

St. Andrew's MAGAZINE

FALL 2012
SPRING 2013
SUMMER 2013

- Fathers & Sons
- From Hunger to Nourishment
- Campaign Countdown





(above) Forestry and Wildlife students relocate a deer fence from one of the far fields.

(front cover) Members of the varsity basketball teams, students, faculty, and one very excited Headmaster go wild during the thirds boys basketball team's improbable fourth quarter comeback over Westtown. The boys scored nine unanswered points in the quarter, including a last second shot to pull off the 27-25 victory.



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EDITOR'S NOTE

Upon learning that our second child would also be a boy, my wife saw the consternation on my face and said simply, "The world needs more good men." The cute toddler dresses, bonnets, and bows she (and, yes, I) longed for would have to wait. But of course she was right. The world does need more good men and raising two of them would be our charge in the years to come.

With seven male advisees here at St. Andrew's, I spend an inordinate amount of time thinking about what it means to be a "good man." The answer can be complicated depending on whom you ask, but perhaps it is as simple as the motto my now 5- and 3-year-old have adopted: "Work hard, be nice, and preserve your honor and integrity." Adherence to this sort of philosophy has undoubtedly led to at least one good man (and, of course, a few good women).

I'm happy to report that the conversation around raising good men is playing out across campus led by young fathers like freshman boys' dorm parents Avi Gold and Wilson Everhart '95. They're asking questions that cut through gender stereotypes and empower boys at St. Andrew's to set ambitious goals and then develop the skills necessary to surpass them. They're doing this in the face of research that shows a widening achievement gap between adolescent girls and boys in the United States.

Boys Should Be Boys by Meg Meeker is one of my favorite books on the subject. Among her "7 secrets to raising healthy boys" are logical steps of unplugging and getting outside, and allowing space to explore, fail, and encourage. My one critique would be her omission of the remarkable impact older boys can have in the life of someone younger. Over the past three years I've watched as St. Andrew's students have built forts, canoed, gone fishing, read books, taught Sunday School, wrestled, and generally provided incredible models of hard work and integrity for my sons. They are polite, earnest, funny, and giving. There indeed seems to be a concentration of good men in training residing in Founders Hall.

Their work of course continues as they head out into the world and face new challenges, stereotypes, and expectations (some of which run counter to their developing sense of manhood). They, as we all are, are a work in progress, but I have full faith that they will continue to make us proud. I am reminded of my wife's wisdom: "The world needs more good men."

Go Saints,



—Will Robinson '97

College freshmen John MacIntosh '12 and Khary Dennis '12



St. Andrew's MAGAZINE

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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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LETTERS TO THE EDITOR

WE'LL KEEP WORKING!

As an ex-faculty member, I'm writing to congratulate you upon the superb quality of your *St. Andrew's Magazine*. The recent Fall 2012 issue is especially noteworthy for the beauty of the artwork and the outstanding literary quality of the articles and essays.

It is indeed a special delight to read pieces about and by former students like Tom Savage and colleagues Webb Reyner, Tad Roach, and Will Speers — the latter two whom, as English Department head, I helped to hire as English teacher in the 1970s. Elizabeth Roach's essay, "The Art of Conversation," is one that I shall copy for future use by senior students whom I tutor from time to time these days.

I shall always hold St. Andrew's dear in my heart as the place where I learned how to teach English well. Keep up the splendid work with your magazine about a very special place.

Chris Boyle, English Faculty 1954-1980
Tuscon, Ariz.

I am the fortunate grandparent of one of your graduates — Mina Aiken '07. Having been in the educational vocation in Hawaiie, St. Paul's in N.H., and Choate Rosemary and South Kent in Connecticut as a Chaplain and Administrator, I read your publication with vicarious interest. I write simply to commend you for the *Magazine's* content and presentation, which I thoroughly enjoy. Keep up your good work and efforts!

Rev. Richard L. Aiken
Truro, Mass.

You all are too nice! Don't be afraid to tell us what you didn't like or would like to see more of. We're all ears. —Ed.

NEW PAPER?

Great job on the recent *St. Andrew's Magazine*. As always, it provides a wonderful window into the School. I'm particularly pleased to see you're using a new paper made of 100% post-consumer waste and 100% total recycled content. As an alum supporting a variety of environmental concerns professionally and personally, I encourage St. Andrew's to continue to make sustainable choices. Every bit counts!

Tim Trumbauer '97
Chestertown, Md.

Thanks Tim! The paper we now use is indeed more environmentally friendly than paper used in our previous issues. The financially savvy side of us is also happy to report that it's less expensive. —Ed.

REMEMBERING MIKE SCHULLER

Mr. Schuller once accompanied me to an environmental sustainability conference in northern Massachusetts. We got a late start because he wanted to cheer on the football team through the end of their game. We drove late into the night on a snow-lined and desolate I-91 in a Prius that struggled to keep us warm. It was the kind of drive that makes a young woman like me decide to go to college in North Carolina.

Mr. Schuller and I didn't know each other well before that weekend, so we talked about our families, our favorite novels, our hopes for St. Andrew's, and our hopes for our futures.

At some point another car's headlights appeared behind us, the only sign of life we'd seen in miles. The driver and his passenger continued beside us for several minutes. Mr. Schuller mentioned as an aside that he'd always wished there were some way to communicate with other cars on the road — some technology that would allow us to ask: Who are you? How are you? What are you doing here and where are you going?

Thinking of Mr. Schuller always brings me to that memory. It seems to me perfectly indicative of the curiosity, warmth, and generosity of spirit with which he approached every personal interaction. That night, he wanted to reach across the icy air and sterile highway to talk with perfect strangers. He wanted to create a moment of connection, closeness, and warmth in the coldest and most impersonal of settings. In that one moment, he taught me a great deal about the spirit of human connection. With love,

Laura McCready '10
Chapel Hill, N.C.

■ WE LOVE LETTERS (AND EMAILS)

Please email us at communications@standrews-de.org. You can also reach us by fax at (302) 378-7120 or by regular mail at **Communications, 350 Noxontown Road, Middletown, DE 19709**. Letters should refer to material published in the *Magazine* and may be edited for clarity and length.

Examining Merit Scholarships



Last month, *The New York Times* summarized a recent report completed by Caroline B. Hoxby and Christopher Avery on the failure of our most competitive colleges and universities to enroll students from poor families in America. Hoxby and Avery's research indicated that "only 34 percent of high-achieving high school students in the bottom fourth of income distribution attended one of the country's 238 most selective colleges." This failure to identify, recruit and enroll low income students has profound implications for these students and their families. Unaware of the possibilities of studying away from home, these students, this report indicates, enroll in local colleges "with fewer resources and lower graduation rates than selective colleges."

The report serves as a reminder that the world of private education continues to fall short on one of its most important responsibilities in a democratic society: to open up doors of opportunity to Americans from all socioeconomic classes. For the past 25 years, colleges and universities have embraced the goal of serving the public good, but this data indicates that our current system only reinforces the disparity between rich and poor in our country.

I cite this report as I field questions about the use of merit scholarships in many independent schools. We in the private sector have the resources to create exemplary schools and programs designed for the challenges of the 21st century, but we know that our tuition levels make our form of education far too expensive for the vast majority of American families. Whether we have large endowments, or no endowments at all, we develop our financial models through a balance between tuition, annual giving and (if applicable) endowment draws. None of our models can promise unlimited financial aid, and therefore every dollar we can muster for scholarships should be spent on students and families needing support.

Merit scholarships are quite different from those associated with financial aid, for the merit grant promises a student a scholarship regardless of his/her family's socioeconomic background. Schools use merit aid to gain an admissions advantage with students they very much want to enroll. It is a strategy to improve the academic quality of a student body or to strengthen a school's ability to earn a matriculation contract or to break into a new admissions market. Yet the fact remains that schools could easily identify tremendous students from modest backgrounds and circumstances to qualify for these kinds of scholarships.

The very use of the term "merit" scholarship is misleading and problematic: the phrase implies that one form of financial aid awards merit while the other (based on financial need) does not. It implies that one student in a secondary school has somehow achieved merit while his/her classmates have not. It implies that the pursuit of excellence needs to be accompanied by a financial reward.

I believe independent schools in the 21st century have an obligation to extend themselves to provide educational opportunity to a broad and diverse student population. To achieve this crucial goal, we need to pool financial aid and merit aid into one comprehensive commitment: to make our schools affordable for as many students and parents as possible.

We should ask families to pay what they can, both to build a remarkably diverse community and to make sure that we have resources to open doors for students from low income backgrounds. There was a time when private education existed only to prepare the affluent for positions of leadership. Now, we promise an education designed to celebrate the full democracy of America. We should transform merit aid and embrace the full power of financial aid. ■



Crossroads

The Campaign for St. Andrew's School

Recent Graduates Give Thanks

Our unique School began with one philanthropist executing on an audacious idea — to build an extraordinary school open to all bright, hard-working students regardless of means. Alexis Felix duPont's generosity in building St. Andrew's with an initial gift of more than \$1 million at the dawn of the Great Depression rested on his willingness to give so others, including generations of young students he would never meet, could thrive.

In the years that followed, many other philanthropists, large and small, would carry on Mr. duPont's legacy. Today, there are 41 endowed financial aid funds serving as the workhorses of the most unique financial aid program of any boarding school in the country. Some of these funds, like The William H. Cameron Memorial Fund, have supported St. Andrew's students for more than 40 years. In the past five years of the Crossroads Campaign we have seen our first four Fully Endowed Scholarship Funds with gifts of at least \$1,000,000. Our newest fund, The Class of 1997 Scholarship Fund launched this past year when several members of the class came together with both small and large gifts.

St. Andreans created these funds and give to them every year because they understand that the School succeeds on a bedrock of financial aid.

Thanks to so many of you who joined him, we are confident that Mr. duPont would feel tremendous pride walking today's campus. In recent weeks we've heard from graduates who wrote to say "thank you" for the gift and opportunity of St. Andrew's. You can read some of their thoughts on the importance of financial aid below.

It is not easy to convey how very grateful I am for the opportunity to attend St. Andrew's — a school that taught me friendship, intellectual curiosity, confidence, and character. I now realize the uniqueness of all of those Wednesday night dinners, Sunday morning chapels, Carol Shouts, Frosty Runs and beautiful spring days rowing out on the lake. I am indebted to St. Andrew's and work everyday to return the favor by carrying out St. Andrew's legacy of altruism, leadership and civility in my life. — **Aurora Leibold '11**

The only way my parents could afford the extra cost of boarding school was if I received significant financial aid. Every school offered financial aid, but they were still out of reach. St. Andrew's, my top choice, came through. If they hadn't, I almost certainly would not have been exposed to opportunities like competing at Henley, which I consider the most spectacular experience of my life. Being able to handle the challenges of college both in the classroom and

the boathouse would not have been possible without the St. Andrew's opportunity made possible by financial aid. — **Jameson Pesce '11**



St. Andrew's is a magical place that changed my life. It is a place of transformation, learning, faith, friendship, family, and a place that I can always call home. My best friends were classmates, roommates, housekeepers, secretaries, teachers, coaches, librarians, and chefs. The day I graduated, I went to the bottom floor of the kitchen to give hugs to my buddies, those guys who had cooked for four years for me. St. Andrew's makes every single person see how important he or she is. I thank everyone who supports St. Andrew's and believes in its life-changing mission. — **Kervin Zamora '12**



The opportunity to attend St. Andrew's allowed me to live with and learn from an inspirational faculty and staff and a diverse student body with whom I now share lifelong bonds. The School also taught me to be engaged and thoughtful and to embrace the ideals of a rigorous education. None of this would have happened if not for the generosity of the Financial Aid program. I see it as my duty to go out and make my family, friends and St. Andrew's proud by positively contributing to our society. — **Dee Simons '11**

Coming from a family of modest means, boarding school wasn't an option for me. That was until we found St. Andrew's. Mr. duPont's mission to create an institution that gave students the opportunity to attend a place like St. Andrew's regardless of their financial means is truly amazing and world changing. My now extended family of St. Andrew's faculty and students helped mold me into the man I am today. — **Matt Scapardine '11**

When I speak with other students in college they more often than not only remember their high school experience in a negative light. I cannot help remembering the hours spent building forts in the woods or crawling through the mud of Silver Lake on a cross-country run inspired by the movie "Predator" or screaming until I became hoarse at the yearly Carol Shout. I am so grateful for the lifetime gift of St. Andrew's and the generosity of those who support the School's mission. Without the school's commitment to financial aid it would be difficult for many students to partake in the type of wonderful life changing experiences that so many generations of students have found at St. Andrew's. I hope that the continued generosity of all those who benefitted so greatly from the St. Andrew's experience will enable many more generations of students to grow and prosper as I did. —

Kevin Dowling '12



St. Andrew's financial aid program gave me the opportunity to become part of a wonderful family and opened a thousand doors that I never thought would open for a person from my socioeconomic background. The St. Andrew's community taught me how to speak powerfully, to care and defend others without hesitation, to maintain ideals in the face of hate and opposition, to read and write with my heart and mind, to love unabashedly and live more fully, to channel passion into action, and a thousand other things. And, most importantly, St. Andrew's has contributed, more than I can express, to my own sense of who I am and what I can do for the world. Every penny that was given to the School's financial aid fund has made a difference in every day of my life since I first enrolled at St. Andrew's, and even now I can feel the impact of such generosity in all that I say, do, and am. —

Emily Grohs '12

From personal experience, I know that I would never have been able to go to a school like St. Andrew's without the generous people who give to the school and make it possible to uphold the amazing commitment to financial aid. The financial aid program is the core of the School. It is an equalizer; from the minute you enroll to the day you graduate, you are a St. Andrean, devoid of other titles of wealth or status. And so, thanks to the generosity of many, we are able to create a community that is simultaneously wonderfully diverse and still whole. —

Rachel Stoddard '12

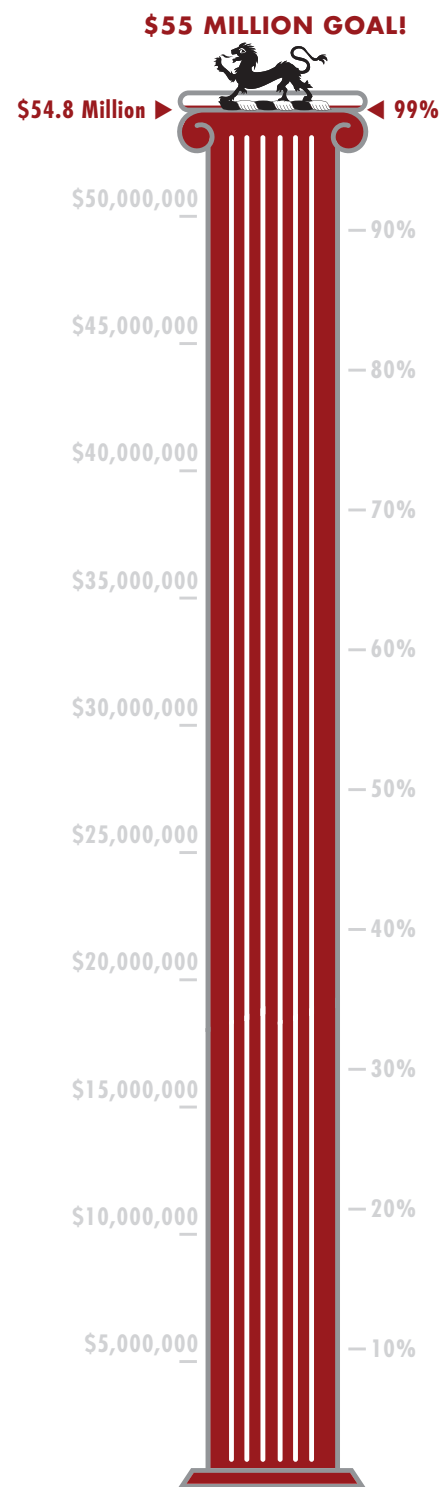


I can't imagine what my life would be like had I not gone to St. Andrew's. Rarely do you find a place where you can learn and grow and become friends with people from all sorts of different backgrounds. People are too often shielded from "the other" and if St. Andrew's had not broken down those barriers I don't think I would have been able to properly determine what goals I wanted to pursue in college and beyond. —

Sydnei Easley '12

From the moment I stepped onto campus my teachers, mentors, advisors and countless friends saw something in me I had yet to realize. Over the next four years their blind faith, encouragement, and efforts allowed me to develop into the person I am today. St. Andrew's gave me an education that prepared me for academic success, the ability to survive in an ever-changing world, and the will to be mindful of the needs of others. I am so thankful to the community who supported and believed in me. —

Lisa Jacques '12



Contributions to the Crossroads Campaign support our five major campaign initiatives:

-  \$6 million for **FINANCIAL AID**
-  \$25.6 million for **ATHLETIC FACILITIES**
-  \$6 million for **FACULTY ENRICHMENT**
-  \$10.9 million for **ANNUAL FUND**
-  \$6.5 million for **PLANNED GIVING**

\$55 million CROSSROADS CAMPAIGN



1 The girls JV basketball team shares one of many light moments during the season as they prepare for their team picture.

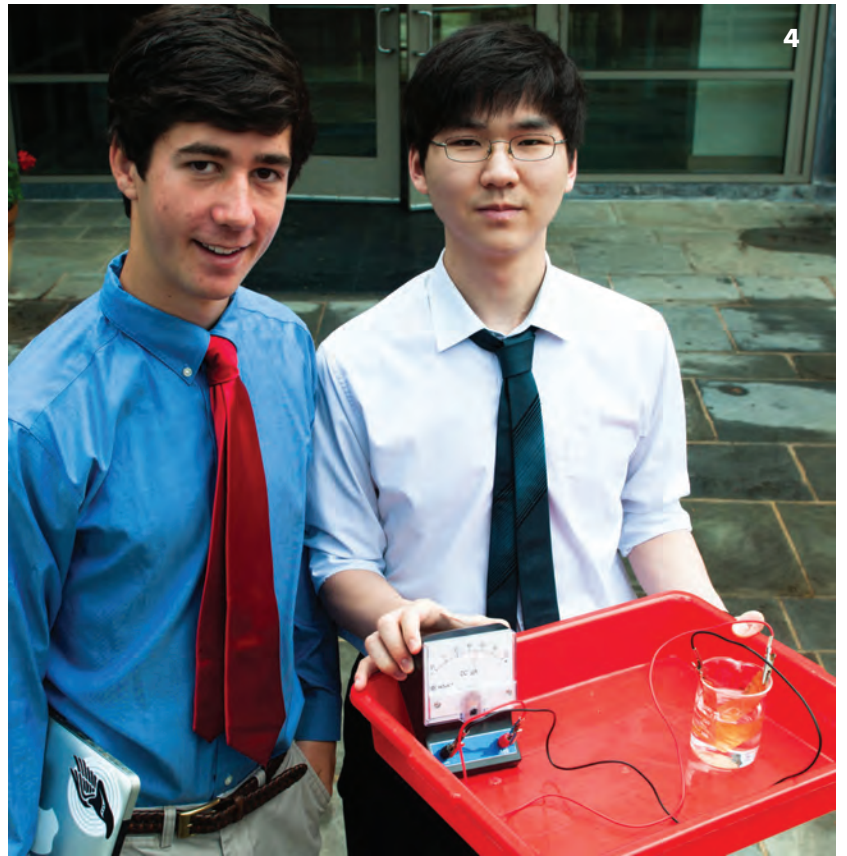
2 V Form boys spend time between classes in the Irene duPont Library preparing for upcoming exams.

