unit. I really suggest you all try this at least once—think or write down for yourself how you are going to be a superhero today. Maybe Tad should proclaim one day between now and graduation "Superhero Day" and everyone can go to class with painted faces or costumes or with their list of superhero powers and action items. Of course you must remember Spiderman's mantra, which fits well at St. Andrew's, "With great power comes great responsibility."

I will leave you with two final words: gratitude and awe.

Rachel Naomi Remen offers this daily practice to heighten one's appreciation of the mystery that surrounds us. She suggests asking three questions at the end of each day and reflecting on your answers: What inspired me today? What surprised me today? What moved my heart today?

I remain inspired and moved by this school and the caliber of people who gather in this chapel. I was surprised by what I came up with for this talk: Live with attention and intention at the frontiers. Explore. Be open to serendipitous opportunities. Engage in disruptive thinking. Give thanks. Come to know and be the superhero you are.

May the force be with you. ✖





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ST. ANDREW'S



The Cresson Prize

For the greatest improvement in athletics.

Matthew Todd Gallagher
Brian Joel Sanchez
Rachel Åse Pedersen

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.

Victoria Caroline Woods Conlin
Pearl Angeli Generes

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.

Grace Helen Gahagan
Nancy Yeon Joo Kim
Ryan David Koski-Vacirca

The Choir Prize

Awarded to the VI Former who has contributed the most to the success and development of the choral program

Michael Carey Amos
Madeline Elizabeth Garner
Paige Anne Newquist
Andrew Baird Rippel
Leah Jo Weston

The Drama Prize

Awarded in memory of John Fletcher Hinnant, Jr., Class of 1953, to the student who has made the most significant contribution to the Theatre Program in effort, creativity, and technique and has shown exceptional artistic growth as an actor.

Olivia Sara McGiff
Elizabeth Ann Scher
Benjamin Joel Wainwright

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.

Karishma Chadha
Kai Xin Chen

The Keri J. Advocat Photography Prize

Given by the Class of '91 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.

Elizabeth Ann Scher

Welcome by Headmaster Tad Roach

It is an honor for me to welcome you to St. Andrew's 77th Commencement ceremony, a celebration of this school of faith and learning and this year a celebration of the Class of 2010.

On this Memorial Day, we remember all who have sacrificed their lives in the defense of freedom and democracy. We remember our soldiers, young men and women with the same hopes and aspirations of our students and graduates, who serve so nobly and generously in Iraq and Afghanistan. We pray for their safety and the achievement of a true and lasting peace in our world.

We gather today at St. Andrew's for graduation in the shadow of the environmental disaster in the Gulf of Mexico. The oil spill threatens and disrupts our natural world and the day-to-day life and business of families throughout the region. As important writers and thinkers and others have suggested, in the midst of this disaster, we may seize upon a narrowing opportunity for a deeper understanding among national and world leaders about the fragility of nature, the limitations of technology, the interconnectedness of our modern world and the opportunity for new and renewable sources of energy. May this graduation and Memorial Day weekend awaken us all in education to the need for environmental action and creativity.

We thank parents, grandparents and guardians for their belief in the power of education to help inspire and develop their sons' and daughters' lives. You, as parents and family members, have made great sacrifices to enable your children to pursue this form of education. Today, in this classic family celebration, I hope you have time to reflect with pride, excitement and even a bit of awe on how your sons and daughters have grown in confidence, voice, character and responsibility in their time here.

We think of relatives and friends who may well have inspired this day and cannot be present with us this morning. They are rejoicing with us in spirit.

Graduation at St. Andrew's is an emotional and complex proposition, for the heart and soul of this School is the pursuit of the good, just and compassionate society. Here, great teachers work with inspiring students to imagine and enact a form of education that is vital, vibrant and, ultimately, transformational. At the heart of this powerful form of education is the potential and power of human connection, human communication and human collaboration. A St. Andrew's education is an invitation to responsibility, commitment and community; it is an invitation to ask and explore essential questions; it is a call to public service and individual and collective responsibility.

There is only one good educational reason for this form of education to end today for our seniors. After all, this faculty is brilliant, generous, accessible and committed to lifetime learning for our students. We have more to teach, more to share and more to accomplish. And our seniors have such remarkable capacity for study, reflection and creativity—they have more to learn and could continue the education of a lifetime in these halls and classrooms. Why don't we just keep this powerful enterprise going?

Our seniors leave today, partly because that is what high school students tend to do after four years of school, but more importantly, because the time has come to share the spirit of St. Andrew's in other places and communities throughout the country and the world. We will go with you in spirit; we will go with you expecting much and believing in your ability to make an essential difference in this country and the world.

Because you mean so much to us, and because our student body, staff and faculty mean so much to you, this will be an emotional and wonderful morning as we celebrate this class, hear from Devin and Daniel, and learn one more time from John Austin who, like you, will take St. Andrew's spirit to a new opportunity, school and culture.



Along with feelings of great pride and appreciation for the mission, spirit and people of this school, I feel a deep sense of gratitude to the extended community of St. Andrew's on this occasion. We thank members of our Board of Trustees for their exceptional commitment to this school. We thank Kitten Gahagan, our Board Chair and grandmother of Grace, and, for that matter, grandmother of this entire class, for the generous and inspiring way she leads the School founded by her grandfather 80 years ago.

Teaching, great teaching, that is, comes down to a few simple but rare moral, spiritual and intellectual habits:

- Great teachers love their subject and express their passion and delight in every class, tutorial, lab and conversation.
- Great teachers believe in students and their belief in students makes them generous, patient, kind and expectant.
- Great teachers work to inspire creativity, independence and responsibility in their students.

St. Andrew's seeks to be an academy of learning for both adults and students each year, and today we celebrate the great tradition of teaching and mentoring that is the foundation of this school. Please join me in thanking this faculty who make learning and transformation possible on this campus.

Headmaster's Introduction of Co-Presidents Devin Duprey and Daniel Hasse

Devin Duprey and Daniel Hasse are spectacular people, just ask their classmates, our faculty and staff, or our student body. They are creative, electric, courageous, thoughtful, kind and alert—alert to life, humor, connections, communication and argument—alert to those who are struggling, invisible or lonely. They light up the classrooms, halls and dorms of the School through their belief in the possibility of creating a school of engagement, kindness and inclusion on this campus.

What Devin, Daniel and their class have accomplished this year is to surround the concept of community and ethos with hundreds and thousands of acts, expressions, devotions and depictions of courage, compassion, grace, dignity and goodness. Please thank them for their leadership and welcome them to the podium today. Devin Duprey will speak first.

Remarks from Co-President Devin Duprey

Welcome Trustees, faculty and staff, family, friends, students and the class of 2010. When most of us stepped onto campus whether that was September 3, 2006, September 2, 2007, or August 31, 2008, we imagined this day, joined together on the front lawn for our final meeting as students of this school. After our first couple of weeks here, many faculty members wondered the same thing. There were many things we wondered



as we walked into Engelhard as students for the first time, overwhelmed by the rest of the student body and each other. We awkwardly sat in groups at our first dinner together in front of the gym, and danced even more awkwardly at our first square dance. As we went to sleep, we wondered what conversations we would have with our roommates, we wondered what our roommates and teachers were saying as we struggled to adjust to a new language, and desperately thought about what to say during our many “awkward silences.”

Though it may seem as if our biggest accomplishment has been becoming masters of creating and maximizing the awkwardness in a situation, our recent reflections on the past years together at St. Andrew’s show we have grown to become more than the touchy-feely freshmen, angst-ridden sophomores and rambunctious juniors to become the amazing seniors that we were this year. It is also in this reflection that we have been able to see how close we have grown and how much this school has meant to us over the past years. Living together for the past two, three and four years, we have truly become a family and St. Andrew’s has become our home.

Throughout this year many people in our community have talked about St. Andrew’s as their home. On tours of the School we hear people refer to the main common room as our living room and this front lawn as our backyard. They refer to their advisors and dorm parents as their adoptive parents. Even the few

who tried to fight the process of St. Andrew’s becoming their home, slipped up on the bus ride from away games or the mall as asked, “how long until we get home... I mean... back to campus?” Whether we chose to admit it or not, in our own personal ways, St. Andrew’s is our home.

There are many definitions of the word home which are very fitting to our experiences at St. Andrew’s. There are three definitions of the word that I want to focus on today. The first and most basic definition of the word is, Home: The place where one lives. Over that past years, we have all lived together on this campus, we’ve shared dorm rooms, common rooms, Founders, Amos, the arts center and the 2,200 acres of land that we have here. Over the past year, many of us have been worried about the idea of leaving this place that has become our home. But in looking at the truer definitions of the word home, and what it means in terms of our experience, it does not matter if we no longer live here. It is because of the experience that we have all shared at St. Andrew’s and the transformation we have made here, that makes this place our home. So even as we leave, St. Andrew’s will remain our home and here is the reason why.

The second definition of the home is, Home: A place where something flourishes, or from which it originates. Over the past years we have grown, physically, academically, creatively, emotionally and spiritually. Even though many of us still have some more growing up to do, it is here where we have flourished as critical readers and writers, historians, mathematicians, scientists and as speakers of many different languages. Here we discovered ourselves, our passions and the friends we will have for life. Because this is the place where we have discovered ourselves, in essences, St. Andrew’s has become our origin and our foundation. This foundation has been invaluable to so many of us in so many different ways. It has supported us in the time were we have needed it the most, and this I know from experience.