3 Louise Marks '14 practiced songs for weeks with faculty member Quinn Kerrane in anticipation of a March 18 open mic night at World Cafe Live in Wilmington, Del.

4 Riley McDonough '13 and DH Lee '13 test their homemade solar cell outside of Amos Hall.

5 John McGiff welcomed students into his longtime studio on the second floor of the School barn to illustrate how artists' style and technique can evolve (he's holding a painting he made when he was a teenager).







Economics and Investment Clubs Promote Financial Literacy On Campus

For the past two years, Jay Lee '14 and Sangwon Shim '14 have doggedly led their peers on a journey toward financial literacy. Channeling their passion and interest in economics and finance, the two started both an Investment Club and an Economics Club last winter and quickly gained a following across campus.

The Economics Club is discussion-based with weekly meetings in the Amos Lecture Hall focused on books, current events, and any topic a member would like to explore. "A few members are learning to drive, so we spent our last meeting talking about the economics behind car insurance and whether it makes economic sense to require every driver to have it," says Lee. "Our discussions also consider the moral and ethical implications underlying every issue. It's easy to look at a spreadsheet and determine if something makes economic sense, but society is obviously more complex than that. We really try to pick these things apart."

Jay and Sangwon have shared the same intensity with the Investment Club aimed at exposing members to the world of finance and investing. More than sixty students have participated in online Stock Market Challenges sponsored by the club. The challenges give students the chance to invest a hypothetical \$100,000 in an online portfolio. "It's a competition, but what we set out to do was learn as much as we could," says Lee. "Benjamin Graham 'urged the beginner in security buying not to waste his efforts and his money in trying to beat the market. Let him study security values and

initially test out his judgment on price versus value with the smallest possible sums.' That's what we focused on."

The results over the past 24 months have been promising enough that Jay and Sangwon are working to seed a new endowed fund for financial aid to be managed by the club's leadership under the supervision of alumni and faculty. Similar clubs have proven successful at Taft and Milton Academy. The boys have written a detailed prospectus that they plan to share with potential donors in the coming months. "Our hope is to provide St. Andrew's students with a hands-on opportunity to learn the nuances of investing in perpetuity while giving back to a School that has given us so much."

Please contact Will Robinson '97 wrobinson@standrews-de.org if you'd like to learn more about the Economics and Investment Clubs.

Young St. Andreans Surprise at the 2013 Delaware High School Mock Trial Competition

Mock Trial is one of the more unusual extracurricular activities at St. Andrew's. It requires acting ability, analytical skills, and more than a solid handle on trial procedure. The program has grown in recent years under the tutelage of the multi-talented Dan O'Connell, a biology teacher, researcher, and lawyer.

O'Connell leads daily practices throughout the winter helping students prepare for the two-day Delaware High School Mock Trial Competition held in February. The Delaware Law Related Education Center provides 'the case' that all schools will analyze and practice leading up to the competition.



Every team must prepare both sides of the case as lawyers and witnesses. We then compete in four trials, two as the plaintiff and two as the defendant, in front of judges from the Delaware Bar.

This year, a young team captured five awards over two days in a civil trial aimed at determining the extent to which a young driver was at fault for colliding with a high school girl on a bicycle. Bella Miller '14 played the plaintiff beautifully and Jamie O'Leary '14 served as an expert on crash scenes. Each won a Most Effective Witness Award. Rising-star attorneys Madeline Wood '15 and Tiara Milner '15 won Most Effective Attorney Awards thanks to their poise, ability to think on their feet, and tireless preparation. Fellow attorney William Wetter '14 also won a special commendation from one of the judges after his work representing the plaintiff in one trial.

Zoe Scurletis '14 joined William in providing one of the more memorable moments of the weekend. After the defendant's lawyers quoted Macbeth early in the trial — "If chance will have me king, why, chance may crown me" — to characterize the plaintiff's motives as venal, William and Zoe quickly responded with a dramatic rebuttal channeling Polonius from Hamlet to point out dishonesty in the defense, "This above all: to thine own self be true."

"It is very much like improvisational acting," said Bella, "but you are confined by the facts of the case and the person you're acting with is from another school and they're working to trick you or catch you in an inconsistency. You have to think on your feet and really think several steps ahead."

Depicting the defendant driver during one of the trials, Pranav Singhania '15 was asked by an opposing attorney whether the bicycle slowed down or stopped at the intersection. Pranav's written statement was filled with mentions of the bike slowing, but he realized it would help his case if he testified that the bike came to a

complete stop. When he did this, the plaintiff's attorney was shocked and confronted Pranav with his affidavit. Pranav had meticulously reviewed the case materials and found a sentence buried elsewhere in his statement where he said the "the kid stopped." When the cross-examining attorney asked, "Show me where in your statement it says that the bicycle stopped," Pranav simply read the sentence that everyone else had overlooked.

"I am so proud of this team," said O'Connell. "We finished third in the state two years ago and lost several talented members to graduation since then, but the younger folks have stepped up and carried on with tremendous work and skill and are having a lot of fun as a result."

Choral Scholars, Chaplain Jay Hutchinson Lead Service at National Cathedral

St. Andrew's Choral Scholars joined six other schools and over 250 choristers from the Mid-Atlantic Episcopal Schools Association in singing Evensong at Washington National Cathedral in Washington, D.C., in February.

St. Andrew's Head Chaplain Jay Hutchinson also had the honor of delivering the homily for the service. In it, he reflected on John 12: 24-32 to challenge the congregation to provide young people with "opportunities for moments of epiphany" in choosing the difficult paths over the easy ones.

The choirs were under the direction of Michael McCarthy, the Cathedral director of music. Repertoire included T. Tertius Noble, *Magnificat and Nunc dimittis* in B minor, Charles Villiers

Stanford, *Te Deum laudamus* in B flat, and Sergei Rachmaninoff, *Bogoroditse Devo*.

The service was one of several opportunities for the Choral Scholars, led by Choirmaster Nathan Costa, to sing off-campus this year. Other stops included Lessons and Carols at St. Anne's in Middletown and Evensong services at Immanuel Church in New Castle, Immanuel Highlands in Wilmington, and St. Peter's Church in Lewes.

St. Andrew's Musicians Continue to Shine in State-Wide Competitions and Performances

St. Andrew's musicians continue to make their mark under the guidance of Director of Instrumental Music Fred Geiersbach. Ten students joined the ranks of Delaware's All-State Orchestra this year led by violinist John Suh '13 who served as concertmaster — the fifth year in a row the seat was held by a St. Andrew's student. Fellow violinists Alphonso Ramirez '15, Aaron Chang '14, and Sophia Torrance '16 joined John as first-section violinists.

John is part of a growing contingent of serious musicians at St. Andrew's who intend to major in music at the college or conservatory level (he'll do so at Stanford University next fall). By winning this year's Senior Solo Competition, John earned the opportunity to perform as soloist with the Delaware All-State Orchestra. Last year Katherine Haroldson '12 represented St. Andrew's as Senior Solo Competition winner. She is now a music major at Boston University and a cellist in their symphony orchestra as well as in the Boston Youth Philharmonic Orchestra. Four year All-State concertmaster Courtney Chang '12 is a music major at



Jazz Ensemble leaders Zach Meadows '13 and Will Hughes '13

the University of Delaware and a first violinist in their symphony orchestra. This year's orchestra co-president Kieran Conaway '13 was accepted to NYU's prestigious Steinhardt School of Music where he will be one of a small number accepted to the school's selective composition program.

Kieran was one of three St. Andreans in the cello section alongside Austin Salley '14 and Clara Lee '14. Kieran was also granted the rare opportunity to perform as a pianist with the orchestra. Aija Cave '15 and Will Bowditch '13 made the viola section, and Duncan Covell '16 also made the bass section in his first attempt.

After three intense days of rehearsal, the ten string players helped drive the Orchestra through an hour-long concert under the direction of guest conductor William LaRue Jones from the University of Iowa. The program included Franz Suppé's "Light Cavalry" Overture, Stokowski's orchestra transcription of Bach's "Komm Susser Tod," the first movement of Jean Sibelius' Violin Concerto, and the last two movements of Antonin Dvorak's "New World" Symphony.

IV Former Ted Park also performed in this year's All-State Senior Band festival, which was held during spring break. Ted made fifth chair trumpet, besting many older players in the large trumpet section. He then joined his fellow jazz ensemble mates in performing at the University of Delaware in late April.

"I am tremendously proud of all of our All-State musicians," said Geiersbach. "The All-State experience has been terrific for our most accomplished players, giving them a worthy goal for improvement each year and also allowing them to perform with equally talented and enthusiastic musicians. I am also so proud of our students' sophistication and generosity in this context each year." ■





St. Andrew's Pen-Pal Program Makes Headlines in Shanghai

The roughly 300 students enrolled at St. Andrew's converge on 2,200 acres in Middletown, Del., from 27 States and 16 different countries. This diversity impacts every aspect of student life, but perhaps no more powerfully than in the classroom.

Jiani Chen '13 took the initiative this year to make a positive impact in two Chinese classes she isn't even enrolled in (she takes Spanish 4). The Shanghai-native worked with Modern Languages teacher Chiachyi Chiu to develop a pen-pal program between students in Chinese 3 and Chinese 4 and writers from the *Shanghai Student Post*, the city's largest student newspaper with a weekly circulation of over 100,000.

Every two weeks throughout the year, St. Andrew's students have composed letters on topics ranging from global issues and politics to culture and education. "It's a wonderful way for our students to practice writing," says Chiu. "I scan their letters and email them to the pen pals. They usually write back in English. Our students then revise the English letters, scan, and send them back."

Chiu continues: "Most importantly, this is their chance to communicate and make connections, to reach out globally. I want them to be proud of themselves for bringing classroom language alive into the world. To learn a foreign language is

not just for meeting course requirements, working hard is not just for earning good grades; we do it to enrich our lives, to widen our world views, and to open our hearts to different cultures. I am very grateful to Jiani for making this happen for my students."

Due to Jiani's efforts, the St. Andrew's letters have frequently appeared in the *Post* for students across the city to read and enjoy. "I was invited to share the program during the *Post*'s Christmas party and made a brief presentation promoting St. Andrew's and our students," said Jiani. "They reported on it in that week's paper."

The exercise has proven invaluable to Jiani's peers. Riverdale, N.Y.-native Will Brown '14 began taking Chinese at St. Andrew's. "Writing letters to a native speaker is very different from practicing with my classmates, but I am struck by how similar my pen-pal's life can be to mine," explained Will. "I especially enjoy conveying American culture to my pen-pal in a way that challenges the stereotypes she may have and having her challenge the stereotypes I have about Chinese life in return."

Daniel Maguire '14, a Canadian citizen who grew up in Bermuda, echoed Will's sentiment. "These letters are an amazing way for me to learn about the similarities and differences between our cultures. I am improving my Chinese skills, but I am also growing as an open minded thinker." Carson Long '15, an American citizen born and raised in

你好 KELLY!

我也很高兴跟你写笔友信。

Iris 还好吗? 她生病了吗? 如果她身体不舒服, 请告诉她, 我希望她快点好起来。你喜欢什么运动? 足球是又有趣又容易的运动。我和我的朋友都喜欢踢足球, 因为我们踢了几年了。我也喜欢听音乐, 所以我听很多音乐。我最喜欢的歌手是 Bruno Mars 和 Eminem, 因为他们的声音很好听, 他也唱得最好。你最喜欢的歌手是谁?

你喜欢美国的音乐还是韩国的音乐? 我不喜欢看书, 可是我喜欢看电影。我最喜欢 Lord of the Rings 和 Dark Knight 系列。你喜欢看电影吗? 你最喜欢的电影是什么? 我想跟你一起吃好吃的中国菜。我很高兴因为你是我的新笔友。再见!

—李映莹—



Hong Kong agreed. "I enjoyed helping a Chinese student perfect his English and the differences between our cultures is what's made it so enlightening for me." Other students in the small class hail from Korea and Thailand. Others are first-generation Americans while others are children of U.S. military personnel. It's the diversity of experiences that can make such a program so fascinating.

Chiu will take the program a step further this June when she leads a group of students to Shanghai on a School trip. "We are going to meet with our pen-pals in person in Shanghai during the visit. This will solidify the connections we've made this year and provide an even more meaningful experience for our students."

The *Post* published Jiani's goals for the program earlier in the year: "We believe the correspondence between students from both cultures can help develop a global perspective vital to any field as the world becomes more interconnected and the demand for connectors rises. We hope to see bonds grow as students from both cultures share their stories, passions, and views, writing in their second language."

Thanks to Jiani's efforts, 22 St. Andrew's students this year and many more in the future will share in her vision.

Sometimes the Best Teaching is No “Teaching” At All

In January, I was invited to speak about my sabbatical year in Jerusalem to the eighth grade world religions class of our neighboring St. Anne's Episcopal School. The class was scheduled to end just as my own VI Form ethics class was to begin. I thus did not know exactly when I would be back on campus. Usually, a teacher would ask another teacher to cover a class they would be missing — perhaps select a video to show, or give students additional reading to do during that time. I chose, however, to ask my students to run the class themselves.

Often, I begin my ethics classes by polling them on a challenging question arising from our reading. This time, I emailed the class in advance with the poll question, which happened to be, “How heavily should we weight the good of future generations vs. the good of our own?” I also suggested several more prompts for additional class discussion, and left it at that.

As it turned out, I was able to return only about ten minutes into class. When I poked my head in, the students were listening attentively to a peer. I asked, “May I come in?” Several students nodded, and one added, “You need to be quiet — you don't have the speaking stick.” I noticed the student who had been speaking held three markers

connected together. That must be the speaking stick.

I settled into a chair on the side of the room. The student resumed speaking, making a subtle point about the issue under discussion. Several hands went up, the speaking stick was passed, and the analysis continued. I did not speak the entire period, but I noticed every student spoke at least twice. Afterwards, I heard about the beginning of class. Immediately after the poll, everyone had broken out in a raucous debate, and they quickly agreed that a moderating method would be preferable.

Given the portrayal of adolescents in our culture, one might have expected that I would be surprised by this turn of events. I, however, while pleased, was not surprised. These students have been genuinely engaged in our course's questions throughout the year. They have, I suspect, been developing their skills as independent learners throughout their St. Andrew's careers and, for some, before they came to our school.

There is undeniably a place for active teaching, for a teacher sharing his perspective, asking a series of follow-up questions, or splitting students into conversation pairs. With dedicated scholars, however, sometimes the best approach can be to provide them with resources and get out of their way. Sometimes the best teaching is no “teaching” at all. —Terence Gilheany

Building Toward the Senior Exhibition

Josh Choi '13 breathes and takes a moment to collect his thoughts. Only seconds earlier he had walked into the classroom and sat next to faculty members Elizabeth Roach and Emily Pressman. After smiles and greetings, the three get down to work. Pressman begins: “Could you articulate for us your central argument in your paper, and then evaluate the strengths of the paper and where you want to take your thinking next?” It's here where Josh pauses.

One by one, his classmates had filed in during the week for individual meetings with Roach and Pressman, who co-teach the advanced studies humanities course, History, Literature and the Contested Past. The meetings are designed to help students practice assessing the strengths and weakness of their written arguments; in this case, students were evaluating their recent papers on Junot Diaz's *The Brief and Wondrous Life of Oscar Wao*. It is one step in the preparation for the Senior Exhibition when they'll be asked to read and analyze a novel (and in this particular interdisciplinary course, related primary and secondary sources), write a 15-page paper with an original thesis, and then evaluate that paper in conversation with two or three English teachers.

Josh speaks. “I think I focused too much on the individual characters in the book and not enough on the role of the Dominican Republic and its history.” It's an insightful self-critique and from there, the conversation takes off.

Roach and Pressman are master coaches who work seamlessly with each other to probe, push, and encourage. Their questions require students to think about the book in entirely new ways, often helping them find the last piece needed to experience the academic bliss of an original idea. “Think about the elements Diaz uses to put the story together. Why do you think he uses



IN THE CLASSROOM

multiple narratives and constructs multiple endings? What is he trying to relay to the reader about the characters' experiences?" There is space for Josh to think after each question.

With each answer, Roach and Pressman build their own understanding and a discussion emerges that flows easily among all three. It is clear that the teachers are learning alongside the student, whose unique perspective allows them to reconsider their own view of the novel.

Soon, their time is up — for now. The paper is finished, the grade assigned, but there is still much to wrestle with inside Diaz's Pulitzer Prize-winning effort. The love of learning, reading, and teaching continues. You can easily imagine Josh sitting in a dorm room next year adding his voice to a conversation about immigrant identity, or narrative style, culture, or history — all sparked by a remembered passage in a heavily annotated novel from high school.

The next student on the schedule lingers by the door. There's another one behind her and the two teachers realize that they are 20 minutes behind schedule — an easy oversight to make during such meetings. "Josh," Roach says as she watches him gather his notes, "we have to say that we've seen such great progress in your writing this year." He smiles and nods his head in thanks. "Take all you have done and keep building."

Painting I Students Find Inspiration in 19th and 20th Century French Masterpieces

"I want to shake them up a bit," smiles painting and drawing teacher John McGiff as he explains the latest step in the development of his Painting I students. The second floor hallway of

the O'Brien Arts Center is lined with brilliantly colorful reproductions of 19th and 20th Century masterpieces from Picasso, Matisse, Cezanne and others.

The works followed the students' first still-life brush painting that pushed them to think about mixing colors, creating interesting compositions, and providing a sense of depth. From there, they painted interpretive responses to French masters who represented the opposite of their own natural inclinations.

McGiff tours the pieces one by one. "Alex McIlvaine's paint was all over the place, so he chose to work with a Renoir that was filled with finely modeled forms," he explains. "Reed McLaurin's work was incredibly detailed and defined, so he, of course, needed to work with Van Gogh." The students spent three weeks on the pieces with McGiff's guidance to push his or her comfort level with brush strokes, range of value from light to dark, and range of color.

The next step for the budding artists is to work on a still life painting that

marries the stylistic impulses of the masters with his or her own as a way to incorporate the learned techniques into their own voice. "It's all about building vocabulary and understanding the range of possibility that's open to them," says McGiff.