There have many times in my St. Andrew’s career when I have been able to see the power of our home. Being an alumni kid, a sibling, and a faculty brat, I knew that St. Andrew’s was a great place, but it was not until my sister passed away in February 2007 that I understood how unbelievably supportive this community is and how ready St. Andrew’s is to catch me in the mist of a free fall. During those difficult days weeks and months that followed, St. Andrew’s was there for me. It was not the stone walls that kept me from

stumbling; it wasn't only the beauty of the campus that calmed. It was each and every one of you.

I can never thank you, my classmates, my friends, enough for all the support you have given me throughout the past four years. You have helped to fill what seemed to be a boundless void in my heart, and in doing so, you all in unique ways have become my brothers and sisters when I needed you all the most. I can move forward after my loss and today at our graduation without feeling as if I have lost.

We have shared this building, the dorms, the main common room and everything else over the years, but the most important thing that we shared is each other. While the campus alone is beautiful, it is each and every one of us that have made this community. Even though the curriculum is strong, our work and dedication has made the academics here thrive. Even though the strong stones of the building keep the structure together, we have supported and held this school together.

Underclassmen, understand that St. Andrew's is not just a great place on its own. It is not just the faculty that teach, or the staff that maintain the beauty of this campus, it is the attitude that we all bring, and the support that we all give to each other that makes St. Andrew's. And to my class, as we move on next year, know that we do not need to re-create the experience we have shared here. While we may no longer live together, because of our relationship and mutual experiences, we will always share a mutual home, not just at St. Andrew's but with each other. As Grace so beautifully wrote in her song, "you will always be my childhood, the place where I became my own, you will ways be my family, always be my home"

Remarks from Co-President Daniel Hasse

I firmly believe in the power of brevity, so forgive me if this speech seems short. I've never been particularly skilled at saying goodbye. In fact, I've always avoided it. And now I'm expected to say goodbye on behalf of 79 people. Well, I'll do my best.

A few years ago, my father told me, "Smart people know what to say, but intelligent people know when to say it." Bearing this, and everything that St. Andrew's has taught me, in mind, I won't say goodbye. After all, what's the point? We'll come back. Even if you don't want us to, we'll come back. How could we not after everything we've learned? And I don't just mean studying Geometry or reading *The Great Gatsby*.

St. Andrew's instilled in us a genuine passion for learning. Only here can two 17-year-olds have a lengthy debate about whether or not Tom Stoppard is a genius (he is). And whether or not Mr. Childers is a genius (he is).

More importantly, we learned how to be truly compassionate here. We learned how to express ourselves and listen to others when they did the same. And the men and women who taught us these invaluable lessons always treated us like adults even when we didn't deserve it. After four years of receiving that sort of dedication, part of us belongs here and I can guarantee we'll miss it.

And, Class of 2010, we all know there's no point in saying goodbye to each other now. Given what we've gone through (and by that I mean the good and the bad), we'll keep in touch.

To give you an example: 30 years from now some people will say: "I knew Crenshaw Meehan before he was elected Senator; I knew Catherine Geewax before she became the CEO of a Fortune 500 company; I knew Ned Robinson before he became editor-in-chief of *The Wall Street Journal*; I knew Supreme Overlord Evan Stillings before he took over the world." The list goes on.

And that's what others will say, but we'll be able to say: "I know Crenny; I know Catherine; I know Ned; Yes, I know Supreme Overlord Evan Stillings, or, as I, and the Class of 2010, like to call him, E-Still."

The Film Prize

Awarded to students who have shown extraordinary creativity, technical skills, and dedication to the film studies program.
Daniel Victor Hasse

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.
Adam Lee Shepherd
Danielle Nancy Montanez

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.
Samuel Goring Broer
Paige Anne Newquist

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.
Kira Lane Niederhoffer
Benjamin Joel Wainwright

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.
Daniel Victor Hasse

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.
Christopher Alexander Reisine
James Learned Robinson

The Sherman Webb Prize for History

For outstanding work in history.
Madeline Elizabeth Garner
Ben Joel Wainwright

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 Nichols Calkins
Pearl Angeli Genares
Georgina Francis Rupp

The Joseph L. Hargrove Prize for Spanish

Given since 1972 by Joe Hargrove, Class of 1967, in memory of his father, who was a "great admirer of SAS." Awarded to the student doing outstanding work in Spanish.
Ryan James Bickley
Olivia Sara McGiff
Elizabeth Ann Scher
Benjamin Joel Wainwright



The Chinese Prize

Awarded to the student doing outstanding work in Chinese.

Samuel Goring Broer

Kai Xin Chen

Victoria Caroline Woods Conlin

Jeong Hun Lee

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.

Bruno Baretta

The Walter L. Harrison Prize for Mathematics

Given in memory of his mother by Walter L. Harrison, Class of 1966, to a student of high achievement, whose work in mathematics is distinguished for its depth of interest, imagination and creative thinking.

Catherine Laura Geewax

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.

Samuel Goring Broer

Elizabeth Kalyani Rajasingh

Bach-Huy Tran

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.

Ryan David Koski-Vacirca

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.

Madeline Elizabeth Garner

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.

Samuel Goring Broer

Rebecca Elizabeth Ogus

The Francis L. Spalding Award

Awarded to the IV Form student who has achieved a commendable academic record by distinctive effort.

Davison Leigh Hammond

Emily Madeliene Grohs

So we'll hug and cry... and do things we regret at senior parties, but we won't really say goodbye. We are forever indebted to the people of St. Andrew's and to each other. Saying goodbye now wouldn't do you justice.

Headmaster's Introduction of John Austin

I am proud to introduce John Austin as our 2010 Commencement speaker at St. Andrew's. I have known John for over 30 years, and in that time, I have seen him accomplish amazing things in his life.

I witnessed the ways educational, athletic and leadership opportunities at St. Andrew's gave a young man from Kitty Hawk Elementary School the passion, drive and determination to become a celebrated scholar and writer at Williams College, the Bread Loaf School of English and Columbia University. I have witnessed John's emergence as a professional master teacher and nationally-known and respected Academic Dean, a Headmaster-Elect of King's Academy. I have witnessed his deep commitment as a husband, father and brother-in-law in his family. I have seen him score goal after goal on the soccer fields of St. Andrew's and become one of the catalysts for the magnificent and improbable run to a State soccer title in 1981.

I can say that John accomplished all this not only because he is a gifted person, scholar, athlete and citizen of the world—he is also a passionate, dedicated and disciplined worker—when he decided he wanted to become a great soccer player, a scorer, he stood before the brick wall of the exterior of the gym and kicked hour after hour, left foot and then right foot, until he could release his shots with explosive speed and accuracy. When he sought his doctorate at Columbia, he worked each day from 4-6 a.m. on his dissertation before he began a day of teaching and coaching at St. Andrew's. When he began work as an Academic Dean and aspiring Headmaster, he read widely and expansively, began publishing articles in the *Independent School Magazine* and connected St. Andrew's to the best thinking in education on teaching, learning and assessment.

He had some great help along the way: a loving mother, father and sister, an amazing spouse and beautiful children and teachers and colleagues at St. Andrew's, Williams and Columbia who brought out the best in him. But, ultimately, John has flourished because he is at heart such a good, kind, passionate and creative person. We rejoice at his appointment to King's Academy—we look forward to the many collaborative opportunities ahead for these two great schools.

Please join me in thanking John for his great service to St. Andrew's. As an inspiring teacher, coach, advisor, Dean of Students, Academic Dean and mentor to students, he has made remarkable contributions to the school St. Andrew's has always aspired to be.

John, please come forward to receive the Headmaster's medallion for outstanding contributions and service to St. Andrew's.

Please welcome John Austin as our graduation speaker.

Remarks from John Austin

Parents, friends and family, faculty, Trustees, Class of 2010—Good morning. It's a great honor for me to have the opportunity to speak with you this morning.

I thought that for just a few minutes I would take you back in time—to Graduation 1983. I was sitting right there. Full head of hair. Russellesque, even. I have the pictures to prove it. The best one is of my mother and me. My mother came to all my graduations—high school, college, graduate school—but it's clear from her smile that this was the one that mattered, probably because in my case it was so improbable. She had been preparing for the worst.

Before I left for St. Andrew's at the beginning of my eighth grade year she took me aside, looked me straight in the eye and said with a ferocity I would not forget: "If you get kicked out,... don't come home." So she was very happy and proud when I graduated—as I know your parents and family are today. And remember: this day is not yours alone. It's also your family's and especially your parents.

Your education—your life until this point—has been a total team effort. My mother again had a way of reminding me of this fact, by repeatedly telling—usually when my friends were around—the story of my birth. To hear her tell it, the labor lasted for weeks and I was the largest, most uncooperative child a woman had ever wrestled into life. Her point was a simple one: I brought you into the world. It wasn't easy. Don't forget it. I never have. And I hope you won't either—at least not today.

My mother wasn't the only person here that day. There were my teachers, a number of whom are here this morning. Mr. Amos—Michael's grandfather and my biology and zoology teacher—who is out there somewhere and who first introduced to me the wonders of this nature reserve we call our campus and dignified my interest in wading through the back waters and swamps around here. The then-brilliant and the still-brilliant Mr. Higgins who made math as engaging to me as the back of a baseball card. There was Mrs. Roach, my advisor. She's still my advisor; I plan on keeping her on retainer. And Mr. Roach. Of course he wasn't Headmaster yet or what he has since become—one of the great voices in independent school education today. He was known to us as "Bug"—get it?—and we wondered what Mrs. Roach was thinking when she married the guy. Then there was Mr. Speers; we called him "Boy" Speers, because he looked like he was 13 and needed to eat his Wheaties. He's graying now and looking about 22. Damn you, Will.