Self-portraits and then landscapes will follow in the spring in a carefully designed process to help each student develop and expand his or her own style and approach while also learning from the masters and each other through critique sessions.

"Our main goal is for students to find a love for artistic expression and to find beauty in it wherever life takes them," says McGiff who often takes students to museums throughout the region on weekends. "There can be a sense that great artists just happen, and what we're teaching them through this year-long process is that great artists struggle, push, find their voice, reinvent, and, like many of them feel, are never fully satisfied. The paintings are never finished and that's a good thing." ■

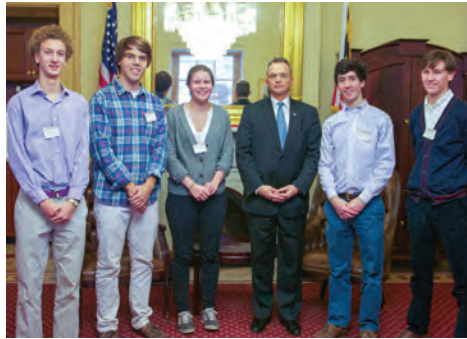


Educational Excursions

The entire student body and faculty loaded buses in February for a School trip to Washington, D.C. The IV Form religious studies students spent the morning at the U.S. Holocaust Memorial Museum while the rest of the student body fanned out across the Smithsonian and National Mall. Thanks to invitations from alumni, parents, and friends, students also had the option to sign up for special excursions throughout the city. You can view a few of the opportunities below.



Morgan Wilson '02 hosted students at the U.S. Department of Justice.



Karl Saliba '81 arranged for students to meet U.S. Senate Minority Secretary Dave Schiappa.



Andy Reynolds '68 with students outside the U.S. Department of State.



Randolph McEvoy '97 discussed clean energy investment at the U.S. Department of Energy.



Bloomberg TV's chief Washington correspondent Peter Cook happily hosted students thanks to Julia and Michael Porrazzo P'13;15;15.



Alan Murray, president of the Pew Research Center and uncle to Miller Murray '15, gave students a behind the scenes tour of the nonpartisan fact tank.



Adelaide Belk '06 showed students around her office at the non-profit Change.org.



Penn Daniel '07 gave Will Speers and students a behind the scenes look at ESPN's *Pardon the Interruption*.



Dr. Jill Tarter Delivers 2013 William H. Crump, Jr. Physics Lecture

Dr. Jill Tarter took the Engelhard Hall stage in early February to deliver the 14th installment of the William H. Crump '44 Physics Lecture. In her lecture, "Are We Alone?," Dr. Tarter discussed her lifelong passion for exploring the universe, including her leadership of the SETI Institute as the Bernard M. Oliver Chair and recently retired director. Many people are familiar with her work as portrayed in Carl Sagan's *Contact* and played by Jodie Foster in the 1997 movie of the same name.

"There are perhaps 400 billion stars in the Milky Way Galaxy," Tarter began, "and since the 1920s we've understood that there are more galaxies in the universe — in fact there are approximately 100 billion. These investigations have helped us understand what an absolutely intimate connection each and every one of us has with the universe. As Carl Sagan said, 'we are all made out of stardust,' and this is literally true."

Dr. Tarter went on to explain the various methods for exploring the universe, including the current Kepler expedition. Kepler has discovered 58 exoplanets that bear enough resemblance to Earth in the form of mass and distance to a Sun-star that they could very well support life in similar ways. Still, she likened the combined efforts over the past 50 years to someone searching an 8 oz. glass of water taken from all the water on Earth. "There is still much to explore."

She ended her talk by encouraging the next generation to continue exploring, to study science across all fields, and join the effort via SETILive, a crowd-sourcing project funded by her 2009 TED



Prize that brings together scientists from around the world to help sift through the latest discoveries posted online.

Dr. Tarter then graciously accommodated students well into the night until every last inquiry was answered. Hours later she participated in the next morning's Honors Physics classes.

Dr. Tarter received her Bachelor of Engineering Physics degree from Cornell University and her Ph.D. in Astronomy from the University of California, Berkeley. Among Dr. Tarter's many awards are the Lifetime Achievement Award from Women in Aerospace and the Public Service Medal from NASA. In 2002 she was elected an AAAS Fellow and in 2004 was named by *Time Magazine* as one of the 100 most influential people in the world.

The lecture is made possible by the William A. Crump, Jr. '44 Endowed Physics Fund endowed by William Crump to provide an annual lecture by an eminent physicist and to improve the physics program.

Professor Alexandra Cox '97 Leads Religion & Ethics Classes

Dr. Alexandra Cox returned to St. Andrew's again this year to spend a day sharing her research and leading VI Form Religion & Ethics classes. Alexandra asked the students to think about issues of youth and criminal responsibility within the context of his or her own feelings of moral responsibility and ethical engagement with the world.

"I absolutely enjoy the opportunity to have a conversation with any St. Andrew's student about issues and questions that are important to me, but which not a lot of students at the high school level have exposure to," noted Alexandra. "It's inspiring to talk to students who are so mature and sophisticated in their own engagement with the world. They were grappling with a lot of difficult questions and were clearly doing some sophisticated work in the course."

Religious Studies Head Terence Gilheany taught Alexandra when she was a student at St. Andrew's in the mid-90s and has continued to correspond with Alexandra about issues of morality and ethics over the years. "One of the many reasons I always accept Terence's invitation to return is that, as a young teacher, I feel I can learn a lot from him about teaching that I can take back as I work to inspire and engage my own students."

Alexandra is a second-year Assistant Professor of Sociology at SUNY New Paltz. She received her Ph.D. in Criminology from the University of Cambridge where she was awarded a Gates Cambridge Scholarship and her B.A. from Yale University. She has published her academic work in *Punishment and Society* and the *Journal of Youth Studies*, but has also written for the popular media, in the *Huffington Post* and *City Limits*, among other places. She currently serves on the board of Literacy for Incarcerated Teens, an organization that helps to build libraries in juvenile facilities and supports author visits to those facilities.

Pam Herath from SportsChallenge Leadership Academy Works with V Form

In the spring of the V Form year, it is customary to challenge the class to start leading in all phases of student life from the classroom, to the arts, chapel, athletics, dining hall, dorms and everywhere in between.

As part of this effort, the School welcomed Pam Herath from SportsChallenge Leadership Academy back to campus in February for an afternoon workshop with the Class of 2014. Formed in 1996, SportsChallenge Leadership Academy is an educational non-profit that uses a research-based curriculum to develop and empower the next generation of leaders. St. Andrew's has hosted their Summer Leadership Academy since 2002, and they've worked with a wide variety of other schools, colleges, and organizations, including Bryn Mawr and Haverford Colleges and Major League Baseball's Texas Rangers.

Pam used her background as a college athlete and former Dean of Students at Washington, D.C.'s Edmund Burke School to engage students around the fundamentals of leadership. Students worked to identify his or her primary leadership style as an "encourager," an "enforcer," or as someone who "leads by example." Then, they took time to target specific ways they plan to work on their secondary and tertiary styles moving forward. As Pam emphasized, the best leaders usually possess all three and know when and how to deploy each.

"We are looking for kids to understand that leadership is made up of concrete skills that can be taught," says Pam. "I challenged the students to be self-aware

in identifying their own leadership style and to think about what that looks like in practice. Then, they can identify what they need to work on so they can help each other, and ultimately the School run at an optimal level."

She continued, "Every group at St. Andrew's has been great. This group was particularly fantastic. They took everything we did together seriously, but they didn't take themselves too seriously. They had a sense of purpose and a maturity level you don't see with a lot of groups."

David Ambrose's "Working Papers: 2002-2012" Brings Third Installment of Annual Visiting Artist Series to Warner Gallery

Students, faculty, and friends filled the Warner Gallery on a chilly January evening for the third installment of this year's Visiting Artist Series. David Ambrose's "Working Papers: 2002-2012" offered the community an opportunity to see the evolution of the artist's ideas and methods through 10 years of his relationship with paper. "I was an artist, but didn't have money for materials," explained Ambrose as he introduced the first piece he made using his unique method of covering perforated paper with rabbit skin glue and watercolor wash. "I was just playing around and this is what happened." Ambrose pointed to a paper marked with undulating grays on white. "It was interesting, so I kept going."

Ambrose went on to explain each iteration of his method finally landing on incredibly detailed, wildly colorful pieces that invite viewers to take a step closer. "I want you to put your nose right up to the pieces," Ambrose urged.

"David Ambrose beautifully illustrated, through his words and his pieces, the importance of discovery for any artist," lauded Arts Department Co-Chair John McGiff. "Students are working every day in the arts to evolve their work and try new things. Seeing this sort of ongoing effort from an artist as accomplished as David will hopefully lead to more students pushing their work in new ways."

Third Former Alexandra King is still in the early stages of her own journey as



an artist. She found herself in awe of the complexity and variation of one piece after a close inspection. "Even though the same method was used to create all of the pieces, there is a huge variety between them," said Alexandra. "Some are bright, and some dark; some patterns are sharp, and some are rounded. From far away it is hard to notice what makes the patterns look as they do; the tiny punches in the paper are only apparent up close. When the work is finished, many resemble octopus tentacles, or small flowers. Although the pieces were greatly ranging in appearance, all shared a common theme and were beautiful individually and together."

The Annual Visiting Artist Series brings four working artists to campus throughout the year to show in the Warner Gallery and provide an opening evening talk. Previous installments included works from painter Christine Neill and photography from our own Joshua Meier. ■



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Adapted Aquatics Celebrates Two Decades of Service

Sitting in the bleachers of the Genereaux Aquatics Center on a Tuesday afternoon, senior Maggie Whiteman '13 is talking about the pressures of the school week: "You put a shell on to get things done; you're working hard and are so focused that it is easy to lose track of the bigger picture." But every week the thing that breaks this "shell," as she says, is the school's Adapted Aquatics program that pairs St. Andrew's students with children with physical and mental challenges from the local community. "It's my favorite time of the week," Whiteman says, "and it has been such an eye opening experience at a time when a college rejection letter can seem like the end of the world."

Every Tuesday, roughly twenty St. Andrew's students come to the pool to volunteer. Most of them stay with the program throughout their whole St. Andrew's career. Maggie, now a co-coordinator of the program with fellow senior Liza Tarbell '13, remembers how her experience mentoring one student during her freshman year made her want to stay with the program. "Jacob made me want to keep coming back," she says looking out over the pool. "He didn't really know how to swim at all at first, but he was still so happy to be in the pool. Now he is one of the best swimmers!"

Despite what some might consider limitations, these kids thrive in the pool and their enthusiasm is only matched by their unbridled joy. Just as obvious to any spectator on a Tuesday afternoon is how there is something about being in the water that releases the swimmer from the normal forces of everyday life. Of course gravity isn't really a factor, but more significant is the way that societal expectations and misconceptions about people living with physical and mental disabilities seem to evaporate once the kids step into the pool.

The one problem Maggie sees with the program? "The trade off just doesn't seem fair," she confesses with a huge smile. "We teach them to swim, to kick and blow bubbles and float, and in return they teach us to see what's really important in our lives."

Tom Nicklin '15 Joins Middletown Volunteer Hose Company

"You are responsible not only for your own life, but everyone else's so you build a special trust with the other guys." That experience building trust with others is what IV Former Tom Nicklin has most valued during his service as a volunteer fireman for Middletown's Volunteer Hose Company, Station 27.

The 15-year old joined the company this fall and has spent the bulk of his Tuesday afternoons, weekends, and

some weeknights at the firehouse training and going out on calls. Tom has committed himself to the station on top of a busy course load and athletics, but he sees the lessons he's learned on duty as invaluable. "You spend long hours together in the station just waiting for the siren to go off. I mostly listen and learn about the lives of the other guys."

When the siren goes off Tom is on the truck speeding to anywhere in the approximately 15-mile radius the station covers. "We don't usually think about what we're going to find when we're riding on the truck," says Tom. "Sometimes it's a false alarm, other times it's something minor. It can unfortunately also be pretty serious." Tom continues, "Our EMT Lieutenant has sort of taken me under his wing and encouraged me, given me pointers. His greatest advice was to do your job and deal with the bad stuff."

It will take Tom more than 100 hours of training on top of his hours in the station taking calls to shed his probationary status. He's committed to continuing with the department through graduation in 2015. After that, he plans to serve wherever life takes him.



A Student Mentor Shares His Experience

"Through these doors pass the greatest students in the world." That statement is written on a banner above the doors for all students to see before they go to class at Louis L. Redding Middle School located near the corner of Main and Broad Streets in Middletown. I mentor there twice a week on Tuesday mornings and afternoons. For many at St. Andrew's, community service is an essential part of our life. What we've found as mentors and tutors at schools like Redding, Brick Mill Elementary, the Early Learning Center, and M.O.T. Charter are bright, eager students who can use a hand from time to time. That's why so many — almost 200 of us — extend ours every week.

I have mentored my mentee for three years now. First, in elementary school and with luck I managed to find him at Redding this year. A typical day of mentoring at Redding isn't in itself flashy or groundbreaking. I sign in at the front desk, pick up my mentee, and head to the library to talk or play games. We play Connect Four and math games on the computer in order to improve his math skills, which he struggles with. Leaving is always difficult.

What does make a difference is that I come back every week. We receive limited "free" time at St. Andrew's, but it



is the way I wish to spend part of mine. I've met some amazing students who are dealing with challenges every day. The least I can do is show up and let them know I'm there for them. The van ride back to campus is always filled with chatter and laughter around a moment someone shared with their mentee.

This May I will graduate from St. Andrew's and continue my education at Cornell University. I hope to stay in touch with my mentee since even now we email during the week whenever he's having a hard time. There will be opportunities for me in college that I plan to take advantage of. I've already found a Boys and Girls Club in Ithaca five minutes from campus. —Nnana Amakiri '13

Zoe Scurletis '14 Inspires Others to Help "Restore the Shore"

New Jersey native Zoe Scurletis '14 was one of the lucky ones in the aftermath of Hurricane Sandy. Her family was safe and their home was largely undamaged. A different story, however, played out in Sea Bright, N.J., a small beach community about a mile away.

"Sea Bright was pretty much destroyed. The boardwalks were stripped, houses had collapsed, and the commercial district was completely flooded," says Zoe. "When I started hearing about how badly they were impacted, I knew I had to do something to help."

She looked for volunteer work over Thanksgiving Break, but was told that

money was needed more than hands on the ground, so she sought out to collaborate with an organization she felt connected to and found Sea Bright Rising. "They are a small non-profit devoted to the relief and recovery of the town. I knew immediately that I had to raise money for them."

Her first thought was to turn to her friends at St. Andrew's. "I knew that they would be happy to help out," recalls Zoe. "Everyone has a generous spirit and could empathize with the people of Sea Bright." She hatched a plan to sell vinyl stickers emblazoned with the area's unofficial motto, "Restore the Shore." With the help of a large group of friends, she quickly raised more than \$500. "My friends were totally supportive and enthusiastic about the fundraiser. They knew how upset I was coming back from Thanksgiving and wanted to help out in any way they could. I specifically remember Elsa [McLean '14] running around the Dining Hall encouraging everyone to buy a sticker."

Aesop is quoted as saying that, "No act of kindness, however small, is ever wasted." Zoe hopes to sell another 100 stickers this summer through a local grocery store. The money she raised so far has helped Sea Bright Rising provide assistance to more than 165 families and four businesses. There's still work to be done. "The community is taking a very long time to recover," says Zoe, "but hopefully these sorts of small acts will eventually bring the shore community back to full strength."



Students Return to Las Palmas, Nicaragua

Spring break at St. Andrew's can feel like the only breather between post winter break midterm exams and summer vacation; a time when every hardworking student has earned the right to be a vegetable and bask in the comforts of home. However, a group of students spent the first half of their spring break in rural Las Palmas, Nicaragua, where they lived and worked alongside villagers constructing greenhouses, educating the community on organic farming practices, and preparing the initial stages of compost piles for fertilizer. Hardly a restful start to spring, but students and their faculty chaperones found peace in hard work and learning from the people and community of Las Palmas.

"The moment that sticks with me," says Religious Studies teacher Nate Crimmins, almost four weeks since flying back to the States, "was hearing the students talk about their experiences after a few days in the community. Each of the kids saw that they weren't there to rescue this village; they weren't there to lead their efforts or bark orders. Instead they were there to learn from them and see how Las Palmas had mastered their own processes."

"Being invited into that," continues Crimmins, who has led several trips with students before, "is an amazing testament to these students and their ability to form meaningful relationships across borders."

This marks the third year that students have traveled to Nicaragua through Al Campo International, a service-learning travel organization run by Tim Gibb '90. Students were paired with each other in a home stay to further their cultural immersion and Spanish language skills. Along with the larger group service projects everyone helped with the daily chores like milking cows, making tortillas and cutting firewood.

Z Roach '13 remembers how he and Alex McIlvaine '14 volunteered to help with a side project: "We were digging a trench about as long as the Front Lawn at St. Andrew's so that they could lay pipes and get running water to different houses, and it was exhausting, but now I know the best way to pry large rocks

out of the soil with a pick axe," he says with a bright smile earned through hard labor. Looking with pride at the new calluses on his hands, Z discusses how there was much more to be proud of than just their tangible accomplishments that day: "Dennis, who we were working with, looked up at one point and said to us, 'we are so grateful that you are here to help out. We are here to learn from you, and you are here to learn from us, and that's what it is all about.'" Painfully modest, Z nearly forgets to mention how by sundown, for the first time in his life, Dennis had running water in his house.

While stories like Z's are both profound and common among the students on the trip, what was distinct was how the kids approached and carried themselves throughout such an incredible experience. This wasn't a kind of self-fulfilling ethical-tourism only worth the college essay it inspires or the quality of Facebook photos it stages. Instead, this was a group of eager, motivated young people leaving their egos behind to engage with and absorb as much knowledge as they possibly could from a community of equally eager and motivated people.

"It never felt like an 'us versus them' situation, and we were welcomed so openly which I haven't always felt before," says Spanish teacher Julia Smith. "Both sides understood that they were coming together for something greater, and though not everyone could communicate perfectly, so much more

was conveyed through the work and just through our presence there."

What have these St. Andreans brought back with them from Nicaragua? "I take things less seriously," says Z, "of course I am incredibly grateful for all that I have here at St. Andrew's, but I find myself saying, 'this is a tennis match, just a tennis match,' and in the grand scheme of things it is pretty insignificant so I don't need to get upset... that is unless I double fault three times in a row."