And over there—somewhere—sat Ms. Matouk. It's a beautiful sunny day in May, a day for pastels and beautiful print dresses and Monica is dressed in her customary black, looking vaguely Victorian—or at least that is how I imagine her. Because, we didn't really know each other in high school. Monica's tenacious, unrelenting pursuit of me didn't begin until after we returned to St. Andrew's as teachers. I was telling Matt Gamber's family last night that Monica and I didn't really move in the same circles when we were students here—which is a bit of an understatement. My friends and I didn't wear black or read Proust or even know who Proust was. We were idiots.

But there she was. There I was. And now here we are 27 years later. And Isabel's here. And Alexander. And Maia. And all of you. And you're graduating and going to college and we're moving to Jordan. It's really a bit overwhelming—and quite amazing. So here's my first little bit of advice: Look around. Very carefully. You never know.

A few years back, during the fall of our sabbatical, I was sitting in the Redwood Library in Newport, R.I., where Ms. Matouk and I have a home, reading the *Boston Review of Books*, when I stumbled upon an essay by Elaine Scarry, a literary critic at Harvard. It's entitled "Citizenship in Emergency." It describes the final hour of United Airlines flight #93 on September 11, 2001, and how a group of passengers brought down the flight and thereby saved the lives of many others on the ground. The essay reconstructs, with imagination and scholarly precision, how this group of passengers determined not only that the plane had been hijacked but that, in all likelihood, it was being used as a missile to attack the nation's capital. Scarry describes how these passengers, using their cell phones, collected information on the ground, determined the intentions of the hijackers, conferred with each other, developed a plan to storm the cockpit, voted on it, took leave of their loved ones, and, finally, acted. It's a powerful essay and Scarry makes of it a parable of civic virtue and heroism.

I knew I had to share this with my students the moment I finished reading it. And soon the idea for a new course began to take shape in my mind. Drawing inspiration from Scarry's essay the course would, in essence, declare a national state of emergency and draw attention to the various crises our communities, our nation and the world face: climate change; genocide, ethnic cleansing and war; poverty, educational access, human rights; the coarsening of public discourse and the dramatic impact new technologies are having on the way we conduct our civic life. I imagined it as a series of provocations—the syllabus as the intellectual equivalent of a half-time speech in which, as a country and a planet, we were down by two goals. And I began to research it.

One problem, though. As I put the course together, it began to look very political, and I suspected that it might seem slanted to some and, well, liberal. And that's what I want to talk to you about for a few moments—the liberal bias of St. Andrew's.

This bias, I am told by an anonymous source—ok, it was Ben McDonald—is beyond dispute. Our students are liberal. Our speakers are liberal. Our faculty is liberal. Our faculty pets are liberal.

**YOUR
CHALLENGE,
THEN, IS A
SIMPLE ONE;
YOUR CHALLENGE
IS TO STAY
TRUE TO THIS
EDUCATIONAL
VISION: TO
HONOR IT; TO
PASS IT ON; TO
EXTEND AND
DEEPEN IT; AND
FINALLY TO
FIND NEW AND
DISTINCTIVE
WAYS, WAYS THAT
ARE COMPLETELY
AND UNIQUELY
YOUR OWN, TO
EXPRESS IT.**

—JOHN AUSTIN '83



This is difficult for me to say, but: Ben, you're right. St. Andrew's does indeed seek to provide you with a liberal education, but only, I would suggest to you, in the limited sense that all schools are—or at least should be—liberal. Only in the limited sense that education—or at least a liberal education—seeks, as the root of the word liberal implies, to liberate the mind, through the diligent use of reason, from unexamined assumptions, traditions and accepted belief. That's what a liberal education does. It's what Socrates meant when he spoke about the emptiness of living an "unexamined life." It's what Woodrow Wilson meant when, asked about the purposes of a liberal education, he said: "To make a person as unlike one's father as possible." It's what the late educator Neil Postman meant when he argued that "schools must continuously make themselves into training centers for subversion." It's what the founders of this school meant when, in an early statement of the School's educational philosophy, they spoke of helping students "achieve freedom from ignorance, superstition [and] tyranny of any sort." It's what we mean when we say that St. Andrew's should be counter-cultural. It should teach us to question, to challenge, to stand in opposition to thoughtlessness, to spectatorship and intellectual complacency.

You already know this—it's the standard cliché of most graduation addresses—but I happen to believe it: one of the great purposes of your education is to instill in you a questioning spirit. This spirit says: accept nothing; question everything. Be suspicious. Skeptical. Cast a cold eye. Come to your own judgments. It is a radically subversive idea, and it is indispensable. It is the essence of scientific inquiry and discovery. It is the essence of citizenship. It's an idea that informs the 1st Amendment to the United States Constitution and the ideal of a government based on deliberation, dissent and public debate.

This belief in the liberating powers of human reason is, I hope, one of the principal reasons you are going to college—to sharpen and discipline your powers of interrogation. To learn to question with precision and sometimes with an insistence that will make others—and perhaps even yourself—uncomfortable.

But this is, in the end, a terribly inadequate view of education—not wrong, not misguided, but simply incomplete. It's simply not enough. It's not enough for you to doubt and to question; you will need to learn how to believe as well.

So let me say something about the conservative function of your education. Let me say something about the conservative bias of St. Andrew's.

I love reading, and I assign a lot of it. And I love reading passages in class. I rarely let my students read. I pick the readings; I pick the passages; I read them. Not a terribly liberal idea, I know. And on a couple of occasions recently something funny has happened: as I read, I am so moved by the power of the words my voice breaks.

This is always embarrassing when it happens. There's a double take among the students. It's first period or sixth just after lunch, but suddenly everyone is alert, uneasy. "Uh oh," they think, "he's losing it."

I thought I would share two such passages with you. The first is from a well-known tear-jerker, George Orwell's essay of 1946, "Politics and the English Language." Orwell is writing about the relationship between language and barbarism—the way language—perhaps our finest instrument for the apprehension of clarity and truth—can be corrupted and made to serve evil purposes. He writes:

In our time, political speech and writing are largely the defense of the indefensible. Things like the continuance of rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face . . . Thus political language has to consist largely of euphemism, question begging and sheer cloudy vagueness. Defenseless villages are bombarded from the air, the inhabitants driven out into the countryside, the cattle machine-gunned, the huts set on fire with incendiary bullets: this is called pacification. Millions of peasants are robbed of their farms and sent trudging along the roads with no more than they can carry: this is called transfer of population or rectification of frontiers. People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called elimination of unreliable elements.

I first read that in the fall of 1981 in Mr. Speers' V Form English class. It's a testament to the power and lasting influence of Mr. Speers' teaching that I can still pretty much remember everything I read in that course, each paper I wrote, even some of the class discussions. And I certainly remember reading this essay. But I have to confess: it didn't have much of an effect on me. I don't know—perhaps "Boy" Speers wasn't on his game that day. I liked it, I appreciated the advice Orwell offered on the craft of writing—and I recommend it to you on that basis alone—but it didn't move me then as it did that day in class when I read it aloud.

What moves me about it is not the simplicity and clarity of Orwell's style, but Orwell's humanity. His passion. His indignation. Indignation at injustice, at slaughter, at murder, at war; Indignation that something Orwell loves and something he believes in—the English language—could be hijacked to justify such things.

My second example is from the great Nigerian writer Chimamanda Ngozi Adichie and her story "Cell One" which I taught last year to a group of seniors. In Adichie's story a young, privileged and spoiled college student finds himself wrongfully jailed in one of Nigeria's most notorious prisons for a crime he did not commit. His name is Nnamabia. His parents are well off and reasonably well connected, but helpless to effect his release. Each day they come to the prison to visit Nnamabia, and slowly he begins to tell them about his experience there. He tells them about the food—of which there is never enough. About the bribe money he pays for protection, about abuse and torture. About an old man who, like himself, has been wrongfully imprisoned—in effect taken hostage by the authorities in the hopes that he will help them find his son who has been accused of robbery.

One day his parents arrive to discover that Nnamabia is no longer there: he has been sent to a terrible place, cell one, a place from which very few emerge alive. His parents are frantic with fear. But then just as suddenly and without explanation,

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.
Grace Helen Gahagan
Pearl Angeli Genares
Charles Crenshaw Meehan
Danielle Nancy Montanez

The DyAnn Miller Community Service Award

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

Paget Tilden Davis
Alfredo Enriquez Jr.
Grace Helen Gahagan
John Donato Anderson Lavanga
Peter Bennett Smith

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.
Sangwon Suh

Everett Leighton Durham

The J. Thompson Brown Award

Given to the student below the VI Form who has made the greatest contributions to School government.

Ann Barbara Satine
Matthew James Scapardine

The Malcolm Ford Award

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

Kervin Aleman Zamora
Frances Elizabeth Gurzenda

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.

Omololu Refilwe Babatunde
Bach-Huy Tran

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: a distinctive love of humanity, an appreciation of friendship, a willful perseverance and resolve amidst adversity and opportunity, a unique and refreshing perspective on life.

Henry Haller Weaver
Lucy Claire Iselin

Commencement 2010

The Christopher Wilson Award and Scholarship

Given by his parents in memory of Christopher Edward Wilson '99. The award recognizes the 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.

Brian Joel Sanchez

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.

Rachel Elizabeth Shields

James Daniel Foli Simons

Russell Bowdoin Train

Leda Marion Rose Strong

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.

Olivia Sara McGiff

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.

Zachary Maarten Brak

Jordan Henry Gowen

Lucinda Caldwell

Grace Helen Gahagan

Bailey Churchman Marshall

The King Prize

For the leading scholar during the VI Form year.

Victoria Caroline Woods Conlin

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.

Victoria Caroline Woods Conlin

The William H. Cameron Award

Given to the VI Former who has performed outstanding service to the School.

Devin Joelle Duprey

Daniel Victor Hasse

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.

Nancy Yeon Joo Kim

Charles Naddaff Hughes

Nnamabia is released into the custody of his parents. As they drive home in the family's Volvo Nnamabia finally speaks. This is what he says:

"Yesterday, the policemen asked the old man if he wanted a free half bucket of water. He said yes. So they told him to take his clothes off and parade the corridor. Most of my cellmates were laughing. Some of them said it was wrong to treat an old man like that." Nnamabia paused. "I shouted at the policeman. I told him the old man was innocent and ill, and if they kept him here it wouldn't help them find his son, because the man did not even know where his son was. They said that I should shut up immediately, that they would take me to cell one. I didn't care. I didn't shut up. So they pulled me out and slapped me and took me to cell one."

Dramatized in this extraordinary story is what I will call, borrowing from others, an "ethic of care." Nnamabia, who as the story begins is adrift and indifferent to others, learns to care and, somehow, finds the courage to act. He decides to stand up for an old man. He decides not to shut up.

This theme—our encounter with strangers and our refusal or acceptance of the claims they make upon us—is the wellspring from which much of our scripture, literature and art draws its urgency. We see it played out in works with which you are now familiar: we see it in the wisdom literature of the major world religions, especially the Gospels; in the prayer attributed to St. Francis that you have recited—or listened to—so many times in chapel; in Shakespeare's tragedies and comedies; in Melville's great story "Bartleby, the Scrivener;" in Lincoln's Second Inaugural Address, when, with the civil war coming to an end, he asks all Americans to reach across the divides separating them and "to care for him who shall have borne the battle, and for his widow, and his orphan." We see it in Orwell too. Orwell believes that writers and artists should stand in solidarity with those who are the victims of war, arbitrary power and violence. For Orwell writing is an act of caring.

Which brings me back to what I called earlier the "conservative" function of your education.

The purpose of your education is not simply to give you the ability to think critically—to challenge, to question and to doubt—but also to care: to seek out, consider and in the end embrace noble ideals, the kinds of ideals that will give meaning and purpose to your education, your career and your life.

I put it to you this way: if your education does not, in some fundamental way, move you and inspire you, it's not working. It might get you a good job, it might help you climb up some hierarchy, but it's not going to help you lead a meaningful life.

Another way of saying this is that you must not simply approach the world critically, but also reverently. You must learn to revere. To value. And this is very different, but no less essential, than questioning.

I hope you won't confuse reverence with other, lesser forms of attachment, like 'liking.' Liking is easy; it takes little effort, it's fleeting, and it can be cheaply purchased. Mrs. Roach doesn't simply like *Pride and Prejudice*; she reveres its vision of marriage and love and friendship. Mr. McLean doesn't simply like trees; he stands in awe of nature's beauty and, for that reason, recoils at the thought of its destruction. The study of social movements isn't simply an academic exercise to Ms. Pressman: it expresses, I suspect, her belief in the transformative potentials of civic action. It's a statement of hope. I know I could write a similar sentence for each of my colleagues. They know what it means to revere—which is not to say that your teachers think about the things they do uncritically. It takes a lot of hard work and study and critical thought to think your way to reverence: the reverent mind is not an uncritical or lazy mind.



You might fairly ask at this point: where will such ideals, such values come from? Where do I find them? That, as it should be, as it must be, is a question only you can answer. You will need to discover these values yourself. In reflection and study. From your own reading in literature and philosophy and religion. From art. From history. From the example of great men and women who have sought to live lives of principle and purpose. And from institutions and communities, like this school, that have tried to embody goodness and virtue.

The kind of educational quest I am recommending to you will not be easy. The world will push back. It is organized to push back. It's organized for distraction, thoughtlessness, isolation—not reflection and study and community.

And truth be told, many schools and colleges have simply given up on all this. Some are simply complacent and fail to encourage what I earlier called liberal thought. Others are academically rigorous, but stiff and narrow. These schools are soulless. They fail to offer young people the opportunity to believe in anything bigger than themselves or to engage in questions of enduring significance. These kinds of schools are afraid. They are afraid to talk about the things that matter, like courage and happiness and beauty, even though, we

know, we all know, that these are the very things that give all of that course work, all these years in school, meaning and purpose.

But this one does; this school has a soul—and that is the source of its devastating and enduring power. It's educationally fearless. Mr. Roach, Mrs. Roach and the faculty they have led—with the support of all of you assembled here today—have staked their careers, their lives, on the idea that the most important things can be learned, that this is the time to begin learning them, and that they are best taught in a school like this one committed to the virtues of both charity and disciplined inquiry.

And you have been at the heart of this great project. More than that: you have helped create it. And what you have done here will endure. But by virtue of your experience here, you are also now stewards and caretakers of this vision. This, in fact, is what it means to be a graduate of St. Andrew's.

Your challenge, then, is a simple one; your challenge is to stay true to this educational vision: to honor it; to pass it on; to extend and deepen it; and finally to find new and distinctive ways, ways that are completely and uniquely your own, to express it.

We wish you all the best. We believe in you. We are proud of you. ❖



Empowering Women to be Agents of Change



Michaela Cole '76 and Polly Dolan '85 are changing the lives of women on opposite ends of the world.

Michaela Cole '76 has devoted her life to empowering the underserved and the underprivileged through education, and her own history is a testament to the power of educational equity. Coming from a small Pennsylvania town plagued by racism and drugs, she entered the first class of women to attend St. Andrew's on a full scholarship. During her time at St. Andrew's, she taught Sunday school to kindergarteners at a local church, and it was here that she discovered her call to teaching. She now helps her own students, mostly women from poor backgrounds, to follow their own call to teaching.

Michaela is Director of Early Childhood in the Education Department at Our Lady of the Lake University (OLLU) in San Antonio, Texas. Founded in 1895 by the sisters of the Congregation of the Divine Providence, the University is situated in the 11th poorest neighborhood in the country, which speaks to the level of chronic poverty many of the students are coming from. It is a predominantly Hispanic neighborhood, and at least 65 to 75 percent of the OLLU's students are Hispanic, if not more. "Most of our students are the first generation to attend college in their families," says Michaela. "They have no role models in their families who have taken this challenge before. This is also an area where there is a huge high school drop-out rate, so there is not a lot of encouragement in the community, either from families or peers, for college aspirations. These kids are really pioneering the way, against difficult odds."

"I don't have a lot of traditional students," she says. "I have students who are coming back to school after raising a family. Most of my students are women who want to make a difference in their communities." Michaela's mission is to provide her students with the tools they need to become advocates for children in their communities. By teaching the teachers of these children, she hopes to break the cycle of marginalization and mis-education that plagues the poorest school districts. "I want my students to see that what we have to do is put children on the radar of the decision makers," says Michaela. "I feel I have a role in teaching them to have a voice in their own communities. Education is power; knowledge is power, and they can be heard."

Like her students, Michaela is a pioneer who faces some daunting challenges of her own. Often coming from poorly funded schools to begin with, her students have not been academically prepared for college. Her challenge is to meet them where they are, to find a way to connect with each and every one of the students in her 10 sections. "About 75 percent of what I do has to do with affect, with the feelings involved in education and learning," Michaela explains. "I am dealing with how these young women



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see themselves, their self-esteem. If you have been oppressed, it is hard to feel good about yourself, and the oppression is not necessarily over; it has been institutionalized. These women could easily go to the state school down the road. The reason they come here is because we are very student-centered and person-centered. I know all my students' names by the first class. I learn their stories, and I connect with their stories. I have to understand the contexts from which they come in order to get them best prepared for the context they are going to enter when they leave here. I have to go that extra mile.”

Michaela's other great challenge is to inspire her students with a vision of how to improve the educational environments in their communities, while still preparing them for the realities. “I am first and foremost an advocate for children, and I am teaching my students to be more analytical about the environment and learning that we provide children. Finding good models in the community for them to study is a huge challenge. In our area, they have in the poor school district a full day, state-funded prekindergarten program for three to five year-olds. These programs are designed to give children from low income and culturally diverse backgrounds a head start in their learning. The problem is that they are pushing the curriculum down to even younger children, so that three year-olds are often now seen doing activities

that are inappropriate for their development level and how they learn. Because of the accountability movement and No Child Left Behind, the whole learning process for young children has been accelerated so that people can pass the test in third grade. Lawmakers think that testing kids is the solution. Everyone has to pass the test, and everyone is looking to the teachers of younger kids, playing a blame game. But if you come from a home that has suffered from poverty, how can you be up to the expectations of your grade level? You are coming from a home in which education may not be valued because the most important thing is survival. You are coming from a home where mom may be a single parent working two or three jobs. We can't expect these young children to be on the same grade levels as middle class children. Until our system changes, these are the challenges that we have to deal with.

“My personal challenge is that I am highly passionate about working with young children, and I don't see a lot of that in the schools, particularly in the public schools. I want to communicate my passion, but I also have to get my students ready for the realities. It can get dismal, but I know that my energy is best put into my students, in helping them become change agents and advocates for children. I can either be defeated by these challenges or think of this as an opportunity to create change.”