Other students talked about how quickly they bonded in Las Palmas with other St. Andrew's students they didn't really know before the trip; everyone described coming back more confident with their Spanish-speaking abilities, even Nate Crimmins, whose vocabulary ran out in the first 20 minutes of his five night home-stay. They brought back energy and drive that was palpable at the first spring Al Campo Club meeting on campus where students from last year's trip shared their similar experiences — the club arranged a sacrifice meal the following Friday and a percentage of the savings went towards Al Campo International's work in the region. But, on a more personal level, each student carries with them faces and sounds and smells that will linger and continually enrich their lives and those around them both in the classroom and the greater community, and we are privileged to have them among us. —Joshua Speers '09 ■





In each issue, we devote a page highlighting moments of great character from St. Andreans around the world. Graham Dworkin '12 summoned tenacity, selflessness, and humility (among other attributes) during his recent gap year in Sub-Saharan Africa. His father, Jamie, wrote the following letter to Tad after Graham reached the summit of Mt. Kilimanjaro.

Tad,

I wanted you to know that Graham summited Kilimanjaro this morning after a five-day climb. It was a particularly difficult climb for Graham as he was stricken with bad food poisoning on the second day and suffered dehydration and loss of appetite, all in a fairly challenging climate.

Day 4 of the climb was 6.6 miles and ended at 5:00 p.m. The group rested until 11:30 p.m. and began the last push, a four-hour, 2.5-mile climb. Given his state, it took Graham seven hours to make it to the 19,340 Uhuru peak. He called us this morning at around 9:00 a.m. his time (1:00 a.m. our time) to proclaim success.

Lisa and I are so proud of Graham, not only for persevering through this particular challenge, but for all that he has done since beginning his gap year.

However, we also know that Graham didn't make that climb alone yesterday. He was there with you and the rest of St. Andrew's.

Proudly, gratefully and humbly,

*Jamie Dworkin P'12,'15
Summit, N.J.*



Graham climbed Kilimanjaro in the midst of spending the early months of 2013 with the BridgIT Water Foundation where he helped build sustainable water collection, storage, and distribution systems in Tanzania.



The of Pirates Penzance

Forbes Theater burst into song and dance this winter as students (and a few faculty members)

performed Gilbert & Sullivan's comedic opera *The Pirates of Penzance*.

The story of Frederic and Mabel, the Pirate King, Ruth and their band of pirates, the Major General and his daughters, and bumbling policeman brought the audience to its feet.



THE PIRATES OF PENZANCE





RUMORS

BY NEIL SIMON

Photos by Bill Cashion

- 1** Chris (Danica Danardatu '15), explains the predicament in which she and her husband, Ken, have found themselves, when they arrive for a dinner party to find the hostess has disappeared and the host, Charley, has been shot.
- 2** Chris and Ken (Josué Chávez '14) try to seek medical counsel from Charley's doctor – without revealing too much of what's happened.

WINTER PLAY: RUMORS BY NEIL SIMON



8



9



10



11



12



13

- 3 Lenny (Zach Meadows '13) and Claire (Nadiri Saunders '13), the second couple to arrive, try to wrap their heads around the story Ken tells them about what has unfolded.
- 4 Lenny and Claire discuss some of the rumors swirling around the host and hostess.
- 5 Cassie (Aija Cave '15) expresses frustration with her politician husband, Glenn (Hugo Hentoff '15).
- 6 Glenn's patience with Cassie wears thin.

- 7 Ernie (Charlie Scott '13), Charley's friend and therapist, considers a version of the story.
- 8 Cookie (Tiffany Cabrera '16), Ernie's wife and cooking show host, brings out the meal she has offered to prepare herself, since all of the help has disappeared.
- 9 Cassie tries to make Glenn jealous – and makes Lenny rather uncomfortable in the process.

- 10 When someone needs to pretend to be Charley, to explain to the police what has happened without creating a scandal, the four men turn to fate to decide who will play the big role.
- 11 Ken tries to convince Officer Welch (Paul Egan '13) that there's nothing going on.
- 12 Ken outlines the plan for the others.
- 13 In the final, hilarious monologue, Lenny enters pretending to be Charley, and tells the whole story of what happened – even though he doesn't actually know himself!



Small Team Makes Big Splash at Conference, State Championships

With beloved head coach Bill Wallace on sabbatical this year (he spent the winter helping coach the Bates College swim team) and the loss of several key swimmers to graduation, the Saints were facing the possibility of an uncharacteristic down year. Instead, longtime assistant coach Mark Hammond took the reins and led his small, but powerful team to another strong season. The boys once again won the conference championship with nine swimmers and the girls finished a close second in a meet that came down to the last leg of the last race.

"Every single member of the team needed to step up and contribute this year and that's exactly what happened," said Hammond. "Our incredible group of III Formers came in and followed the example of upperclassmen. They worked hard, pulled for each other, and increased their overall speed. It's actually a pretty simple formula and these kids bought into it 100%."

Caroline Fry '16, Ally Grusky '16, Xander Geiersbach '16, Jay Kang '16, and Alec Huang '16 all qualified and swam into the second day at the state championships and earned all-conference awards in only their first year. Alec began swimming the breaststroke in midseason due to an injury and pulled off a 1:04.6 during the conference meet — the third fastest time in School history. Jonathan Witchard '13, Jack Mihalcik '13, and Kelsey Barolak '13 also

earned all-conference alongside Carbery Campbell '15 and Jay Jacobs '15.

Witchard capped off his remarkable St. Andrew's career with All-State honors. "I have absolutely loved swimming at St. Andrew's and working with our great coaches and teammates," recalled Witchard who served as team captain. "I'm sure I'll carry the lessons I learned in the pool with me well into the future."

Resilience and Rescue Mark Boys Squash

The story of the boys squash season actually began in the fall when returning captain and team #1 Pep Ruckpanich '13 made the leap from thirds soccer to varsity. Early in the season, Pep chased down a loose ball and tore his ACL. His squash season was over before it began. The pain was compounded by the fact that he had spent three years helping push the program to new heights alongside classmates Z Roach '13, Riley McDonough '13, and Nick Desroisier '13. The four had played on the varsity from the beginning, helped lead the program

to greater victories and higher national rankings, and were looking to cap off their careers with more hardware.

Pep didn't spend any time feeling sorry for himself after the injury. Instead, he took action. He approached the coaches and asked a simple question that ended up defining the season. "I asked if I could coach the J.V. team," recalls Pep. "During my four years at St. Andrew's I developed a passion for squash that I wanted to pass down to the novice players. I wanted to be part of a team and continue to help build a tradition of excellence we all were working toward. Coaching the J.V. was the best way I felt I could accomplish those goals."

So while his classmates stepped up and filled Pep's spot on the ladder at #1 en route to a 9-3 record and first-ever Mid-Atlantic Squash Organization Championship, Pep was rehabbing his knee with trainer Al Wood and putting in overtime coaching boys who had never picked up a racquet before.

Kieran Murphy '16 lives on Hillier Corridor where Pep also serves as a senior leader. "It was awesome to have him step in and coach. He brought knowledge, love for the game and high expectations. I know many of us wouldn't have developed the same kind of work ethic, skill, and enthusiasm for squash as we did without having Pep here."

The leadership Pep displayed turning disappointment into opportunity served the entire team well when a massive snowstorm cancelled the National Championships in February. The boys had earned a spot in the Division II bracket for the first time in School history after winning the Division IV bracket in 2011 and playing Division III in 2012.



As a consolation, Coach Chris Childers cobbled together a round robin with several teams in the region in the School's new Durkin Fleischer Squash Center.

"The team has seen massive improvement year to year and certainly again this year," said Childers. "But more important than squash improvement is the growth in character I've seen in these boys, who despite disappointments continued to lead with maturity, sportsmanship, effort, determination and resilience."

Boys Basketball Enjoys Historic Season

Tears represent arguably the rawest of human emotion and that was all one senior could offer after the boys basketball team lost to Newark High School in the second round of the state championship tournament. Up until that point St. Andrew's had taken everyone's best shot and emerged victorious as arguably the best boys basketball team in School history. They were ranked #1 and undefeated in the state and had won the Independent Conference Championship outright for the first time since Ronald Reagan was elected president. They swept regular season series against three-time state champion Sanford School, Westtown School, and highly ranked Wilmington Friends to tie the record for the most wins in School history with



16. They were primed for a run in the tournament, but ultimately fell short.

"Losing that [tournament] game was absolutely disappointing," admitted Head Coach Terrell Myers, "but I told our guys to keep their heads up. We took a shot at a lofty goal, gave it everything we had on and off the court, and just didn't get there in the end. It happens sometimes, but it does nothing to diminish the work we put in and the experiences we shared together as a team."

The team was led by First Team All-State point guard Austin Tilghman '14. The quiet floor general broke the 1,000-point barrier this season and captured the career points record with 1,026 total points. Power forward Ben Bentil '14 was also voted First Team All-State and drew comparisons to another former St. Andrew's big man — McDonald's All-American and Gatorade Player of the Year Eric Boateng '05.

With the eight players slated to return next year, the Saints look to continue building on a tradition that some predict will eventually lead to tears of joy.

Sharpshooter Janeé Dennis '14 Breaks Three-Point Record

Coach Seraphine Hamilton doesn't think much of caution when it comes to sports. "I would tell the girls all the time, 'Don't be careful and cautious — play with abandon!'" The girls varsity basketball team dutifully followed instructions and their relentless style

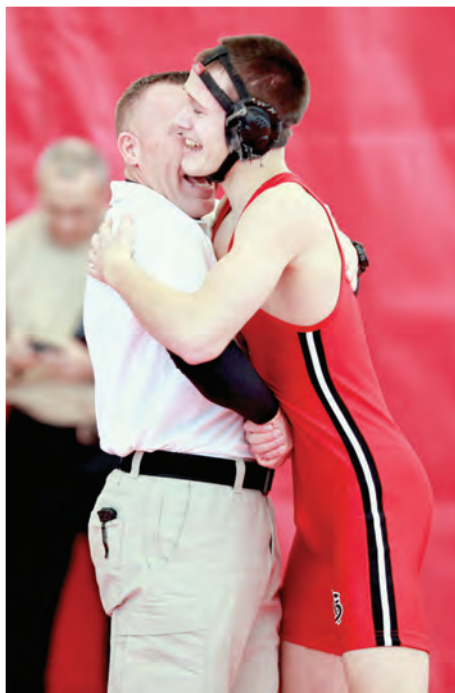
paid off with a 16-5 regular season record and a first round victory in the state tournament for the first time in 12 years.

"Our goal is to get better every year and, so far, we've met that goal," said Hamilton.

Janeé Dennis '14 embodied Hamilton's motto in becoming one of the state's biggest threats from behind the arc. She finished the season with (fittingly) 33 three-pointers, adding to her record setting career total of 93. "There's no hesitation from Janeé," praised Hamilton. "She knows she's going to hit the shot before the ball leaves her hand."

The Saints, led by a strong group of seniors, Dennis, and All-State selection Olivia Gumbs '16 headed into the tournament on a six-game winning streak and quickly dispatched the Delaware Military Academy — a team they had lost to early in the season. Using a 10-0 run at the start of the third quarter and dogged defense, the Saints celebrated a 53-47 win in front of a raucous crowd of St. Andrew's students, parents, faculty, staff and alumni.

Though they suffered a heartbreaking loss in the next round to defending state champs Sanford, the girls walked away from the season with pride and maturity. "I'm so proud of the girls," said coach Hamilton, "they've been working hard all season long and they deserve to celebrate."



Wrestling Continues in the Spirit of Past Greats

Ben Cobb '15 was losing his 132lb. conference championship match 20-8 in the third and final period against an opponent who had beaten him handily earlier in the year. As seconds ticked away, his only hope of winning rested on his ability to somehow find a way to pin his opponent who was already finding ways to stall and ride out the match. "I finally was able to get on top of him and began locking him up in a cradle," recalled Ben. "I could hear the crowd and my teammates cheering me on, so I tightened my grip and held on."

Ben persevered to get the pin and win his weight class. For his efforts the conference coaches voted him as the tournament's Most Valuable Wrestler. It was a scene that had been played out many times before since Bull Cameron brought wrestling to St. Andrew's in the 1930s.

Earlier in the day, the team celebrated a man of similar inspiration with the official dedication of the Edward H. Hammond, Jr. '60 Wrestling Locker Room. Ed was a leader on four state championship wrestling teams and a longtime supporter of St. Andrew's with particular passion for the financial aid program, students from Maryland's Eastern Shore, and wrestling. At the

dedication, team captain Christian Burke '13 thanked the Hammond family on behalf of the team: "We feel we are part of a greater St. Andrew's legacy — one of excellence, sportsmanship, and integrity both on and off the mat."

Eight teammates joined Ben in earning medals at the conference meet. Sam Gowen '14, and Charlie Taylor '14 also placed first, with second place medals awarded to Espen Christoffersen '13, Christian Burke '13, and Colin Brownlee '14 and bronze medals awarded to Dominique Duncan '14, Danny Deveau '14, and Andrew Nolte '16.

"Despite the individual nature of wrestling, this year's team proved to be a tight knit unit that fought hard for each other," said Coach Phil Davis with a sentiment that echoed the thoughts shared by Hammond's former teammates during the locker room dedication. "It was a great season. We went back to the basics and worked hard on conditioning, which showed in the late minutes of every match. We'll miss our senior leaders, but the young group has already proven their mettle and we look forward to continuing the legacy of SAS wrestling."



Squash Coach Mark Allen Leaves Lasting Legacy

"Serendipity" is how Spencer Fleischer P'06/'07/'09/'12 explained he and his wife Calla's introduction to squash coach Mark Allen. Allen, a former captain of England's junior national team and head coach of the U.S. women's junior national team, was coaching in San Francisco when the three met by chance encounter. St. Andrew's

happened to be looking for a coach at the time and the match was made.

The run-in eventually blossomed into a two-year relationship between Allen and St. Andrew's who helped capitalize on the School's construction of four new squash courts with world class coaching. The combination of the new courts, Allen's coaching, and talented, hard working players eager to learn created a perfect storm that pushed squash to new levels. Participation in the junior varsity level doubled and court time for varsity players increased sharply. Championships were won, never before victories were notched, and a lasting depth of talent was nurtured.

Celeste Lancaster '13 never considered playing squash in college until she met Allen in the spring of her V Form year. As captain this year she continued to grow and learn under Allen's tutelage and plans to play squash (and field hockey) at Williams College next year. "Mark Allen revolutionized the squash program at St. Andrew's," said Celeste. "His intense and unique coaching sessions taught us everything from technique and footwork to strategy and fitness. His patience and genuine love for the game made him an ideal coach."

The girls finished the season with key wins over The Hill School, Episcopal High School (Va.), and Mercersburg Academy, and toppled Blair Academy 8-1 in the finals of the eight-team Flanagan Tournament held in December.

Like Celeste, Cesca Fleischer '12 and so many St. Andreans in recent years, Allen plans to take his game to the college level next year as the new director of the McArthur Squash Center at Boar's Head Sports Club in Charlottesville, Va. He will coach all levels of squash at the center including the men's and women's club teams at the University of Virginia.

"Mark made invaluable contributions to squash at St. Andrew's that will be felt for many years to come," praised Director of Girls Athletics Lindsay Wright. "We thank him for everything he gave to St. Andrew's and look forward to continue building on his great work in the years to come."

Alexa Caldwell '07 Wins Positive Coaching Alliance's Double-Goal Coach® Award



Alexa Caldwell spent four remarkable years as a student-athlete at St. Andrew's culminating in captaining soccer, basketball, and

lacrosse and winning the Henry Prize for athletics her VI Form year. She then went on to earn All-Ivy Lacrosse Honors at Brown University and is currently in her second year teaching and coaching girls lacrosse and boys soccer at the Asheville School in North Carolina.

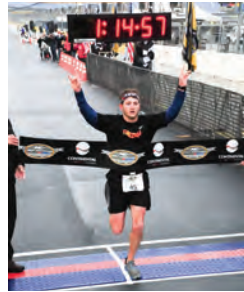
This year, she was honored with the Positive Coaching Alliance's coveted Double-Goal Coach® Award for her positive impact on youth athletes. The award is named for coaches who strive to win while also pursuing the more important goal of teaching life lessons through sports.

"Alexa helps youth athletes win on and off the field," said Jim Thompson, founder and CEO of Positive Coaching Alliance (PCA) and author of eight books on youth sports, including *The Power of Double-Goal Coaching*. "By creating a positive, character-building youth sports experience, and serving as a Double-Goal Coach, Alexa helps youth develop into better athletes and better people."

Caldwell compared her two roles as both a teacher and a coach: "What I really like about coaching is teaching skills and receiving instant feedback," she said. "Then there's the self-awareness piece to it, how to work with others, what your strengths and weaknesses are, the reflection part. That's harder to do in the classroom, where you don't always know how much progress you've made until years later."

Caldwell also coaches at the SportsChallenge Leadership Academy held each summer at St. Andrew's.

Morgan Scoville '00 Wins Charlotte Motor Speedway Half Marathon



Eighteen months of training in the hills surrounding his home in Asheville, N.C. paid off this March as Morgan Scoville turned a tuneup run for the Boston

Marathon into a first place finish in the Charlotte Motor Speedway Half Marathon.

Scoville ran the 13.1-mile course that circled in and outside the racetrack in a lightning fast 1:14:57 for a per mile pace of 5:44. "I expected to run a 1:18, but I found myself leading with another runner and then pushed in the last few miles at a 5:20 pace."

Scoville has logged around 60 miles/week since 2011 and qualified for the Boston Marathon by running the San Francisco Marathon last July with a time of 2:52:52. "My classmate Genevieve Cadwalader also ran and a bunch of our friends came out, so it was a great mini-reunion."

He began his running career at St. Andrew's and went on to win individual state championships in both his junior and senior year. He still holds the St. Andrew's 5k-course record with a time of 15:52 — a full 30 seconds faster than anyone who has ever run the course (including visiting teams).

Although Scoville currently works at the Asheville School (along with Alexa Caldwell '07, Mac McCallum '06, and Elijah Weeks '04) he rarely strays from his SAS roots, including serving as an Assistant Coach for the 2011 Henley Crew. That experience helped drive him to the finish two years later in Charlotte. "I wore my Henley bandana throughout the race."

(Morgan finished the Boston Marathon in 2:46:55 for 572nd place as we sent the *Magazine* to press. We are most grateful that he finished safely.)