Vanessa, a recent graduate of OLLU, was a student of Michaela's as well as her advisee. She made the following remarks on Michaela's impact on her personal and professional life:

"I was intimidated at first because tons of people told me I was crazy for taking all three of the required courses that [Dr. Cole] taught at the same time. I had just moved out of my parents' house and I thought to myself, 'Am I going to be able to manage my time with a full course load and full time work?'... Over time I got to know Dr. Cole on a more personal level. I felt respected by her, because she asked about my personal life. I mentioned to her that since the start of my freshman semester I was working full time and going to school full time and aside from that I was now supporting myself. Dr. Cole was and always is there for her students, whether it is in academics or life. I felt comfortable talking to her and really valued her opinion. She helped me make sense of life and helped me stay positive. Even after graduating and not having any courses with her for over a year and a half, I am still close with her. I learned so much from her that I will always take with me and use when I have my own classroom."

On the other side of the world, another St. Andrew's alumna is working to empower girls and young women, her efforts fueled by the same belief in the power of education that has inspired Michaela: "I believe education provides people with the tools to create change for themselves and their societies over the long-term," says Polly Dolan '85.

Since she moved to Tanzania in 1998, Polly has been disturbed and moved by the plight of girls, often the most vulnerable casualties of the poverty, exploitation and disease that plagues the country. From the time they are born, Tanzanian girls are assigned a lower status in society than boys. In many poor families, girls either don't go to school or drop out early. Some return home to help shoulder the workload. Some become domestic workers in faraway households where they risk being exploited or abused. Some get married before they finish primary school—with

parental permission they can marry when they are as young as 12 years old. Many drop out because of pregnancy—25 percent of Tanzanian women begin childbearing when they are teenagers. Once pregnant, a girl is expelled and not allowed to return to school. The low status of girls makes them vulnerable to exploitation and sexual abuse, and poverty makes them desperate, willing to do anything to improve their lives.

Polly decided that the best way to help girls escape the prostitution, exploitation and desperation that she was seeing so much of was to provide them with an alternative, a safe environment where those who had dropped out or been forced out of school could resume their education. "I believe that education is the most important and effective strategy for tackling poverty and all its roots over the long-term," she says. "Adolescence is a critical life stage when girls are most at-risk of dropping out of school, getting engaged in prostitution or other forms of exploitative labor like child domestic work, or getting pregnant. Also, due to poverty and a shortage of schools, only one in five girls gets to go to school past the eighth grade in Tanzania. Taken together, these factors led me to decide on developing a secondary boarding school for girls. I wanted a place where girls could be safe, get a high quality education and develop to their full potential, and where hopefully they could develop themselves into empowered, skilled, economically self-sufficient adults."

In 2007 Polly took the first step in realizing her vision. She teamed up with her sister and two friends (including Ashley Devery '85) to found Nurturing Minds, a nonprofit organization in the U.S. that supports programs improving access to quality education for girls in Tanzania, particularly girls who are poor, marginalized or at-risk of becoming involved in exploitative forms of child labor.

When Polly went to the U.S. with the idea of developing Nurturing Minds, one of the first people she approached was Ashley Devery, her close friend and former St. Andrew's roommate. "I

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Alumni Perspectives

had no idea how much was going to be involved in running a U.S.-based nonprofit, but I knew it was going to be challenging and so I wanted people who I knew I could rely on," she explains. Ashley has been invaluable in raising money for the program, mobilizing support across the country. "She is a real people person and makes everything fun, which is an important characteristic in fundraising," says Polly. "She also puts her heart and soul into everything she does."

With Ashley heading her Nurturing Minds team in America, Polly got to work on the ground in Tanzania. She and three Tanzanian colleagues founded Secondary Education for Girls' Advancement (SEGA) and began looking for land on which to build a school. A year

later SEGA opened a girls' secondary boarding school in Morogoro, Tanzania. In July 2008, 30 girls aged 12-16 began classes at the Sega Girls' School, funded by Nurturing Minds. An 18-month "Tunarudi Shuleni" ("We're Going Back to School") day program allowed these 30 girls, who formerly dropped out of school due to poverty, orphanhood or related crises, get back into the formal school system. This group of girls just began eighth grade (secondary school) in January 2010. They board and attend classes in Sega Girls' School's first all-purpose building, which accommodates 28 boarders and 30 additional day students. Polly and her colleagues are now in the process of recruiting and selecting the next 30 students who will enter the Tunarudi Shuleni program.

Polly and Ashley's vision is based on a shared reference—St. Andrew's. "I feel so fortunate to have been educated at St. Andrew's and I wish that every adolescent could have a similar experience of high school," says Polly. "In developing this school in Tanzania, my frame of reference for what the ideal high school education should be is St. Andrew's. I frequently draw on my experiences at St. Andrew's while thinking about what qualities we seek to develop in our school—a quality education in a safe, nurturing environment that's inclusive and helps students forge lasting relationships across socio-economic, cultural and other boundaries. Each of these elements of my vision stems directly from my St. Andrew's experience."

The stories of individual girls at Sega attest to the power of the program to change lives:

Prisca Kalinga, 15, comes from Iringa, where she lived with her aunt in order to be near a school. In sixth grade she was chased from school due to pregnancy. Her baby died of illness after two months. "I was staying at home selling buns and I thought my dreams were shattered," she recalls. "One day I was praying in church, I heard an announcement regarding girls who need to get education. I went back home and told my



Prisca Kalinga



Maria Kunambi

aunt... I promise to study hard and help physically disabled and poor people after finishing my studies."

Maria Kunambi, 14, comes from Matombo. Her mother had been studying nursing, but stopped her studies to work as a barmaid because she needed money. When her mother passed away, Maria went to live with her elderly aunt (she had no father). Paying for school supplies soon became too difficult, so Maria dropped out of school. She worked as a maid, but her employer refused to pay her. A friend helped her run away to Morogoro, where a teacher gave her an application form for Segga. "I was very happy, I forgot all my pain," she writes. "I am now studying very hard in order to fulfill my dream of being educated."

Pili Ibrahim, another Segga student, comes from Mbeya. She stopped school in 2005 because of pregnancy and the death of her father. "I was chased from home and school. I had to look for the person who was responsible for my pregnancy, but he refused the pregnancy. I had nowhere to go." After giving birth in 2007, Pili began doing domestic work. One day her neighbor told her about SEGA. "Since I've joined SEGA my dream is to study hard and be a doctor," she says. "I like to study hard in order to end poverty and have better life in the future."

With thousands of Tanzanian girls struggling in circumstances like those of Pili, Prisca and Maris, Polly's toughest challenge is having to face the fact that SEGA can only accept a limited number of students. Despite frustrating limitations, the affirmation of her work is written on the faces of those whom she can help. "Just seeing the extreme motivation and excitement of our students at their new school is an ongoing reminder for me of the meaning of the work that we are doing," she says. "Whenever I go to the school and interact with the students I feel so good about being able to change their lives in this way... They are completely serious about their studies as they see education as the key to ending poverty in their lives. Because they are all former dropouts, none of them take the opportunity we are giving them for granted. They have seen life on the other side, and know where they want to be and where they want to go."

For Polly, the success of the program is a miracle of collaboration—two passionate and committed teams (led by two passionate and committed former St. Andreans) working together toward a common goal, though they are on opposite sides of the world.

To learn more about Nurturing Minds, and to find out how you can help, visit www.nurturingmindsinafrica.org. ❖

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REUNION WEEKEND





Captions (clockwise from upper left):

- ❖ **George Mitchell '55 assists faculty member Eric Kemer with an experiment as part of the Saturday morning class.**
- ❖ **Father-son fun on Noxontown Pond, returning from an afternoon canoe paddle.**
- ❖ **Members of many classes joined sustainability coordinator Brianna Barkus for the Green Walk, here in the School's newly configured organic garden.**
- ❖ **Stuart Bracken '50 and John Hukill '50 catch up between activities.**
- ❖ **The School's Dining Services, Sage Co., outdid themselves throughout the weekend!**
- ❖ **The Bob Amos Band featuring Bob '75, Sarah '11, son Nate and Gary Darling played well into the night to the delight of alumni, faculty, families and friends.**
- ❖ **Alumni kids all have a great time at Reunion too!**
- ❖ **Ice sculptures and ice luges highlighted the dessert buffet on Saturday night. St. Andrew's own Chef Ray is the ice artist.**
- ❖ **Alex and Anne Gammons '85 Crocco enjoy the 25th Reunion luncheon.**
- ❖ **Class of 2005 catches up on the Grass Dock on Saturday afternoon.**
- ❖ **Kodi Shay '00 at bat for the Class of 2000 in a pick up game.**





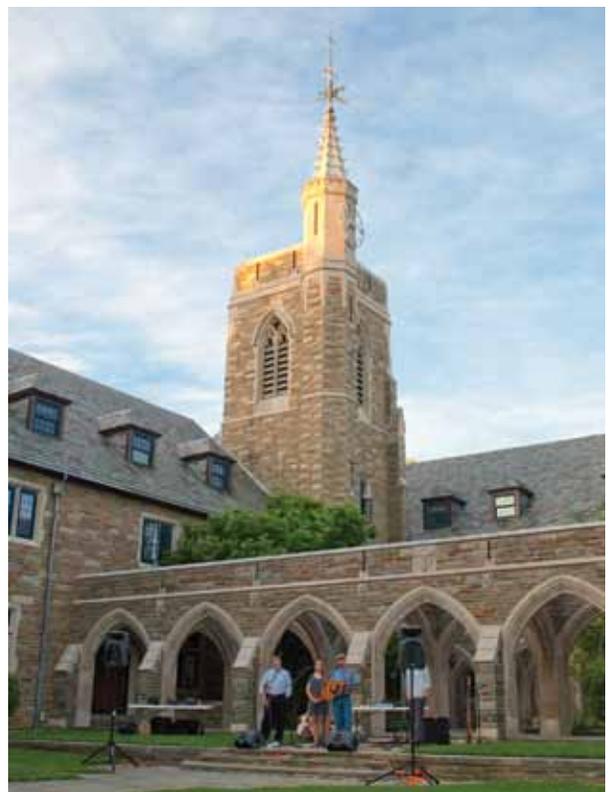
From June 10-13, the St. Andrew's campus welcomed alumni for the 2010 Reunion, a weekend spent gathering with old acquaintances, forging new friendships and renewing their lifelong commitment to the School.