Mark Wieland '09 Captains Stanford Squash to Conroy Cup at National Championships, Cesca Fleischer '12 Helps Cardinals to #7 National Ranking



Mark Wieland's 3-1 finals victory over his Colby College opponent proved to be a decisive match as the Stanford Men's Squash Team captured the

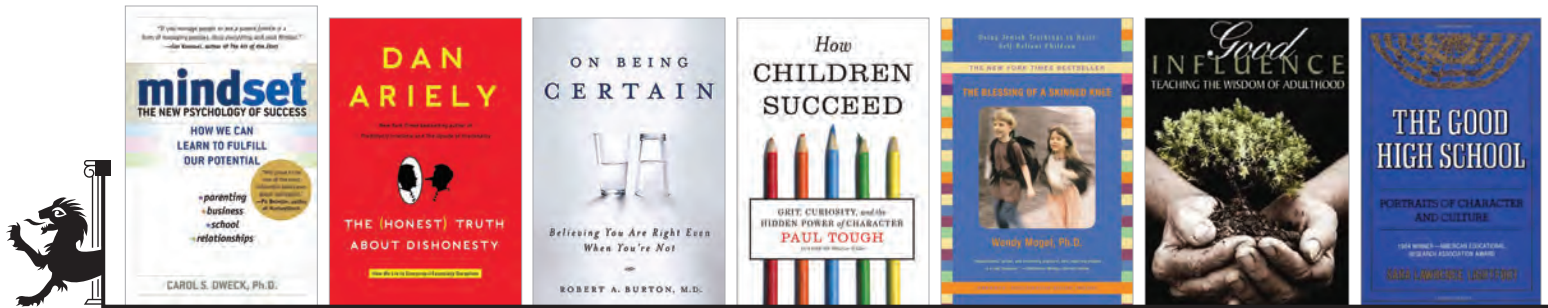
Conroy Cup at the Squash National Championships held at Yale in late February. Mark served as captain of the team, which competed mainly against east coast teams from Cornell, Williams, Bowdoin, Amherst and others and finished the season ranked #25 in the nation.

Weiland welcomed another St. Andrew's squash captain, Cesca Fleischer '12, to Stanford Squash this fall. Cesca competed on the women's side and helped the Cardinals to a #7 national ranking after overcoming a mid-season injury. "Cesca was one of the strongest freshmen recruits," noted Weiland. "She picked up a great 5-game win against Brown at the #9 spot at Nationals to help secure their 7th place finish."

Remarkably, both the Stanford men and the women were also awarded the Sportsmanship Award at Nationals. "Mark was a great senior and leader, motivating many of the younger players to train hard and want to win," said Fleischer. "It was a great season for both teams, and it was great being able to have Mark on my team again!" ■

Recommended Reads

BOOKS ON TEACHING, EDUCATION, PARENTING, AND MORE



The Faculty

Mindset

by Carol Dweck

Somewhere between Amos Hall, Founders Hall, and faculty apartments are several dog-eared, highlighted, shared and re-shared, note-scribbled editions of Dr. Carol Dweck's groundbreaking book *Mindset*. More than any other book, faculty members wrote that *Mindset* was at the top of his or her list of books that help them be better teachers, coaches, and parents. Dweck's central tenant is the different outcomes that people have depending on whether they approach life with a fixed or growth mindset. People with a growth mindset view intelligence or academic ability as something they can develop through practice rather than something you are born with. These people tend to be more successful, happier, and ethical than people who view these abilities as inborn.

Terence Gilheany, Religious Studies Chair, Crew

The (Honest) Truth About Dishonesty: How We Lie to Everyone, Especially Ourselves

by Dan Ariely

How can we help ourselves and our students develop more resilient habits of honesty?

On Being Certain: Believing You Are Right Even When You're Not

by Robert A. Burton

Many strong educators strive to facilitate a comfort with ambiguity within their students. *On Being Certain* provides the background for what leads us to resist challenging our own understandings and how to identify when we may be doing so.

Will Speers, Associate Headmaster, English, Soccer

How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

by Paul Tough

Paul Tough provides a provocative examination of children and parenting today — how better parenting can be taught, how children can become resilient, and the dire consequences of poor parenting on families, schools and society.

Gretchen Hurtt '90, English, Field Hockey, Pell Dorm Parent

The Blessing of a Skinned Knee

by Wendy Mogel

Good Influence: Teaching the Wisdom of Adulthood

by Dan Heischman

These texts helped me understand the ways adults can create a culture of growth and inclusion for young people.

The Good High School

by Sara Lawrence Lightfoot

Although it is now a bit dated, this book offers several in-depth portraits of high functioning, diverse schools.

Harvey Johnson '97, Math, Science, Soccer, Basketball

Making Learning Whole

by David Perkins

David Perkins, a wonderful author and educator with roots in Dewey Constructivism, has inspired my teaching the most this year with this book which advocates for a student-driven curriculum rich in "problem-finding" opportunities.

AND LIFE THAT INSPIRE AND EDUCATE OUR FACULTY



Eric Kemer, Associate Academic Dean, Math & Dan O'Connell, Science, Cross-Country

Thinking, Fast and Slow

by Daniel Kahneman

Nobel Prize winning psychologist (Economics, 2002) Daniel Kahneman uses 40 years of research to show how our "System 1 thinking" (intuitive, associative, and effortless) can both augment and derail our "System 2 thinking" (deliberate, logical, and effortful) during problem solving. Understanding how these two systems of thinking work informs strategies for thinking better.

Will Robinson '97, Communications, Honor, History
Quiet: The Power of Introverts in a World That Can't Stop Talking

by Susan Cain

A parent recently shared several copies of Cain's beautifully written and meticulously researched book with the faculty examining how we as a society can lose ourselves — and the gift of many bright minds around us — with a manufactured fascination of the "Extrovert Ideal."

Be Good: How to Navigate the Ethics of Everything

by Randy Cohen

Randy Cohen selected his favorite questions and responses from his years writing "The Ethicist" for *The New York Times*. The collection is broken down into themes and provides wonderful analysis of some of the many seemingly gray areas of morality we encounter in our every day life.

Marta Guevara, Spanish

Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success

by Arthur L. Costa and Bena Kallick

Eight Habits of the Heart for Educators: Building Strong School Communities Through Timeless Values

by Clifton L. Taulbert

These two books summarize what I believe every teacher and educational institution should embrace as the foundational curricula for academics, athletics, and school culture.

Mary Kelly, Classics, Swimming, Sherwood Corridor Dorm Parent

Raising Cain

by Michael Thompson

This is another book faculty members cherish and read often. It has been tremendously helpful in my work with boys. Thompson's fluid prose and rich anecdotal evidence has given me great insight into how I can be a more effective and empathetic teacher, coach and dorm parent for the boys I work with. His book challenged assumptions I held, and has motivated my approach to my work with all students with an open mind and a willingness to learn.

continued ►

Recommended Reads

(MORE) BOOKS ON TEACHING, EDUCATION, PARENTING, AND



Will Porter '96, English

A Giacometti Portrait

by James Lord

In 1965, writer James Lord sat for eighteen days while his friend, Italian artist Alberto Giacometti, painted his portrait. An art teacher I had in college recommended it to me as a fan of Giacometti, and I love this book because I feel empowered by the artist's struggles. Working on the portrait seems to be both the source of the artist's frustration and the only relief from it. "That's the terrible thing," he says, "the more one works on a picture, the more impossible it becomes to finish it." I love working on my courses, and I have to accept that I will never be finished.

Peter McLean, Science

Encounters with the Archdruid

by John McPhee

Never Cry Wolf

by Farley Mowat

Through a Window

by Jane Goodall

I continue to read these books in my AS Environmental Science and Introductory Biology classes because they are timeless and inspirational. They help us better address how we live and treat each other and other plants and animals in this wondrous, yet assaulted, natural world of ours.

Kassy Fritz, College Counseling, French

The Big Sort

by Bill Bishop

What the Best College Students Do

by Ken Bain

The Thinking Student's Guide to College

by Andrew Roberts

I'm Going to College — Not You: Surviving the College Search with Your Child

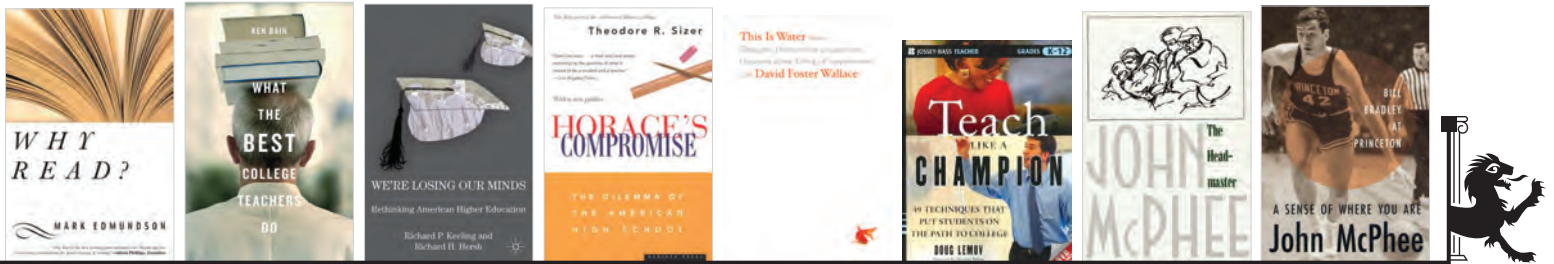
by Jennifer Delahunty

College: What It Was, Is, and Should Be

by Andrew Delbanco

Each of these texts has provided me with valuable insights and different points of view that, together, help inform my daily work as a teacher and college counselor. ■

AND LIFE THAT INSPIRE AND EDUCATE OUR FACULTY

**Tad Roach, Headmaster**

Tad has spent the last three decades leading by example as a voracious reader of books across all genres. The following represent his treasure trove of inspiration that he continues to read, study, and share.

College: What it Was, Is, and Should Be

by Andrew Delbanco

Delbanco seeks to rescue the mission of the liberal arts.

Why Read?

by Mark Edmundson

Professor Edmundson makes the case for literature's place in a civil society.

What the Best College Teachers Do

by Ken Bain

The best book on teaching!

We're Losing Our Minds: Rethinking American Higher Education

by Richard Hersch and Richard Keeling

Hersch and Keeling expose the reality of undergraduate education today.

Horace's Compromise

by Ted Sizer

Sizer's vision of education reform: this is a book that changed St. Andrew's.

This is Water

by David Foster Wallace

Wallace's famous Kenyon College Commencement Address.

Teach Like a Champion

by Doug Lemov

Lemov makes the case for transformational teaching one day at a time.

The Headmaster

by John McPhee

A book about a school, a leader and the work of boarding education.

A Sense of Where You Are

by John McPhee

A portrait of athletic leadership, integrity and skill by one of the great essayists of our time.

SNAPSHOT: SCHOOL MEETING

Thursday School Meeting is one of the many opportunities the community uses throughout the week to come together, but it is the only one where you'll see an impromptu dance-off, gain insight around a current event, and celebrate a friend's achievement all in 40 minutes or less. We documented the March 28, 2013 meeting to give you a window into the energy and enthusiasm that makes up one of the most beloved and quirkiest traditions on campus.



12:47 P.M. Students and faculty flow into Engelhard Hall to music from Dr. Dog and Alabama Shakes and settle into seats.

12:50 P.M. Girls Lacrosse Coach Sharon Phelan asks the community to "please join in congratulating Helen Cammerzell '13 for scoring her 100th career goal." *[audience erupts in applause]*

12:50 P.M. Academic Dean Nathan Costa reminds students to complete course selection for the 2013-2014 school year by the end of the week.



12:51 P.M. V Form Honor Committee representatives Doug McLaurin '14 and Eunice Song '14 present Michael Akande '13 with an "Honestea" for finding and promptly returning a fellow student's debit card amidst the chaos of Spring Break departures.



12:52 P.M. Chaplain Dave DeSalvo goes over the schedule for Easter services, including that evening's Maundy Vigil, Good Friday Chapel, and Easter Sunday.

12:55 P.M. "Orchestra tonight at 6:30." "ABC Scholars, please meet on the stage after announcements for a group picture." "Don't forget to sign up your 'family' for this weekend's 'Family Feud' — let's play the feud!"

12:56 P.M. Faculty member Harvey Johnson plays a brief clip from WNYC New York's "Radio Lab" and announces a listening party at his house, "Sunday at 3:00."



1:00 P.M. Martin French '13 delivers on his senior raffle offer by performing a "Superhero Theme Song" at the piano for Sam Nelson '16. "Now for the tale of Nelsonic, hero of St. Andrew's School..." *[audience responds with an immediate standing ovation]*



1:05 P.M. Student Activities Committee members give a short power point on the weekend's activities — Family Feud, Radio Lab listening party, town trips, dinner trips, Easter egg hunt, Italian Ice social in the Dining Hall...

1:06 P.M. "Mr. Roach has an announcement." Tad congratulates Josue Chavez '14 for representing St. Andrew's during the upcoming interview process for the Telluride Summer Program. Josue hopes to be the second St. Andrean in the last three years to be selected for the program designed to bring together young people from around the world who share a passion for learning. Chaitanya Singhania '12 attended the program at Cornell University in 2011. *[audience responds with whoops and cheers]*



Tad introduces King's Academy teachers who are visiting St. Andrew's for the week. King's Academy shares a similar mission with St. Andrew's of providing opportunities for an excellent education, regardless of means. "The most powerful source of light throughout the world is education," he says.



1:09 P.M. The teachers provide a brief history of Jordan and their work at King's Academy — led by Headmaster John Austin '83 and Monica Matouk '84 — before opening the floor up to student questions. A total of 14 questions were asked, including:

- "What is the mission of King's Academy?"
- "How has it been living in Jordan during the past few years that saw the Arab spring and the crisis in Syria?"
- "What kind of work is your school engaged in around issues of environmental sustainability?"
- "How do students behave in a global school when their home countries are at war?"
- "Do students participate in outreach to promote peace and reconciliation in the region?"
- "What are the biggest differences and similarities you've seen in the academic curriculum between St. Andrew's and King's?"

[audience members give the second standing ovation of the day]



1:40 P.M. Adjourn to 7th period classes.



Will Cantler '73 (MCC Theater AD), Walter Bobbie (Director of *THE SUBMISSION* at MCC), Bernie Telsey (MCC Theater AD), Blake West (MCC Theater ED), Jonathan Groff (Star of *THE SUBMISSION*), Lea Michele (Glee)

Will Cantler '73 Award-Winning Casting Director

Will Cantler is both Co-Artistic Director of MCC Theater, now in its 27th season, and a partner in Telsey + Company Casting, where he is an award winning Casting Director for Broadway and Off-Broadway. He is a Tony Award Voter and on the Off Broadway Lortel Awards Nominating Committee.

Select Broadway casting credits include *The Best Man*, *The Normal Heart* (Artios Award Best Casting), *The Goat*, *Death of a Salesman*, *Anna In The Tropics* (Pulitzer Prize), *Enchanted April*, *Glengarry Glen Ross*, *Long Day's Journey Into Night*, *A Moon For The Misbegotten*, and, originating at MCC before moving to Broadway, *Frozen*, and *Reasons To Be Pretty*. Besides his casting for MCC Theater's season, he directs casting for the Signature Theatre and The Atlantic Theater in New York, and has worked with regional theaters across the country.

MCC Theater's current production is *Really, Really* directed by David Cromer, featuring Matt Lauria (*Parenthood*) and Zosia Mamet (HBO's *Girls*), extended through March 30th. Neil Labute's *Reasons to Be Happy* featuring Jenna Fischer (*The Office*) in her New York debut will make its world premiere at MCC Theater in

May and runs through June 23. Learn more at <http://mcctheater.org>.

Philip Gerard '73 Down the Wild Cape Fear (University of North Carolina Press)

In *Down the Wild Cape Fear*, novelist and nonfiction writer Philip Gerard invites readers onto the fabled waters of the Cape Fear River and guides them on the 200-mile voyage from the confluence of the Deep and Haw Rivers at Mermaid Point all the way to the Cape of Fear on Bald Head Island. Accompanying the author by canoe and powerboat are a cadre of people passionate about the river, among them a river guide, a photographer, a biologist, a river keeper, and a boat captain. Historical voices also lend their wisdom to our understanding of this river, which has been a main artery of commerce, culture, settlement, and war for the entire region since it was first discovered by Verrazzano in 1524.

Gerard explores the myriad environmental and political issues being played out along the waters of the Cape Fear. These include commerce and environmental



stewardship, wilderness and development, suburban sprawl and the decline and renaissance of inner cities, and private rights versus the public good.

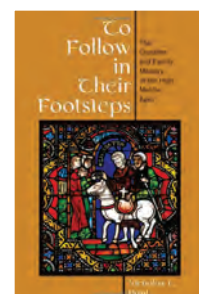
Gerard is author of three novels and five books of nonfiction including *The Patron Saint of Dreams* and is professor of creative writing at the University of North Carolina—Wilmington.

Nicholas L. Paul '95 To Follow in Their Footsteps: The Crusaders and Family Memory in the High Middle Ages (Cornell University Press)

When the First Crusade ended with the conquest of Jerusalem in 1099, jubilant crusaders returned home to Europe bringing with them stories, sacred relics, and other memorabilia, including banners, jewelry, and

weapons. In the ensuing decades, the memory of the crusaders' bravery and pious sacrifice was invoked widely among the noble families of western Christendom. Popes preaching future crusades would count on these very same families for financing, leadership, and for the willing warriors who would lay down their lives on the battlefield. Despite the great risks and financial hardships associated with crusading, descendants of those who suffered and died on crusade would continue to take the cross, in some cases over several generations. Indeed, as Fordham University History professor Nicholas L. Paul reveals in *To Follow in Their Footsteps*, crusading was very much a family affair.

Scholars of the crusades have long pointed to the importance of dynastic tradition and ties of kinship in the crusading movement but have failed to address more fundamental questions about the operation of these social processes. What is a "family tradition"? How are such traditions constructed

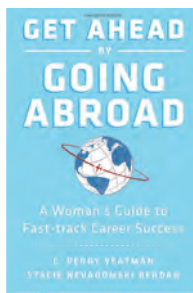


and maintained, and by whom? How did crusading families confront the loss of their kin in distant lands? Making creative use of Latin dynastic narratives as well as vernacular literature, personal possessions and art objects, and architecture from across Western Europe, Paul shows how traditions of crusading were established and reinforced in the collective memories of noble families throughout the twelfth and thirteenth centuries. Even rulers who never fulfilled crusading vows found their political lives dominated and, in some ways, directed by the memory of their crusading ancestors. Filled with unique insights and careful analysis, *To Follow in Their Footsteps* reveals the lasting impact of the crusades, beyond the expeditions themselves, on the formation of dynastic identity and the culture of the medieval European nobility.

Perry Yeatman '82 and Stacie Nevadomski Berdan

***Get Ahead by Going Abroad* (William Morrow)**

As companies expand their international operations, Perry Yeatman argues, smart women who are prepared to pursue opportunities overseas can dramatically accelerate their careers.