The celebration began on Thursday afternoon with a reception for "Old Guard" alumni marking more than 50 years since their schoolboy days. The elder brethren of the alumni body and their spouses joined Headmaster Tad Roach and faculty members for a dinner on Thursday night and a Friday morning of educational discussion panels. Scores of alumni spent Friday morning on the links of the Wild Quail Golf and Country Club for St. Andrew's 19th Annual Scholarship Golf Tournament. In teams of four playing scramble format, the golfers competed for a range of prizes. Since its inception, this tournament has raised over \$225,000 for financial aid at St. Andrew's.

Back on campus, reunion classes began arriving and enjoying the natural serene beauty of Noxontown Pond and the surrounding lands. The Bob Amos Band provided some musical entertainment on Friday evening, and the School's Dining Services team delivered phenomenal meals all weekend long.

Board of Trustees President J. Kent Sweezey '70, celebrating his own 40th reunion, provided a Board update to gathered alums, and Headmaster Roach delivered his State of the School address to the Reunioners during the formal dinner under the big tent on Saturday night.

A late night of Karaoke on the Arts Center Terrace brought a melding of the classes, from 1940 to 2005, though the '05 crowd was likely the only group to see the night through until the sunrise the next morning. The weekend concluded with a Sunday morning memorial service in the Chapel and the traditional farewell brunch.



In Memory



△ Peter B. Nalle '41

Peter B. Nalle '41

Peter Borie Nalle, 86, mining engineer, avid yachtsman, WWII veteran, and long-term resident of Greenwich, Conn., died unexpectedly early Friday morning, February 26. The cause of death was septic shock.

Son of Albert Nalle and Patty Borie Nalle, Peter was born April 6, 1923, in Bryn Mawr, Pa., and spent his childhood in Whitmarsh, Pa. He graduated from St. Andrew's School in 1941 and entered the University of Pennsylvania with a Charles Day Scholarship. With the attack on Pearl Harbor, Peter transferred to the University of California, Berkeley, so that he could join the nation's first Naval ROTC program, established on that campus by Admiral Nimitz shortly before the war. After one year at Berkeley, Peter entered submarine school in New London and received his commission in 1944. He joined the USS Whale and completed several patrols in the Pacific Theatre. The Whale's particular mission was to rescue ditched American Air Force pilots, but the submarine also successfully sank a number of enemy ships. While off the coast of Japan near Hiroshima in August of 1945, Peter remembered decoding the message that indicated Whale should submerge for 24 hours while "an event of unprecedented historical significance," as their orders put it, took place. Peter remained in the U.S. Naval Reserve until he retired in 1967 at the rank of Commander.

In 1946, he married Margaret Thayer Josephs, daughter of Devereux C. Josephs and Margaret Graham Josephs of New York. They returned to Berkeley in that year, where he completed his B.S. in Mining Engineering while on a James Monroe McDonald Scholarship. He then completed a Master's Degree in Mining Engineering at Columbia University in New York, where he was a Henry Krumb Fellow.

Degree in hand, Peter began his career as a mining engineer, which first took him to the St. Joe lead mines in Missouri, and then to the Crestmore Cement Mine in southern California. In 1960, the American Cement Company, which owned the mine, sent him east for an advanced management program at the Harvard Business School. Subsequently, Peter became Director of Mining Operations for the American Cement Company at their headquarters in Los Angeles. In conjunction with foreign partners, during the 1960s he developed for the company several large cement plant ventures in Greece and Spain. During this period he wrote numerous technical articles on different aspects of mining, including the early application of computers to the industry.

In 1969, he became vice president of mining, exploration and milling at St. Joe Minerals Corporation in New York City, and moved his family to Greenwich. Peter finished his career as a senior associate at Behre Dolbear Company in New York City where he worked from 1979 until his retirement in 1990.

Over the years, these various jobs allowed Peter to build his world-class mineral collection while indulging in his passion for ocean sailing and foreign travel. Thanks to his naval training in celestial navigation, Peter was always in demand as a navigator on the Trans-Pacific Race, the Bermuda race, the Trans-Atlantic Race and countless smaller ocean races. In 1979, he was racing across the Atlantic when he forecast the weather pattern that would result in the tragic loss of life in the Fast Net Channel race. He steered the Carina to the north, thereby avoiding disaster and allowing them to place first in their division. In 1982, he received the Navigator's trophy for the Newport-Bermuda race.

After his retirement Peter continued to use his multiple talents in engineering and woodworking. In his capacity as a mining engineer, he assisted the archaeologists excavating the ancient water supply system at Petra in Jordan and was a long-time, hands-on volunteer at The Mystic Seaport Museum. He enjoyed collecting, machining and assembling model steam engines. Together with his wife Peggy he was active at both the Bruce Museum and the Flinn Gallery at Greenwich Library.

Peter was a longstanding member of the American Yacht Club, the New York Yacht Club and numerous professional associations. Since childhood he spent most summers in Rhode Island, where he was a life-long member of the Saunderstown Yacht Club.

Peter's wife, Peggy, died in 2002, and since then his health had declined. He is survived by his four children, Peter D., Charles, Margaret and Sara, one grandson Graham, and three great-grandchildren.

Andrew Calhoun McFall, Jr. '42

Andrew "Andy" Calhoun, Jr., 85, passed away peacefully at his home on Tuesday, Oct. 27, 2009. He was born on April 4, 1924, in Philadelphia, Pa., to Dorothy Dodge and Rear Admiral Andrew C. McFall. He attended many schools in his childhood because of his father's naval career, but he graduated from high school at St. Andrew's School in Middletown, Del. Andy attended the Citadel in Charleston, S.C., then while serving in the Army, he went to Yale in New Haven, Conn., for training in their Japanese Language School. After his Army service, he proudly graduated from Washington and Lee University, in Lexington, Va., where he was a Kappa Sigma.

Andy moved to St. Petersburg in 1953, with his job for Liberty Mutual to cover the insurance for Webb City. He worked as an independent insurance agent with McCutcheon-Miller, Standard Underwriters and then Weyman Willingham until his retirement. He served on the first vestry of St. Thomas' Episcopal Church where he was a member. Andy was a member of Sertoma Civic Club and was selected "Man of the Year" for 1967-1968. He was a faithful Christian man who was instrumental in bringing the Cursillo ministry to the Diocese of Southwest Florida. He was also the General Chairman of two "Faith Alive" renewal weekends at St. Thomas' Church in the 1970s. He and his wife were selected to the Board of Visitors for Kanuga Conference Center in Hendersonville, N.C. They were also Co-Presidents of the PTSA at St. Petersburg High School for 1981-82.

Andy was a long-time member of the St. Petersburg Yacht Club. He loved to travel and was an avid sports fan, but he mostly treasured his family, friends and faith. He was a loving husband, father and grandfather who will be remembered for his optimistic spirit and his faithfulness. Andy is survived by his wife of 54 years, Madge McNeil McFall; his daughter, Julie McFall Maroda (Dr. Steve) of Memphis, Tenn.; son, Andrew C. McFall, IV (Anne) of Sarasota; five grandsons, Stephen and Andrew Maroda of Memphis, and Cal, Matthew, and Stuart McFall of Sarasota; and several nieces, nephews and godchildren. Andy was pre-deceased by his parents and his brother, Lt. Commander Albert Dodge McFall. Special thanks to his devoted caregivers, Carla Anderson and Michelle LaFleur.

David M. Stewart '44

David M. "Dave" Stewart, 84, died May 8, 2010, at Monadnock Community Hospital, Peterborough, N.H., following a broken hip and multiple complications of a swallowing disorder. He was born February 27, 1926, in New York City, the son of Charles Morton Stewart, III and Hilda Hipkin Stewart, a Royal Navy Nurse.

The family briefly lived in Chappaqua, N.Y. They soon built a home in Coreys, N.Y., to be near Dr. Francis Trudeau who was treating David's father for tuberculosis. His father died when David was seven years old, and he and his mother went to New Jersey to be with family, and later moved to New York City. After attendance at Phillips Andover Academy, he spent two years at the Fresnal Ranch School in Tucson, Ariz., where his love of horses began. He was a graduate of the St. Andrew's School in Delaware, following which he enlisted in the American Field Service and was attached to the British Army in India during WWII.