Get Ahead by Going Abroad is the go-to resource that reveals how women, single or married, can leverage this trend to showcase their skills and move up quickly on their own terms. Written by two women who did so with huge success, the book is packed with candid, instructive anecdotes and examples from their own and others' experiences, and step-by-step guidance for securing and succeeding



in an international position. Yeatman and Berdan show how women at every level can benefit from an overseas posting: young professionals seeking to break out from the pack, mid-career women interested in new challenges with increased responsibility, or senior executives in pursuit of positions in executive management. *Get Ahead by Going Abroad* helps you get further, faster—and have fun along the way. It gives you the strategies to land the assignment, thrive in the job, and enjoy the lifestyle abroad.

For seven years, Yeatman was SVP in Corporate and Government Affairs at Kraft Foods while also serving as the president of the Kraft Foods Foundation. She was a 2012 recipient of The Holmes Report "Outstanding Individual Lifetime Achievement" award and voted one of the 100 most important in-house communicators in the world.

Yeatman resides in the D.C.-area with her family. You can follow her on Twitter @perryyeatman or learn more at GetAheadbyGoingAbroad.com.

Richard Everts '96 ***The United States of Autism***

Richard Everts traveled 11,000 miles in 40 days to meet 21 families and individuals living with autism for his new independent film *The United States of Autism*. The film premiered in New York City on April 5 and will screen in 20 cities this spring. Everts'

journey revealed a broad cultural spectrum of people affected by autism from Mormon to Muslim and Hispanic to Chinese with each family sharing how autism has shaped their world and, in many cases, made them stronger.

"With the help of the Pepsi Refresh Project, the unwavering support of my magical wife, and thousands of families around the nation, we won a \$50,000 grant to travel America and make a film answering questions for not only myself, but for others out there dealing with similar challenges," said Everts.

Along with his wife, Sugely, Everts also founded and runs The Tommy Foundation (tommyland.org), which has provided direct assistance to families, as well as trainings to hundreds of students, professionals, Ph.D. candidates and doctors around issues of autism since 2005.

Everts is committed to donating 25% of net proceeds from the film to local families, organizations, and individuals affected by autism. <http://usofautism.com>. ■

Making news?

Let us know.

Did you write a book? Record a cd? Make a movie? Let us know. We do our best through word of mouth but the best information comes from the source. Don't be shy.

Email your news to magazine@standrews-de.org.

Noxontown Notes

A few excerpted winter highlights from Noxontown Notes —
St. Andrew's education blog contributed to by Tad Roach and Will Speers.

You can read, follow, and join the conversation at <http://sasdelaware.wordpress.com/>



Exemplary Teaching

December 7, 2012

I happened in on Avi Gold's III Form Dance class this morning. It was a brilliant demonstration of the art of teaching. Avi began the class with the students dancing in two lines, practicing some of their steps.

He coached and demonstrated; he encouraged and critiqued. The students practiced again, and again; Avi kept encouraging, critiquing, demonstrating — to them individually and as a group. Each attempt revealed improvement, and he told them that. He kept showing them how to get better, and then he asked them to show him what they had learned, if they could do it better.

At the end of class, the students performed one of the five steps in front of the entire class, alone on stage. When some students found out their step, they were relieved to get a dance step they knew; a couple exclaimed, "This is my worst nightmare!" when they received their assignment. But Avi got each one on stage, affirmed his faith in each of them even as they were nervous.

Each student demonstrated to the teacher how much he or she learned. The challenge for the teacher was to plan a class where the performance demonstrated his material. Avi excelled in this task because he was prepared, he cared passionately about what they were doing, he believed in each student, he held them to high standards, he gave them the chance to learn, and he created a safe environment for failure and performance. — *Will Speers*

Modeling in the Classroom

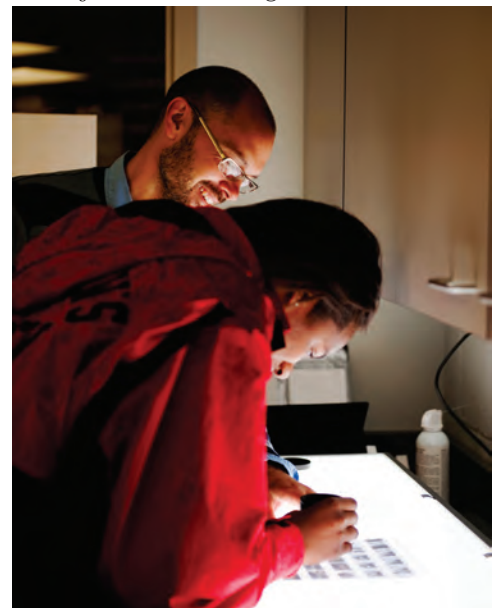
December 14, 2012

This past week — totally without design — I sat in on three teachers who were using models to showcase excellent work to their students.

Gretchen Hurtt's English 2 classes were having orals on papers analyzing poems they had studied. Gretchen kept pushing the students to see effective sentences, textual analysis, introductions and topic sentences in their partner's papers. She also ended each oral asking the students to identify one aspect of their writing they were going to focus on for their next paper. Through these models, Gretchen helped her students be objective, and she helped them plan how to improve their essays.

In John McGiff's classes, he started having students identify a painter whose strengths were opposite theirs — he was forcing them to go out of their comfort zone, take a risk, be vulnerable. Then the students selected one painting by this artist; he then asked them to make their own version of that painting. John's goal was to have them imitate what wasn't their strength. John's use of models gave the students a bridge to confront their vulnerabilities in a safe format. The students were excitedly terrified as they began these paintings; they were eager to see if they could improve.

Josh Meier's Photo Majors were reading a book on criticism, on how professional critics evaluate professional artists. He wanted to show them how to be a critic. Then he had each student discuss a professional artist's work, which allowed them to be a much more informed critic.



He had them use the skills they had just learned, which will help them in group critiques throughout the year, and in evaluating their own photographs.

When we use models of what we want students to produce, we give them a clear picture of what we want, and what they can achieve. These three teachers were masters at engaging the students, and showing them the type of work and creativity we want to see from them. —Will Speers



A Response to the Newtown Tragedy

December 17, 2012

...The elementary school is particularly precious and essential, for it is the introduction, the first bridge for children into the world outside the family; it is the first glimpse and the first impression of how we as adults and as a society view and honor them; it is a child's introduction to the world they will ultimately inherit and transform.

That is why at St. Andrew's I have studied and admired the work of Kim McKelvey who is the most gifted teacher of small children I know. She gives her little children love, hope, confidence, voice and affirmation and a place in her school. It is a place that children will always revere, remember and recreate, even in the fallen world of adulthood. Every child in the world deserves that school, that teacher, that sense of safety, love, affirmation and joy.

The power and goodness of the elementary school philosophy and mission are precisely why the events of last Friday lacerate our hearts and make us feel such anger, confusion and despair. In his madness and fury, the killer somehow knew that the way to express contempt, depravity and the sheer emptiness of his being, was to strike at the heart and soul, literally and figuratively, of a community, nation and world.

Each Tuesday, St. Andrew's students visit elementary and middle schools to teach, mentor and support young people. These community service commitments represent a powerful response to this tragedy, and I call on all

St. Andreans to make the cultivation, inspiration and mentoring of children in America and the world our most urgent priority. Our faith, our mission gives us courage to defy, reject and defeat the madness. That is precisely what the heroic principal of Sandy Hook Elementary School did when she confronted the shooter and refused to cower before his barrage of violence. In her spirit, in the spirit of these children, let us fight for the innocence, joy and power of childhood. —Tad Roach

The Art of Rescue

February 4, 2013

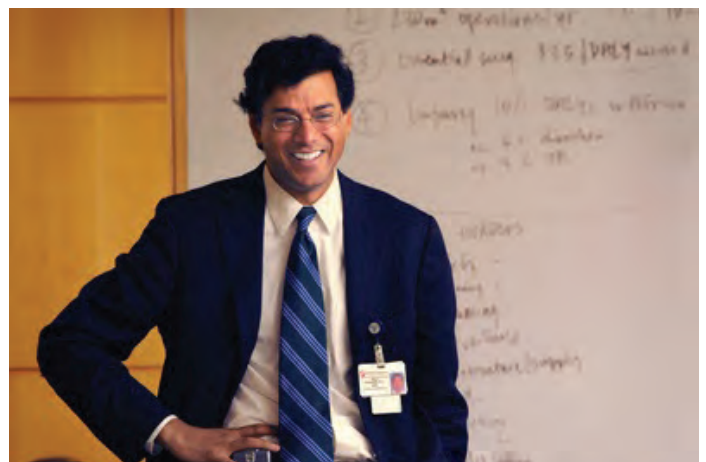
In our Old St. Anne's Chapel last September, I talked about Dr. Atul Gawande's recent Williams College Commencement address about the art of rescue. I challenged the community to think about the implications of Gawande's phrase: "The only failure is the failure to rescue."

In his speech, Gawande argued that students and adults need to develop the crucial skills of "judgment, teamwork and acceptance of responsibility" in order to excel in the art of rescue. When we face a challenge, a crisis or an emergency in our life, our work or in our community, we need to have the maturity, wisdom, patience and skill of a group of doctors who have the capacity to think, react and make decisions for the sake of a patient. To be ready for such moments, we have to learn how to live, how to handle stress and anxiety, how to develop the ability to listen well and to share ideas with others. In short, we have to think of our lives as preparation for moments of rescue.

In addition, we have to see that the art of rescue is also the expression of human solidarity and commitment. Whether we rescue each other, the earth, or our local, national or international communities, we need to understand that what we do and how we live matters in a very real way.

Finally, when we face failure, adversity or defeat, we have to have the resources to respond, to change, to adapt, to fight on and to show grit, resilience and perseverance.

—Tad Roach



Our Guiding Principles

February 8, 2013

I think it is important in this era of great challenge and opportunity to remember what principles can guide us as we seek to design and execute the best high school liberal arts program in the country. It is true that education is a field that resists change and innovation, especially at a time when education is increasingly viewed as a commodity, an investment in success in college, graduate school and the professions. Thanks to great educational thinkers, philosophers and reformers, we know the following about inspiring authentic student learning:

- The true measure of distinguished teaching writes Ken Bain are “remarkable feats of student learning” – this learning is not the repetition of content, the memorization of facts and formulas, the strategic approach to giving the teacher what he or she wants: rather, it is the ability to, in the words of former Princeton President William Bowen, “to take a new problem and make headway in the company of others.”
- Ted Sizer taught us that the primary metaphor that should guide great schools is “student as worker” and teacher as coach. Great schools ask students to think, to write, to argue, to analyze, to experiment and to synthesize. They do not use tests that turn students into compliant, passive, strategic learners. Rather, they develop assessments that are authentic, open to constant revision, feedback and revision again.
- The great school provides opportunities for students to seek excellence by exhibiting work publicly through papers, critiques, defenses and revised arguments.
- Great assessments produce these feats of student learning that bring us out of our seats, especially if we excel in the art of feedback, the art of setting exemplary standards of excellence in each discipline.

In other words, the most important questions to ask ourselves as classroom teachers are these:

1. Are students achieving remarkable expressions of learning, and is our teaching responsible for such moments?
2. Are our assessments preparing students to take on, confront and explore new questions, often in collaboration with others?
3. Do we provide comprehensive, effective and timely evaluation of student work and most importantly multiple opportunities for revision?

4. Have we established standards of excellence that are exemplary, held by not only our department but other scholarly communities? Does each class build specifically towards these exhibitions of student mastery? — *Tad Roach*

Seizing the Teachable Moment

February 9, 2013

I encourage you to read today's Opinion piece in the *New York Times*, “The Secret to Fixing Bad Schools,” by David Kirp. In it, Kirp focuses on the remarkable turnaround achieved by teachers in Union City, N.J., public schools. What I found especially relevant to our work at St. Andrew's is how intentional the teachers are in making use of “teachable moments” in kindergarten through 12th grade. “It's all about exposure to concepts — wide, narrow, long, short,” said one teacher. Kirp remarks at one point that at these public schools, “To succeed, students must become thinkers, not just test-takers.” — *Will Speers*

The Best Teachers Make Lists

February 10, 2013

I invite you to heed the call of Atul Gawande's book, *The Checklist Manifesto*, and Ken Bain's thinking in *What the Best College Teachers Do* and begin to make lists as a way to be more intentional about our teaching and work each week.

On Sunday of each week, try writing down 3-4 goals you have for your classes, advisees, teams, groups, dorm, department. They do not have to be expansive or life-changing: they can be a couple of specific to-do's like “create paper topic; visit so-and-so's class; focus on dorm activity for 10-10:30 p.m.”

The key here is that we begin the week with some goals, and then try to stay focused on them. The goals can change, adjust, alter, transform, but it's important to have some as we start the week.

We are all probably making a list subconsciously; however, writing down the goals, cataloging them, thinking about them intentionally, will help us be more effective at achieving them. Additionally, having a history of these lists will create a powerful narrative and portfolio of your work as a teacher, coach, director, dorm parent, advisor, colleague, and administrator. — *Will Speers* ■



From the Archives

Legendary English teacher, administrator, and wordsmith William "Bull" Cameron oversaw disciplinary proceedings during his more than three-decade long career at St. Andrew's. After the meetings, Mr. Cameron would issue a verdict from his typewriter that was then posted on the School's main bulletin board. Ernie Cruikshank '62 was the student head of the committee his senior year. "Bull was a stylistic master with a great sense of humor," recalled Cruikshank, "though at Discipline Committee meetings you saw no hints of a smile despite the obvious irony, wit, and fun that he indulged in."

DISCIPLINARY COMMITTEE MEETING

Monday, April 30, 1956, 7:10 P.M., Room 8

THE DEFENDANT: Balch

THE CHARGE: Illicit concealment of assets

THE FACTS: The facts, obtained largely by hearsay, are these: That on one afternoon last week, between the hours of four and five p.m. when entrance to the dormitories is forbidden, Balch surreptitiously entered the dormitory to retrieve a tennis racket he had left there. Because some coins he had in his pocket jingled and because he was afraid that jingling would alert the VI Form Supervisors, he put one of the coins, a quarter, in his mouth, crept carefully to his alcove, retrieved the racket and made his exit successfully.

Upon leaving the dormitory with the quarter still in his mouth and the tennis racket in his hand, one of his pals who had observed the operation, slapped him on the back by way of congratulation. Whereupon Balch swallowed the quarter, which has since remained concealed in his person.

THE PLEA: Not guilty of illicitly concealing assets on the ground that the defendant was not concealing an asset but a liability, for he put the coin in his mouth not because he valued it, but because it hindered him in pursuit of a purpose which, while it was illicit, had nothing to do with the value of the coin.

THE VERDICT: Not guilty. While the Committee is inclined to doubt the defendant's statement that he was not concerned with the value of the coin (for he has since clung to it with remarkable tenacity in spite of the efforts of one nurse, one physician, one obstetrician and one surgeon to relieve him of his property) it must own the justice of the plea that in swallowing the coin there was no criminal intent.

For this reason, the Committee feels that Balch is entitled to his freedom - and his coin.

W. H. Cameron
Chairman
Disciplinary Committee

WHC:jeb





Chef Ray Strawley



Kelly Massett



Jen Brown

KITCHEN POSSIBLE

Planning, Preparing and Delivering 1,100 Meals Per Day

It is 5:00 a.m. Chef Ray has just stepped into the kitchen. He sits down at his computer and starts typing his daily email to the St. Andrew's community.

"Good Friday morning to everyone, we have a beautiful Spring day ahead of us, with sunny skies and an afternoon high approaching 60 degrees. Enjoy!"

Chef Ray Strawley is originally from Philadelphia. He smiles when he recalls how he got started with cooking. "Money. I needed money to buy a boat I wanted. I was thirteen. At that age it is easy to be impressed with a job!" At the resort town his family would visit during the summer, teenager Ray would begin his career by peeling shrimp. "I worked for the same family for six years." He never left the food industry.

"Today we have our Good Friday Sacrifice, for the mid morning break we will have a trio of Seedless Grapes for you to grab a snack with."

Chef Ray is part of the SAGE Dining Services team. Kelly Massett is responsible for the administration and budgeting while Jen Brown brings catering expertise. "We use team work to complement each other." As I sit with them, they joke around, smile, laugh, and display the camaraderie that has made them successful for the past four years at St. Andrew's. They are the core team of managers aided by 18 employees all needed in order to prepare approximately 1,100 meals per day.

"Our mid-day meal will be a vegan Channa Masala and we will be serving this with Basmati Rice and Naan. There will be bowls of chopped Sweet Vidalia Onion and Cilantro leaves as condiments for this."

Kelly is originally from Syracuse. He started his career as an architecture major. During his college years, he waited tables to support his studies. Eventually, he became manager, and turned to the hospitality and food industry. He explained how SAGE operates. "SAGE recommends a group of people to the school, but ultimately St. Andrew's has the final say. They decide whether we are a good fit for the community."

The third member of the team, Jen Brown, joined the team in October 2012. "I started as a communications major in college, but then decided that wasn't for me." She left and returned home for a few months where she got a job on a new dinner train managing the operation. She liked it. "I went back to college for a degree in the hospitality industry." She smiles and looks about the room. "I am still new here. I really enjoy the interaction with the students."

They all agree with her. Chef Ray adds, "Every day is fun!" Kelly smiles, "We see them grow up. When they arrive they

are shorter than me. All of the sudden they are taller and have facial hair!" I join in their laughter.

"We will also have platters of sliced fruit with Watermelon, Casaba, Cranshaw and Canary Melons."

Chef, Kelly and Jen take care of all the school needs when it comes to food. Apart from our daily menus, they also cater all special events such as alumni and Trustee gatherings, beginning of the year dinners and luncheons, Commencement, and everything in between. They also take care of smaller events that make our daily lives better. This includes coffee in the faculty room and attending to special orders from faculty and parents for items like birthday cakes, pizza parties, and cookies.

"Friday night is Pizza and we will have the hearth oven hot and ready to go to offer you all your favorite pies. We will also be making up some quesadillas, pasta and veggies for you to fill your plates with."

I am curious about numbers. They look at one another, and start to throw numbers at me. "On Mondays we receive 200-plus cases of food, and again on Thursday... well, just a little less on Thursdays. Last academic year, let's see... 60 pounds of peanut butter, 140 loaves of bread per week, a ton and a half of yogurt. As we mentioned before, we prepare approximately 1,100 meals per day!"

I remember Hurricane Sandy. I was very moved when Mr. Roach introduced the cooking team that would stay with us throughout the storm. "Well, Sandy ended up not being bad for us. The blizzard about four years ago, that was tough!" Kelly explains. "We are considered essential personnel in bad weather. During the blizzard we took Chef's truck and went to pick people up. Some of us stayed and slept in Chef's office." They laugh. "We also had these sofas." They point to where we are sitting in the faculty lounge. "And faculty offered us rooms in their homes." They look at one another, "It is great to work for people who are always so thankful and grateful."

"Everyone have a pleasant Easter weekend. We look forward to seeing you all at lunch today! Chef Ray"

Chef wraps up his email. He gets ready to start a day that will end at 7:45 p.m. when the kitchen closes. During the weekend, the lead cooks take care of the main meals. However, Chef, Kelly and Jen are always available in case of emergencies.