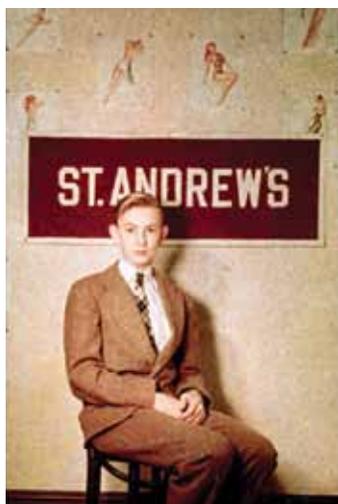
David married Deborah Burton Pardee in 1949 and they settled in Wilton, Conn. She died of leukemia in 1976. In 1980, David married Ann W. Kreger, also of Wilton, Conn. They settled in Francesstown, N.H., in 1984. He had been a member of the Lawrence (LI) Beach Club and the Wilton (CT) Riding Club. His business life was brokerage of health and life insurance to small businesses, and later brokerage of stocks and bonds. When he retired from AG Edwards in Keene, N.H., he indulged a lifelong interest and associated with Rare Coins of N.H. David was an avid reader and loved feeding the birds and watching the seasons

▽ Andrew Calhoun McFall, Jr. '42





△ Landon C. Burns '47



△ Landon C. Burns '47, taken by Woody Thomas '47

pass. He adored each dog in the succession of Poodles and Newfoundlands over the years. He said many times that he did not want to go to heaven unless the dogs were there. Now he is with Cutty, Lacey, Phoebe, Cassie, Mandy, Ben, Meghan and Molly.

In addition to his wife, Ann, he is survived by: his cousin Gustave Lurman Stewart, Jr. of Fitchburg, Mass.; and by his son David Pardee Stewart and wife Susan, of Exeter, N.H.; and four grandsons Bryan, Kyle and twins Barclay and Keaton. His daughter Ann Gilmor Stewart died of melanoma in Taos, N.M., in 2005. He is also survived by nephew Trevor Pardee, Jr. of Virginia and nieces Leigh Haller of California and Margaret Pardee of Newport, R.I.; and stepchildren W. Robert Kreger, AIA of Santa Fe, N.M., Sarah K. Dale of Winchester, Mass., and E. Jenny K. Flanagan of Barrington, R.I. Step-grandsons are Christopher Dale, and David and Alex Flanagan.

Landon C. "Don" Burns '47

Landon C. "Don" Burns, 80, of Drexel Hill, a professor of English for 20 years at Pennsylvania State University-Brandywine, died of cancer Thursday, April 15, at Haverford Nursing & Rehabilitation Center. Dr. Burns joined the faculty of the Penn State campus in Delaware County in 1969, two years after it opened. When he retired, his colleagues praised him as a "gentleman and a scholar."

"During Don's last years of teaching, an era of encroaching casual attire by students and faculty, Don wore a jacket and tie to every class," said George W. Franz, who was director of campus academic affairs. "He addressed his students as mister and miss, not by first name, yet this touch of formality merged seamlessly with his gentle, patient, soft-spoken manner."

Dr. Burns donated hundreds of books to the campus library. He was author of numerous articles published in scholarly journals, and in 1996 he published *Pat Conroy, A Critical Companion*. The book recently became available electronically on Amazon's Kindle reader. Conroy, a Southern narrative writer is well known for his biographical novels including *The Great Santini*, *The Prince of Tides*, and *The Lords of Discipline*.

Dr. Burns grew up in Westminster, Md., and graduated from St. Andrew's School in Middletown, Del. He earned a bachelor's degree from Yale University. During the Korean War he served in the Navy and was stationed aboard the heavy cruiser Albany. After his discharge, he returned to Yale and earned a master's degree and doctorate in English literature. For nine years he taught at the University of Pennsylvania and then was a dean and provost at Washington College in Chestertown, Md., for two years.

A lifelong devotee of the arts, Dr. Burns was a patron of the Philadelphia Orchestra, the Pennsylvania Ballet, and the Metropolitan Opera. He volunteered at the Helen Kate Furness Free Library in Wallingford. He is survived by his companion of 44 years, Russell Fulton; and a cousin.

From classmate Woody Thomas '47:

Don Burns was my roommate during our IV, V and VI Form years. Don had a great interest in English literature, which he turned into a successful career. I was of a more scientific bent. Don wrote in my yearbook, "I've had my troubles with the 'Scientific mind' ..." But we had a number of common interests. We were both ardent stamp collectors and active in the Stamp Club, watched over by Howard Schmolze—we met in his house. We were both active in publications and, at one time, worked together to print up a mimeographed weekly newsletter. The details of this enterprise escape me at this remove in time, but I think it was an experiment in giving news to the school community in a more timely manner than the few-and-far-between issues of printed Cardinal newspaper. We were also both active in the Library Club.

After graduation, our paths diverged as we each followed our chosen careers. We met only once in the intervening years at our 50th class reunion. We exchanged Christmas cards for a number of years with brief comments on the states of our lives, but we never met again. Although my wife and I were in the Philadelphia area, usually on business, on a number of occasions, we were never able to arrange a get together. His notes at Christmas time sometimes hinted at health problems, but he never made an issue of

it. He was a good friend and a pleasant companion during our St. Andrew's days, and his kind and gentle ways have left me with good memories.

Jonathan B. Balch '59

Jonathan B. Balch, 68, of Norristown, Montgomery County, an electronics company manager, died October 6 at Mercy Suburban Hospital in Norristown. He was born in Philadelphia. Jon was a manager for World Electronics. An avid amateur radio operator, he used the call letters W 3 K G. He was a Masonic lodge member in the Broomall section of Marple. He enjoyed boating on the Chesapeake Bay. Jon was the widower of Marguerite "Peggy" Balch and Margaret "Peg" Balch. He was the son of the late Frederic S. and Jane Ross Balch and the brother of the late Holly Ruckstahl. Survivors: Daughter, Lisa Fetter; son, Owen R. Balch, Timothy J. Balch; brother, Frederic "Fritz" S. Balch; 10 grandchildren.

Paul Kuehner '62

Paul Kuehner '62 died March 21, 2010. Paul worked at IBM for 23 years before retiring in 1992. He and his wife, Eileen (who preceded him in death in 2004) owned and operated Rails 'N' Shafts, a retail book business dedicated to rail transportation subjects since 1977. In 1985, they opened Garrigues House Publishers. They published over a dozen books, whose subjects were mostly focused upon the rail industry. He leaves behind a daughter, Elizabeth, wife of James Mauch; a son Joel and his wife, Elizabeth, a grandson and two granddaughters.

Anton Edward Bonner Schefer '62

Anton E.B. Schefer died of complications from cancer surgery and an unidentified infection at George Washington University Hospital on Thursday, February 18, 2010, age 66, born November 13, 1943. For more than 20 years, he was the headmaster of the Schefer School, which was located in Falls Church, but had branches in Alexandria, Arlington and Fairfax County.

His parents Edward and Eileen Schefer started the school in the late 1950s to help students who had fallen behind in their school work. His father, a New Yorker, a Harvard graduate of 1924, and retired foreign service officer, and his mother, the granddaughter of an English earl, started the school in one room of the Parrish house basement of the Falls Church, a church where George Washington had once worshiped. The school grew to as many as 30 teachers and 100 students. The Schefer School was a very successful experiment in remedial education that helped many hundreds of students catch up to grade level in their school work. The focus was always upon individual instruction and building upon what the student already knew. Each student was required to be tested before entrance. Then, an individual program of workbooks was assigned, matched to the level of achievement in each subject. The workbook assignments were completed with a great deal of one on one instruction. Whether the student was a slow learner or had fallen behind for other reasons, the school was tremendously successful in reintroducing the student back into mainstream public and private education. Although the focus was primarily on grammar and middle school education, at one point there were a number of 12th grade graduates who moved on successfully to college.

Anton helped his parents at the Schefer School in the summers and on holidays. He went away to St. Andrew's School in Middletown, Del., at the age of 13, as a II Former, eighth grader, and graduated in 1962. At St. Andrew's he wrote for the Cardinal and was president of both the Stamp Club and Cliosophical Society. At the University of Virginia he joined the Zeta Chapter of the Kappa Sigma Fraternity and was elected to the Raven Society. He graduated in 1967. His father's unexpected death in 1967, so soon after his graduation, caused him to return to Falls Church and take over as headmaster to help his mother keep the school growing. A house next door on Fulton Avenue was converted into a brick schoolhouse and the large backyard of the Schefer's own house became the playground. The first and second floors of their house were converted into classrooms. Satellite schools were opened in a variety of northern Virginia locations. At one point Anton considered buying a campus and building a school, but gradually public schools increased their funding for special learning programs and lessened the need for the Schefer School. In addition, the paperwork labyrinth created by public funding and necessary for students trying to qualify for aid at the



▽ Paul Kuehner '62



▽ Anton Edward Bonner Schefer '62



△ Theodore P. Hall '80

Schefer School created unwelcome complexities into running the school. Anton formally closed the Schefer School in 1988.

From his earliest days as a boarding school student, Anton had a passion for collecting anything and everything. First it was postage stamps and coffee cans—Luzianne Coffee, and then he moved on to rare china and furniture. After retiring as headmaster in 1988, he saved 20 years of every issue of the Washington Post. He later filled a barn in Warrenton with a vast collection of egg cartons. At Pierson's Auction Barn in Catlett, Va., he was known as the "Box Lot King." Anton did some selling and buying of furniture and paintings through antique dealers and auction houses, both here and in London, but for the most part he kept everything he collected, including his Fauquier County auction lots.

His mother was descended from the Lenox-Conyngham's, a family in Ireland-old Ulster House, Spring Hill, which traces its roots to the 13th century. His father descended from a line of French Huguenots that moved to Frankfurt and then on to New York, and became investment bankers for the silk trade. Surrounded by family history and with a keen interest in history, his collecting knew no bounds. He was constantly running out of space, and he expanded his storage space by renting large metal storage units that he placed in his back yard and in his front driveway, and by buying country property where he could house his thousands of items.