I thank them for their time. Their joy is contagious. I feel a sense of elation as I walk into the dining hall. A couple of students walk by us, "Hi, Chef! What's for dinner tonight?"



Marta Guevara grew up in San José, Costa Rica. During her college years, Marta moved to the United States and graduated from Ripon College in 1990 with a double major in Spanish and English. Marta continued her graduate studies at the University of Wisconsin, Madison, where she earned her MA in Spanish Literature in 1993. She has taught at the college level and most recently worked for The Global School, the world's first traveling high school where she visited three countries each year with 9th and 10th graders. She is in her first year of teaching Spanish at St. Andrew's. —Photos by Bill Cashion

NON-FICTION



Photo by Jaime Martorano

Mother Nyack

by Alex McIlvaine '14

"Ah! Carrie is amazing! I'll tell her you're great. Lemme tell you — she is the most beautiful woman I have ever met. And one of the nicest too! I will tell her you're fantastic!" Jen White injects positivity with her voice into her Blackberry, hiking back in her chair as she keenly waves me into her office with a smile that stretches from ear to ear. She seizes a large bag of leftover Christmas candy and heaves it in my direction, landing on the end of the desk.

The only components to Jen's outfit that are not black are her silver piece earrings and red lipstick. She sports a shawl, pants and heels. Her hands run through her high flowing, wavy, strawberry blond hair as she confers with the man on the other end of the Blackberry. The office has a high ceiling and two broad windows with the opposing side of the Hudson River visible in the distance of one and a street corner in the other. She does not hide her slight cold as she forcefully blows her nose mid-conversation with her appointment on the phone. Jen waves and grins to multiple passer-bys. A large American flag pole looms over her desk, on which lies her family's Christmas card, the leftover bags of candy and a collection of tissues and cough drops. The heat is cranked up due to the cold weather outside. As Jen's phone conversation ends, she wastes no time. She rises from her chair, grabs her wallet and pronounces: "Ready? We are going to coffee with a nice young man named Zack who lives in disabled housing." As she marches out past the adjacent offices and rooms her heels clack on the hard floor.

Jen greets and introduces me as "Al" to each member of her office. She briskly shifts from person to person and eventually towards the wide glass doors. Before I know it, I am flung into the frigid morning air, and greeted by my own breath, scurrying to catch up with her as she strides across the street past the busy cars on North Broadway, the main street of Nyack. She leads.

Nyack is one of a collection of five villages known as the Nyacks of Rockland County. The village holds home to just under 7,000 people. Jen describes the size as "small enough for me to make an impact, and big enough to be exciting." Manhattan is roughly 20 miles away, making Nyack a suburb of the city. It lies on the western, hilly side of the Hudson River and sits in close proximity to the Tappan Zee Bridge. Helen Hayes

NON-FICTION

and Russell Crowe once called Nyack home. The population often finds solace in the alluring beauty that is the Nyack Beach State Park. The streets of Nyack tumble down to the water at a steep incline. Nyack has endured a reputation as a hippie town. One that has not fully embraced the potential of all its assets.

Jen leans down to the wheelchair and greets Zack with an exclamation, hug, and kiss on the cheek. Not one acquaintance passes throughout the day that she does not introduce me to. She holds the door for Zack, myself and a few other women who follow after us. Once inside, Jen asks me if I would like anything. When I refuse, she asks a few more times. Before sitting down, she pays for Zack and tells him: "My treat" with a wink. Zack and Jen's meetings seem to be based on fighting the bureaucracy that exists within housing management. They share stories of struggling people being convicted for welfare fraud for mere babysitting money, who are forced to spend six months in jail and pay \$16,000 for foster care for their children. "It is really tough systematically to break through," Jen says. Jen does not have the power to change much. She can fire board members who hire the management, but that is all. For now, she sits in a cafe and converses. Jen looks evenly at me and Zack during the conversation, rather than focusing on Zack. She explains the issues to me in depth and pulls me into the conversation. Suddenly, Jen begins to holler into the Blackberry: "How are ya darling!" This time it is her pediatrician. She reveals that her son, Jack, has been hit in the eye with a hacky sack at school. As soon as Zack finishes his soup, we head back to the village hall. Before leaving, Zack highlights a few issues for next time that were cut short today.

Jen's predecessor as mayor, Richard Kavesh, was a full time school teacher

COFFEE FOE

My mind was maimed and mashed to mush
Was standing still in a breakfast rush

In need of coffee for my brain
This headache inching toward insane

I got a mug and sipped it slow
Ahhh, the bittersweet swallow

He ran by quick and jumbled me
One sudden jolt I've lost my glee

That hurried sore, that anxious mess
And now, oh my, it's all over my vest!

That boy is not a friend of mine
Can't even walk in a straight line

He staggers like a foolish drunk
Oh I can hear the handcuffs clunk

I hope the Feds incarcerate
And then he surely will be late!

Arrest the ninny who burned me so
I now name him my coffee foe

—Sally Madigan '15

whose policies exuded a reluctance to change. During her campaign, she made her desire for change clear on her YouTube channel: "If you think that the Nyack we have today is the Nyack we should have in ten years, then I'm not your guy." Once settled in her office, we begin to make plans for lunch. However, a couple has arrived unexpectedly to discuss new housing after the devastation of Hurricane Sandy. Jen comforts the woman, assuring her that she will have her eye out for housing. Again she seems to make eye contact evenly with both the couple and me. Jen sends them off with a hug and a kiss. Soon after, her close colleague and village trustee, Doug Foster, enters the office. She greets him in her standard fashion with an exclamation, hug and kiss. Our lunch plans will wait.

They relay their progress over the past year: "We really whipped it [Nyack] into shape. I mean it was a train wreck." One of Jen's most effective decrees satisfied multiple demands. She implemented a parking system that entails free parking

from 6:00 a.m. until 11:00 p.m. and a fee from 11:00 p.m. until 6:00 a.m. Not only did this begin to add some order to the broken parking arrangement in Nyack, but also provided a way to "clean up after the drunken mess" as she puts it. Nyack has struggled as a late night party spot and the later parking fee not only discourages larger crowds of late night party-goers, it also provides income to pay for the morning clean up. Enforcing these parking standards is no easy task and I soon realize this when Jen and Doug welcome in a parking inspector. He looms at 6-foot 5 inches with a stature that would discourage most bitter car owners, intoxicated or not. The parking scheme has not been accepted smoothly and without difficulty. Jen narrates a few instances: "One time this guy tried to break a car window to get a swing at a parking officer. Just last week we had a woman at 2:00 a.m. arguing with a parking officer and her boyfriend feels like he's got to step in so then he got into it. The parking officer is a tough guy, he doesn't

like to get pushed around, so he socks him a few times. No one pressed charges," she laughs.

Doug chimes in: "You have to deal with crazy, stupid, angry people in this job. The reality is that no town is completely made up of perfect, friendly neighbors." Creating this sense of accountability in the bar scene has created a slight tension between Jen and bar owners. The majority of Nyack is thrilled with the progress that this new system has produced. Many cops, however, enjoy a drink after their shift at these bars and are friendly with bar owners. Jen's small group of critics label her as the "Jam on the Hudson" rather than "Jen on the Hudson" in an attempt to portray her as a dictator. Jen made the decision to ban alcohol for 12 hours during Hurricane Sandy. Jen recalled: "There's a man dead in the town over, I mean c'mon people you can put the drinking on hold for 12 hours!" A quadrant of bar faithfuls gathered outside her office to protest. Jen called off the ban a few hours early. She explains: "I couldn't take all those people being so mad at me anymore. It was terrifying!" For a substantial load of stress, anxiety and time, mayors tend to get paid either very little or nothing. Jen recognizes that her job is essentially public service. "I make 16,000 dollars a year doing this," she chuckles. She is into the office no later than 10:30 a.m. every day and constantly on the phone. Jen's morning walks entail her golden retriever's leash tugging in one hand with her Blackberry pressed against her ear.

As Doug continues to communicate village projects and successes over the past year, Jen begins to conspicuously and shamelessly apply makeup. "It's not fair, you guys get better looking and we get wrinkly." Any hope for lunch has now vanished. Jen's 1:00 marriage has arrived. She dismisses Doug with her signature hug, kiss and: "Bye baby, think about that

public works thingy." I follow her out of the office to learn that today it is Jen's duty to wed two women who have been together for 37 years.

Everyone has an opinion of Jen, including her ex-brother in law, Nick Howard. Nick's son goes to school, plays sports and shares a friendship with Jen's two boys. "Obviously it's pretty typical for a woman to be a full-time mom after being in the work force for a while, so it's an interesting and admirable choice for Jenny to come out of that. She gets such little pay for what is more work than you might think." Nick continues, "She's so friendly. She doesn't have a mean bone in her body. This can sometimes be a detriment. I mean she has to say hi to everyone at school pickup. I will talk to 10 people or so and she will say hi to 40. It takes her a lot more time to get the kids home. Just the other night she didn't go to the high school basketball game because every public outing is like a performance." Nick's wife Betsy adds: "She knows everyone in Nyack. She's always saying hi. She's always been like that."

Jen is, and always has been, a social pleaser. Only a few people pass by her in the three hours we spend together that she does not greet and acknowledge. Jen walks out into the lobby in search of the women registered for the marriage appointment. There is only one woman present, holding her hands together, scanning the room tentatively. Jen wastes no time and boldly asks: "Are you getting married to a woman today?" The woman smiles and emphatically introduces

herself, explaining that her partner went to the bathroom. Jen cracks a joke: "Boy, I sure hope she doesn't get cold feet and climb out the window." This is met with an array of laughs from across the room. The woman explains the doubtfulness of this happening: "I would hope not after 37 years."

Jen is in awe and inquires of the two's history. Soon after the woman confesses that she used to be a professional bowler, her partner arrives. Jen repeats her joke regarding cold feet, and briskly ushers the women, followed by two clerks and me, upstairs to the court room. She directs everyone to their positions, and even finds a role for me — the photographer. Once in place, she begins to recite a two page marriage statement, including their vows. She reads with a soft, yet strong tone: "Marriage is as much a friendship as it is a romance." As Jen reads, everyone in the room begins to shed tears, including me as I listen to the stories that accompany their 37-year partnership. Jen is the only one that doesn't cry. Once complete, she converses with the couple more about their history, their town, their plans for the day. Jen's assistant enters to remind her of the 2:00 conference call. Jen kisses the women and rushes into her office. I congratulate the women and creep into Jen's office. She gives me a hug, with no pause in her phone conversation, and whispers: "Bye, honey."

As I saunter back to my car, still absorbing the incessant vitality that is Jenny, my stomach growls. I head to lunch alone. ■



Alexander McIlvaine '14 hails from Darien, Conn., but is currently a proud resident of Baum Corridor. He is a three-year member of the varsity baseball team and moved from a new cross country runner as a III Former to one of the fastest runners in School history in 2012. His passion for writing emerged as a student in Will Porter's English class. He plans to continue writing in the years ahead.



Fathers & Sons

A Chapel Talk by Wilson Everhart '95

It has been an exciting time up on Hillier and Fleming corridors this week. In the days leading up to Baby Asher's arrival, I couldn't walk down the hallway without a boy asking me if the Golds were back from the hospital. Sunday afternoon, Martin French and Jack Flynn decorated the hallway leading to the Golds' door with crepe paper, balloons, and signs that Ms. Kelly had picked up in town. The night before, Martin had each of the boys write congratulatory cards to the Gold family, and the boys laid their thoughtful notes out on the windowsill across from the Golds' front door.

FATHERS & SONS



I walked by this heartwarming scene over the weekend on the way to my apartment to help Sarah knock out some household chores while Baby Christian enjoyed an afternoon nap. A movie that I had not seen since I was a kid was on TV, and the idea behind the film has been stuck in my head ever since. The movie was the 1983 Michael Keaton film entitled “Mr. Mom.” The plot behind the movie is as follows, and here I quote from the movie trailer I was able to find on YouTube: “Meet Dad. He’s a real man. An all out go-getter. But when his job pulled the plug on him. This couple threw a switch, and he became the lady of the house.” Now when the filmmaker says that Michael Keaton becomes the lady of the house – hence the title Mr. Mom – they do not mean that he starts to dress as a woman. They mean that he becomes a lady by becoming the stay-at-home caretaker — and once he becomes Mr. Mom, hilarity (as it so often does) ensues. He burns food, and he breaks dishes. He dries wet laundry in the oven. He even tries to sweep the living room with a leaf blower. The movie is a comedy, and Michael Keaton is very funny playing the role of the bumbling dad. And, I am not here to rail against the explicit sexism of a 30-year-old light-hearted film about a doofus father, in fact the happy ending of the film is that Michael Keaton eventually becomes a much more competent and high-functioning dad. I do, however, want to start my remarks by observing how pervasive and entrenched the image of the Bumbling Dad remains in popular culture even today.

Mr. Brown talked about this very theme in a chapel talk a few years ago when he shared how hard it was to find children’s

stories that portray fathers parenting in a positive light. And Mr. Brown is absolutely right. You would be amazed at how many children’s stories — literally dozens — are about a father who tries to cook spaghetti only to end up wearing the meal on his head.

I will say that as a man who tries to be a good dad, who was raised by an attentive father, and a parent of a boy, I am sensitive to the portrayal of “Dad as Bumbler.” As soon as the school year ended last spring, I transitioned to “stay at home dad” for the summer, as my wife’s maternity leave came to an end, and she resumed her full time day job as an attorney. Christian was born in early March, and I had gained a fair amount of experience raising him in the first three months of his life, but Sarah had been the point person, as I also juggled the demands of coaching, teaching and dorm parenting. In early June, however, I took over Christian’s day time care, and I was immediately struck by just how much work babies require — even healthy, happy babies. I was taken aback by how hard I had to work all day — and into the occasional night. Thus, it was especially frustrating to flick on the TV during one of Christian’s naps or after he had gone to bed only to see fathers presented as bumlbers. Which is not to say I never bumbled. I am totally a bumbler at times. I have bonked Christian’s head on low ceilings while taking him out of his high chair. I have misjudged how hungry he is and overfed him to the point where he projectile all over the two of us. And I have forgotten to snap his onesie between his legs after I have pulled his pants up after a diaper change, and in my laziness I have just snapped



the onesie over his pants — which looks ridiculous, but I have been too careless or impatient to do any better. And I enjoy the antics of Phil Dunphy from the TV show *Modern Family*, Homer Simpson, and Ray Romano's character from *Everybody Loves Raymond* — who all fit into this category to varying extents. Watch the Super Bowl commercials when we are all gathered in the dining hall in two and a half weeks, and I bet you will see even more examples. But I am concerned that, outside of reruns of *The Cosby Show*, there is not much variety in how fathers are portrayed in popular culture.

And my concern is not just about the way in which men see themselves portrayed, for I also don't like this stereotype from my perspective as a coach and teacher of young women. For the flip side of the Bumbling Dad trope is the notion that women in heterosexual couples shouldn't expect that much from their husbands, and I fear that women can be left with the impression that they will always have to be the sole competent, responsible and demanding parent. Look at how often moms on TV are portrayed as either the wet blanket or as a shrill and nagging wife, as they make the most simple requests of their spouse and family.

Fortunately, this pervasiveness of the stereotype of "The Bumbling Dad" might be starting to shift. According to a fascinating article in the trade periodical *Ad Week*, author Heather Chaet highlighted that Huggies — the makers of disposable diapers — recently had to take one of their commercials off the air, because it built an ad campaign around the question, "Are Huggies strong enough and simple enough to

use, even when dad's are responsible for changing the diapers for an entire day?" The not-so-subtext being, "Are Huggies so impressive a diaper, that even a buffoon like the American father can keep baby dry and clean with this product?" The ad campaign generated enough of a negative outcry over social media that Huggies had to pull down the entire campaign — at a huge cost for the company. Encouragingly, the voices of opposition were men and women who felt that the campaign presented fathers in too poor a light — too incompetent, too helpless and too uninvolved in the day to day care of their children.

It is apparently relatively rare for a company to pull down a major ad campaign — especially for a company that sells such a benign product as diapers. If this is the beginning of a change, I am not sure why it is happening now. Look around this room and you will see a host of competent, hard working, and dedicated fathers — men who have worked hard at their parenting for years and years. So why are the advertisers only now starting to notice that parenting is often much more a team activity than their own ads would have you believe? Maybe this is because of the ever-increasing number of moms working outside of the home. Maybe it is because social media allows customers to more clearly express their frustration. Perhaps the image of what it means to be a father is shifting due to the fact that some states now allow same sex couples to marry and bring children into their relationships. Perhaps advertisers are seeing numbers that show there is more money to be made by portraying fathers in a more competent and realistic light.



Inspired in part by the birth of his son, Asher, dance teacher Avi Gold has spent the year hosting periodic "Man Talks" with III Form boys. The talks have focused on topics such as Chivalry in the 21st Century, Honor, and How to Deal with Failure. The goal of these talks, says Avi, is to "create a foundation of values and attributes of manhood that each boy can pursue and build upon as they mature."

In recent weeks, the boys compiled a list of skills they wanted to learn before graduating from St. Andrew's. We share a few of their thoughts here.

The Fleming and Hillier Guide to What Every Aspiring Young Man Should Know

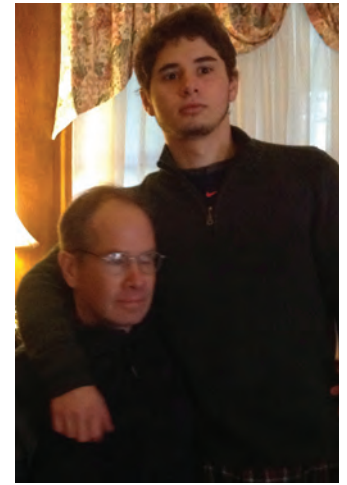
- How to cook
- How to survive a night in the wilderness
- How to hunt
- How to respect all people
- How to tie a bow tie
- How to chop and stack firewood
- How to jumpstart a car
- How to cold start a chainsaw
- How to change a tire
- How to change a diaper
- How to negotiate
- How to fish
- How to cut hair
- How to shave
- How to manage finances
- How to catch mice
- How to treat a date
- How to hold children accountable
- How to start a fire
- How to behave at a sporting event

What would you add? Let us know at magazine@standrews-de.org.