Perhaps the most interesting item in his collection is a letter his mother wrote. She was a 12-year-old passenger on the Titanic in 1912 on its maiden and only voyage from Southampton to Le Havre. She wrote a letter to her nanny describing the glories of the ship. The letter was posted from the Titanic's last stop—a mail drop off the Irish coast—before the Atlantic crossing. The nanny's descendants later offered the letter for sale at Christie's in London in the 1980s where Anton purchased it and then presented it to his mother.

Since the closure of the Schefer School, Anton devoted himself to collecting real estate activities, the Irish Historical Trust, the national affairs of Kappa Sigma, and the Anglican branch of the Episcopal Church. He was also the Wednesday night leader of the AA chapter at St. Alban's Church in Washington. He leaves no direct descendants but is survived by Nella S. Mehlman of Georgetown, his fiancé of more than 30 years, and by his cousins, Annie and George King of New York, and Moya King of Washington, D.C.

James W. Ryan '74

James W. Ryan of Wilmington, Del., son of Alice M. Ryan of Newark and the late William Pomeroy Ryan, died of cancer on Saturday, February 27, 2010, at the age of 54.

A graduate of Wilmington Friends School and Brown University, he held a master's degree in labor relations and industrial management from Michigan State University.

Theodore P. Hall '80

Teodore "Ted" Parkinson Hall, 48, died Tuesday, February 23, 2010.

Ted was born in Wilmington, Del. He owned and operated Webworks and was a database administrator for Century Mortgage in Delaware; in Lady Lake, he worked at Mictotel, Margarita Republic and Dominic's Restaurant; and he had a natural gift for music, including professional guitar and vocals with a band.

Survivors include Christine E. Hall, Fort Lauderdale; brother, William Thomas Hall Jr., Kailua, Hawaii; and sister, Barbara Lee Hall, Palmer Lake, Colo.

From classmate Anthony DeMarco '80, "Ted Hall was a sweet human being who could always make me smile. I am deeply saddened. I like Meredith's speaking of a generous spirit and unfailing optimism—that's the Ted I remember. We left messages for each other after connecting again on Facebook, but didn't speak. As a life-long procrastinator, I always think we'll be able to share a laugh or smile with old friends down the road—so I don't make the call—then the tragic news—and I'm too late to say goodbye. Two guys who loved to have a laugh and a good time were Bill Doherty and Ted Hall, and I intend to try to keep the laughter going." ❖

St. Andreans Serve



St. Andrew's Service Day

GET INVOLVED.

Saturday, November 13, 2010

Volunteer with other St. Andreans in your community to make a difference.

Let us know if you work with a local organization or would like to help rally other alumni, parents and friends in your area for a St. Andrew's Day of Service, Saturday, November 13. Working in our own cities and towns we can make a difference; working in cities and towns around the country, we can make an even bigger, collective difference!

Atlanta
Charlotte
Charlottesville
New York
Washington, D.C.
Wilmington, Del.
Philadelphia
Raleigh, N.C.

Check alumni.standrews-de.org for individual details.

To help or for more info, contact Chesa Profaci '80 at (302) 285-4260 or email chesa@standrews-de.org.

Fall Alumni Day

Mark your calendar for:
Saturday, October 2



Come back to St. Andrew's for a fall afternoon and enjoy chili and cornbread while catching up with friends, old and new, at our team tailgates.

1:00 p.m.

**Field Hockey vs. Westtown
Girls' Soccer vs. Westtown**

2:00 p.m.

**Football vs. Dwight-Englewood School
Boys' Soccer vs. Westtown**

Save the Date!

REUNION WEEKEND

June 10-12, 2011

Guidelines for Submission of Class Notes

Class Notes serve to strengthen the connections of alumni to one another, to their class and to the School. We know they are the first pages that alumni turn to, and so we want them to be terrific! Please help us by following these guidelines:

Submission

1. Via e-mail to classnotes@standrews-de.org
2. Via fax to 302-378-0429
3. Via mail: Class Notes, 350 Noxontown Rd., Middletown, DE 19709
4. Via your Annual Fund Gift Envelope

2010-2011 Deadlines

September 1, 2010—Fall Issue

December 1, 2010—Winter Issue

March 1, 2011—Spring Issue

June 1, 2011—Summer Issue

We regret the long lead time, but it allows us to check, write, design, proof and print the entire Magazine, as well as the Class Notes.

Guidelines

We do our best to print class notes as submitted, but many times we need to edit for various reasons, including space limitations, appropriate language, repetition of content.

It is our policy not to include announcements of engagements or pregnancies in the class notes. However, we love to print news about marriages and births.

We also like to include alumni photo submissions. Sometimes, however, the photos we receive are not useable because the resolution is too low for printing. Please send digital photos as JPEGs. They should be high resolution: at least 300 dpi. If you are unable to check the resolution, we will check it for you and communicate with you about whether it is acceptable.

Label the photo with the name(s) of at least the key person or people pictured in it. Captions are fine, but not necessary.

Send photos only as attachments, not in the body of the Word document containing the text for the class notes.

On-Line Class Notes

The notes posted to individual Class Pages on the alumni Web site are protected to ensure privacy. Only alumni who are registered users of alumni.standrews-de.org have access to the site. These notes only appear on-line and will not appear in print unless submitted to classnotes@standrews-de.org by the individual alumnus or class agent.



2010-2011 Calendar of Events

September 2010

- 11 Convocation
- 28 New York Reception

October 2010

- 2 Fall Alumni Day
- 2 Fall Alumni Association Board Meeting
- 5 Washington, D.C. Reception
- 9 Trustee Weekend
- 29 Parents Weekend

November 2010

- 5 Diversity Conference
- 13 St. Andrean Service Day (world-wide)
- 14 Choral Scholars in Wilmington, Del.

December 2010

- 12 Service of Lessons and Carols

January 2011

- 9 Choral Scholars in New Castle, Del.

February 2011

- 18 Trustee Weekend
- 18 Stewardship Dinner
- 18-19 Winter Theatre Production

March 2011

- 25 Career Night

April 2011

- 3 Choral Scholars in New York City
- 7 Faculty Seminar Series
- 12 Grandparents Day
- 14 Coast to Coast Toasts

May 2011

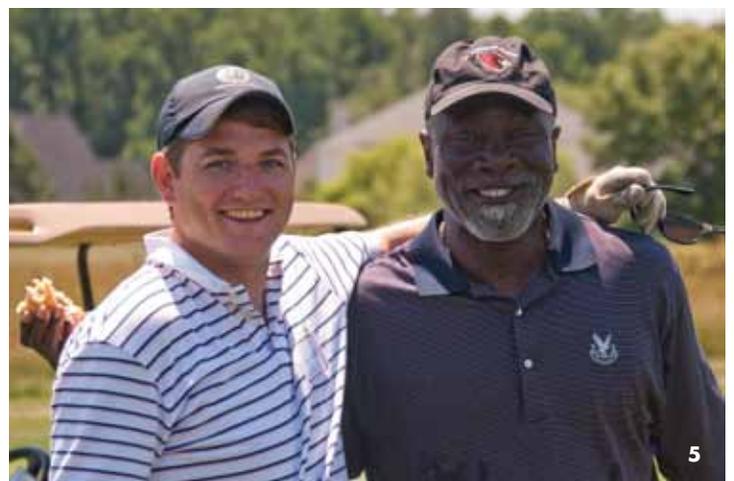
- 6 Trustee Weekend
- 13 Arts Weekend
- 22 VI Form Dinner
- 26 Awards Night
- 27 Commencement

June 2011

- 9-12 Reunion Weekend
- 10 Scholarship Golf Tournament

All dates are subject to change. For the most up-to-date information, please visit our website at www.standrews-de.org.

Snapshots from the **Golf Tournament**



Over 80 St. Andreans participated in the 2010 St. Andrew's Scholarship Golf Tournament on Friday, June 11, 2010. 1-Hardy Gieske '92 prepares to tee off. 2-Karl Saliba '81 celebrates a great shot. 3-Greg Marsh '75 putts as classmates Gordon Brownlee and Ralph Neel look on. 4-Kodi Shay '00 impresses classmate Matt Wolinski. 5-Morgan Scoville '00 and Everett McNair '73 enjoy time at Wild Quail Golf and Country Club in Camden-Wyoming, Del.



**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!

Visit classes, attend Friday evening dinner and stay overnight in the dorms with students.

For candidates who are already certain of their interest in St. Andrew's, admission interviews can be scheduled on Friday afternoon and Saturday morning.

Alumni Children

(Fall Alumni Weekend)

Friday, October 1, 2010

Current Siblings

(Parents' Weekend)

Friday, October 28, 2010

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.



Alumni returned to campus this summer to compete in the 20th Annual Diamond State Masters Regatta. The regatta, founded and organized by John Schoonover '63, fielded over 1,000 rowers from Florida to Maine competing in 96 races. A boat made up of St. Andrew's graduates from the 1960s (recently returned from the Henley Royal Regatta) dominated their race with a winning time of 3:47.1 over 1000M.

Interested in joining a boat next year?

We'd love your oar! Please contact Gordon Brownlee at gbrownlee@standrews-de.org.

(l. to r.) Gardner Cadwalader '66, Bob Dunn '74, Rob Colburn '80, John Morton '65, Tom Schreppler '78, Dave Strong '75, Deb Davis '77, Steven Brownlee '77, Matt Wolinski '00, Henry Hauptfuhrer '74, Gordon Brownlee '75, John Reeve '66, Carter Werth '52, John Dolan '99, Bill Brownlee '44, Jud Burke '65, Andy Parrish '66, George Shuster '63, John Schoonover '63 and Ernie Cruikshank '62.