Whenever there is a shift in perception or portrayal, regardless of the reasoning, there follows questions like "what will be the new norm?" or "to what are we shifting?" These questions lead to even more fascinating and difficult questions to answer, like, "what does it mean to be a father?" and more importantly, "what does it mean to be a man today?" If the definition of what it means to be an adult man is no longer simply, "Be married to a woman and work outside of the home while she raises the children" — and here I am not saying that this model is now extinct, I am merely saying that it is not, and in truth never has been, the only model of manhood — we are left asking the question of "what does it mean to be a man today and how should the concept of manhood be defined?" And all this from a stupid 80's movie that has a great montage to the Rocky theme song for when Michael Keaton's Mr. Mom, finally conquers the vacuum cleaner that he is convinced is possessed by the spirit of Jaws — the eponymous great white shark from Steven Spielberg's 1975 film.

I struggle to answer these broader philosophical questions, despite thinking about them a lot — given my job as a boys dorm parent and the Director of Boys Residential Life — and now the father of a boy. Thus I was thrilled with the ways in which the boys on Fleming have recently sought to define "manhood." In a move that speaks well for the type of father he will be to Baby Asher, Mr. Gold has been having weekly "Man Talks" with the boys on Fleming this year, and they have been great. As a result of their conversations, the boys made a list of "What would I like to be able to do by the time I am a grown man?" And I love their list. In fact I am obsessed with



their list. I think it is one of the greatest pieces of student work I have come across in my 14 years of teaching. Their list is wide ranging, it is funny, and it is sincere; and I am so proud of their earnest creation. To give a few examples, the boys aspire to know how to “negotiate,” “change a diaper,” “build a fire,” “manage money,” and “cook.” When they are grown men, they want to know how to “treat a date,” “jump start a car,” “cold start a chain saw,” and “show empathy.”

One of things I love about it their list is the acknowledgement that there is genuine and growing diversity in what it means to be a grown man. For the boys in the audience, maybe you will be a single man and maybe you will marry. Maybe you will be in a heterosexual relationship and maybe you will be a partner in a same sex couple. Maybe you will be the primary earner for a family, and maybe you will be a stay-at-home dad. Maybe you will find yourself in a relationship where you are raising a child as you both work, and you will have to negotiate dividing up the work that comes along with having a home and a family. Whatever the future holds for you, and I imagine there are more futures than the ones I have just laid out, the skills and level of engagement that will be required of you will be many and varied.

There was great simplicity in the idea that a man was defined as “bread-winner, provider, and bumbling father.” I was an imperfect, inaccurate and flawed answer; but it was an answer nonetheless. And right now, I don’t yet have the answer to the question of, “what does it mean to be an adult man?” Maybe because the paths for men — as they are for women — are too varied, in which case, perhaps it is not worth trying to

capture the concept of “manhood” in one overarching definition. Perhaps the focus should be on more specific terms like what it means to a “father,” “partner,” “son,” or “friend.”

What I do know is that based on everything I have seen, heard and read — and a tremendous amount is being written on this subject — there appears to be three elements of the best men that I know, and the men that the Fleming boys aspire to be. First, the best men I know are capable of sustained work. Some part of a man’s life will take daily and consistent effort whether in one’s personal or professional life. Second, the best men I know make real and genuine contributions to the well-being of the family or the community around them. They take responsibility for the success of that which they have chosen to prioritize, and they develop the skills needed to make these real and genuine contributions. Third, the best men I know are able to work along side and show empathy for others. They seek to understand what their friends, associates, or loved ones need; and they actively strive to meet, address, and share in the fulfillment of those needs.

And for right now, that’s the best I have. The traits of manhood I have listed might be insufficiently specific, as I imagine they are quite similar to what the girls in the audience aspire to be, as they think about the type of women they want to be when they grow up. But that’s the best I can do for now.

So, on Fleming, what we will do is continue checking off the skills on the list they created with Mr. Gold. We have gone over how to change a diaper, manage finances, and tie a bowtie. I have spoken to Al Wood about teaching the boys how to change a tire and jump-start a car. The boys are well aware that Mr.



Brown loves his chainsaw, but they probably don't know that he is a stone cold negotiator. I bet they also don't know that Mr. Meier is a great cook. I think that they would be interested to hear from Mr. Alleyne about what it is like to raise a daughter, and it would be great for them to talk to Mr. Kahan about why he is choosing the field of medicine as the means by which he hopes to serve the world. And the hope is that along the way, the boys — and at least this man — will learn more of how “manhood” should be defined. And if nothing else they will collect a pile of useful skills and interesting stories. What I do know is that I find the question of what it means to be a man in 21st century America to be fascinating; and I feel genuine immediacy to have a better handle on this question with every year I live on dorm, every class of impressive young men I watch graduate, and with every day that my own little boy gets closer to hopefully becoming another great man that I know. ■

Wilson Everhart '95 was a Residential Leader, served in the chapel program, captained the cross-country and swim teams and won the Warwick Crew Prize and Henry Prize as a student at St. Andrew's. He went on to All-New England honors in cross-country, track, and crew at Colby College before beginning his teaching career at the Holderness School in Plymouth, N.H. Since then, he has received a fellowship to the Klingenstein Summer Institute, earned his MALS degree from Wesleyan University, completed the NOLS Instructor Course and has worked as a summer backpacking instructor for NOLS. At St. Andrew's, Wilson teaches United States and 20th Century History and serves as the Director of Boys' Residential Life and Dean of III Form boys. He is also head coach of girls cross-country and girls crew. He lives on Hillier Corridor with his wife, Sarah, their son, and their pug, Penny.

Inspired by Wilson's talk, photo teacher Joshua Meier coordinated a series of father and son portraits of St. Andrew's faculty and staff. ►

REFLECTIONS

Christina Hoff Sommers, a resident scholar at the American Enterprise Institute, wrote an essay in *The New York Times* last Sunday entitled “The Boys at the Back.” The essay summarizes both the history of boys' academic performance in America and argues that boys are falling behind in school, college and graduate schools.

The history of gender in education is, of course, interesting. Profound changes in our society's view of women in the professions and in the workplace led to dramatic changes in the work women pursued in American schools. As the women's movement awakened America to the moral, ethical and economic importance of gender equity, American education opened new doors of opportunity to women in all aspects of 20th and 21st century life.

The move to coeducation at schools like St. Andrew's did not immediately lead to success and fulfillment for girls — there were many years of transition, adjustment and change necessary for St. Andrew's to move from an all-boys' school to a truly coeducational one. But today, in the year 2013, our girls thrive and flourish in a dynamic academic, athletic and residential environment. Nationally, the academic performance of women and girls now leaves boys and men behind. Sommers writes: “Women now account for roughly 60 percent of associate's, bachelor's and master's degrees and have begun to outpace men in obtaining Ph.D.'s.”

In the 1980s, still relatively early years in coeducation, schools and colleges turned to Carol Gilligan, whose book *In a Different Voice* enlightened educators to the distinctive and powerful ways girls and women participated in our academic and campus cultures. Schools and colleges sought to free themselves of classes dominated by boys or taught by men and women who expressed either intentional or unintentional bias towards the professional development of boys and men. Girls and young women responded to these changes in culture, expectations and opportunity, and today find success in the academy and college.

Over the last few years, many studies have focused on the performance, growth and development of boys in our schools and colleges. In this debate, we see three or four narratives and theories:

- Schools reward decorum, compliance, attention, diligence and industry, and in these categories girls outperform boys. Teachers and professors reward girls for compliance and penalize boys for their inability to cooperate, to sit still and to complete work efficiently.
- Schools do not celebrate and acknowledge the profoundly different ways boys and girls behave, both in academic and social settings. Schools

ON THE EDUCATION OF BOYS

by DANIEL T. ROACH, JR.

continue to value order, decorum and passive student-life programs, failing to acknowledge boys' needs and desires for more physical and competitive activities and pursuits. Somers writes: "As our schools have become more feelings-central, risk-averse, collaboration-oriented and sedentary, they have moved further and further from boys' characteristic sensibilities."

- Boys do not find inspiring and influential male or female role models who have a distinctive appreciation, understanding and expertise in cultivating the intellectual, emotional and ethical lives of boys.

The new report from *The Journal of Human Resources* coming out this week will, no doubt, stimulate further study, discussion and attention on this issue. Sommers summarizes the report in these words: "Boys score as well or better than girls on most standardized tests, yet they are far less likely to get good grades, take advanced classes or attend college."

I have been honored to work with boys for 34 years as a teacher, coach, advisor, dorm parent and Headmaster, and of course, one of the ways I evaluate St. Andrew's is to explore just how coeducation contributes to the growth and development of boys and girls. Here are the observations, principles and insights I have gathered over these many years:

- The emergence of strong, vibrant, dynamic young women within the school does not interfere with or diminish the ability of boys to grow and flourish here. In fact, I argue that the flourishing of coeducation has helped both boys and girls to become more intelligent, resourceful, collaborative, respectful and ambitious.
- I believe that boys respond powerfully to adult mentors and role models – both male and female.
- Over my years at St. Andrew's, boys have become more involved in the arts, community service and leadership. These developments have improved the boys' culture, participation and pursuit of excellence.
- The 21st century culture of distraction and technology affects boys more powerfully than girls. We need to find ways to educate boys to the power and potential of technology and at the same time, support them to manage time carefully.
- Boys at St. Andrew's make friends that last for a lifetime – their experience together as boarding students is very important to them.
- Senior boy leaders are doing remarkable work, counseling, mentoring, advising and inspiring younger students.
- The improvements in our athletic facilities have helped boys find important physical outlets in the course of a year.
- The more we ask boys to problem solve and contribute to the culture of the school, the more boys respond.

I am proud of the young men and young women who live, learn and grow at St. Andrew's each year. We will continue to work very hard to be the very best school for young men and young women we can be.



A photograph of a dirt path winding through a forest. The path is light brown and leads into the distance. On the left, there are large, thick tree trunks and dense green foliage. On the right, there are thinner trees and more greenery. The background is filled with many tall, thin trees, creating a sense of depth. The overall lighting is warm and natural.

Paths of Grace

REFLECTIONS ON THE LIFE & ART OF GEORGE HERBERT

by Chris Childers

Delivered March 1, 2013

A. Felix duPont, Jr. Memorial Chapel

I deserve an honorary doctorate in getting lost. I have a great talent for narrowing the choice of directions to two, then choosing wrong; like Magneto in a room full of metal, my talent is enhanced when I am carrying a 50 lb. backpack, as has happened all over the world. I make a wrong turn, walk a mile or three, then trudge intrepidly back the other way. In Sienna I would have fallen long ago into the Tyrrhenian Sea if my Italian hotelier hadn't driven past by chance and stopped, waving his arms and shouting "Philip! Philip!" (He thought that was my name. He was named Vittorio, but I thought he was Simone. We had an understanding.) Most of our tennis players will remember when, blazing the trail to the Hill School, I led the team to the middle of an Amish field in the wrong zip code. Another time in Athens I thought I was being tested by my archaeological program with an archaeological hunt for the location of the program. So naturally I wandered into somebody's abandoned, half-finished building — the sign on the door said *apagorevontai tis thyres gia tous me ehontes eisitiria*, which I thought meant "the doors are open to those who do not have passes." "I don't have a pass," I thought, "maybe this is the right spot!" No. No it wasn't. (It really said "the doors are forbidden to those without passes.") And then of course there was this Thanksgiving, when, out for a long walk around the pond, I turned the wrong way on Route 71 and walked to the Townsend Walgreens, slathered in mud below the knee, after getting stuck in the swamp and yelled at for trespassing by a man with a rifle and full camo; he asked if I was a student, and I wasn't even clever enough to say "Yes, and my name is Chris Gsell." In the Walgreens, as the cashier was explaining that, to get back to School, I just had to walk the other way down the road I had been walking the wrong way on for the last hour, I watched his eyes keep flicking down to my muddy jeans and once-red duck boots. When I finally got back, my feet hurt, not to mention my pride; but it was a good

kind of pain, certainly better than being shot because I was mistaken for an absurdly stylish deer. (Emphasis on "absurd.")

Nowadays we don't like to reveal when we are suffering; yet pain abides, and it does no good to lie to ourselves and pretend otherwise. A recent *Atlantic* article, "There's More to Life Than Being Happy," argues that suffering is connected to meaning, which in turn enhances our well-being and satisfaction, over and above mere happiness — narrowly understood as the easy gratification of needs and wants. One side effect of poetic training is that as poets we learn to see meaning everywhere, and any journey quickly becomes a metaphor for life. In this case, I look back on myself trying, for obscure reasons, to circumambulate the pond, in my ruined boots and silly scarf, precariously balanced on a log submerged in muck, eyeing another log several feet of marshy water away, and standing there a long time — deciding? steeling myself? — to the only option: jump! Poetry wasn't much help then; but later, when I reflected, and saw myself lost in some larger way — poised on a brink, scared to take a leap — then poetry was able to come to my aid.

Wednesday, when I was originally supposed to give this talk, was the Feast of George Herbert, but today, March 1, is the 380th anniversary of his death. Herbert was a Christian poet, mostly Anglican, a little Calvinist; he wrote several hymns in our hymnal, including the one we sang last Wednesday, and everything that will be sung today, and was the namesake of our first president Bush, George Herbert Walker. On his deathbed, he sent a manuscript of 184 poems to his friend Nicholas Ferrar, with instructions either to publish or burn it; Ferrar published, and the book became *The Temple*, the greatest collection of devotional poetry in English. On a first read, Herbert's religious intensity might overwhelm those (like me) who do not share it, but that would be a shame, since he speaks with honesty, and sweetness, and beauty, of his own

suffering, and its transcendent meaning. His "poems are not about religion, they are simply infused with it."¹ To love Herbert's poetry, you don't have to be a Christian, any more than only Christians can love the Cathedral of Notre Dame, or the Sistine Chapel ceiling, or even the idea of heaven; all you need is an active mind and an open heart, and a willingness to be moved by words.

There is help, when we are lost, in seeing the direction other lives have taken; there is solace in seeing those lives, even the darkest parts, given eloquent meaning. George Herbert, in a poem called "Affliction," describes his own life, and addresses God:

*At first thou gavest me milk and sweetnesses ;
I had my wish and way :
My days were strewed with flowers and happiness :
There was no month but May.
But with my years sorrow did twist and grow,
And made a party unawares for woe.*

Herbert was sickly, and often at death's door, before dying young, at 39: "thin and lean, without a fence or friend, / I was blown through with every storm and wind." As much as he suffered physically, his spiritual suffering was greater; a brilliant scholar and speaker, he was appointed Orator to the University of Cambridge, and was being groomed for the court of King James; yet he turned his back on public life, for an obscure priesthood in a small backwoods parish at Bemerton, near Salisbury. He alludes to that agonizing choice in "Affliction:" "I was entangled in the world of strife, / Before I had the power to change my life." The poem goes on:

*Now I am here, what thou wilt do with me
None of my books will show :
I read, and sigh, and wish I were a tree—
For sure, then, I should grow
To fruit or shade ; at least, some bird would trust
Her household to me, and I should be just.*

These words come from a place of deep lostness, and longing — a place nowadays we don't like to admit, to others or ourselves, that we have been. For us, Facebook is a game of competitive happiness; we flaunt our laughter and hide our tears. And yet, in the Atlantic's banal language,

Having negative events happen to you, [a] study found, decreases your happiness but increases the amount of meaning you have in life. Another study from 2011 confirmed this, finding that people who have meaning in their lives, in the form of a clearly defined purpose, rated their satisfaction with life higher even when they were feeling bad than those who did not have a clearly defined purpose.

The author quotes Victor Frankl: "If there is meaning in life at all, then there must be meaning in suffering." Or, as Herbert puts it rather more beautifully:

*These are thy wonders, Lord of power,
Killing and quickening, bringing down to hell
And up to heaven in an hour;
Making a chiming of a passing-bell.
We say amiss
This or that is:
Thy word is all, if we could spell.*

The struggle to learn to spell the word of the Lord in his own life is the story of George Herbert, and of us all, religious or not, who are unsure of who we are or what we are meant to do. For all who are, or have been, or will someday be, lost in a swamp of indecision and fear, George Herbert provides a map of his own suffering and struggles along the journey of our life's way.

Some may find themselves "depressed" by Herbert's sorrow; I am consoled, and heartened, by the wells of praise he finds in the depths of anguish. Herbert's life was one of spiritual restlessness and insatiable questing; he lived a "a wonder tortur'd in the space / Betwixt this world and that of grace." Lost, he asked, "Where is my God? what hidden place / Conceals thee still? / What covert dare eclipse thy face? / Is it thy will?" In a frenzy, like Abraham he argued with God, and even rebelled: "I struck the board and cried, No more! / I will abroad," though in the end he yields:

¹ Helen Wilcox, in her *Introduction to The English Poems of George Herbert*, p. xxviii, quoting / paraphrasing Miller 163.

But as I rav'd and grew more fierce and wilde
 At every word,
 Me thoughts I heard one calling, *Childe*:
 And I reply'd, *My Lord*.

His poems are sermons to himself; they are the imperatives he needed to hear: "Weep, foolish heart, / And weeping live;" "Strive in this, and love the strife." His suffering yielded meaning, and the upshot was praise: "Down with thy knees, up with thy voice," he exhorts himself, and begs, "Lord, thy broken consort raise, / and the musick shall be praise."

As I went walking that day, before I hit the swamp — or, rather, the swamp hit me — I was working on a poem in my head. It starts like this:

A path means others got here first, means they,
 for all that they were men you never knew,
 for all the solitude you're moving through,
 have seen the water gold, and swampy gray,
 the leaves decay and fall, the woods decay,
 storm-broken oaks, with root-mats in the air,
 and, quietly dipped in the lake's lap, their hair;
 have wondered, what is beauty anyway?

There was a time when I felt young, when I would have never believed I could get fat, or die alone, stuck in a swamp, in duck boots; on my knees in the mud, I felt humbled, and mortal.

These may not be happy thoughts, but they are meaningful, and help me. And it helps me to know that numberless others walked there before me, even on the pathless parts, and among them was George Herbert, who made of his own life and suffering such music and meaning as I can only dream of.

There may not always be a path, but there are always others who got here first, and poetry and literature give us their stories and struggles, their "heart-work and heaven-work." In the poetry of George Herbert I find a deep well of meaning, and comfort, and inspiration. From him I see how, in the human heart, pain holds hands with celebration, and surrender embraces praise. I know that tears will come, that all of us have suffered, and will suffer, worse than muddy boots; but I can hope that, when we find ourselves in our own swamps, faced with a leap from one uncertain log to another, George Herbert might be one of many we turn to for comfort and guidance; for his life teaches that the right choice is the one that lets us live with ourselves, and his poetry, that, even when we are lost, we are not alone; his life recommends commitment to a path, and his poetry, graceful surrender, humbleness before immensity, a heart tuned to the hidden harmonies of things, and a mind devoted to making, out of suffering, praise:

Yet take thy way [he says]; for sure thy way is best:
 Stretch or contract me thy poor debtor:
 This is but tuning of my breast,
 To make the musick better. ■



George Herbert (1593-1633) was a Welsh-born English poet, orator and Anglican priest. He studied at Westminster School and won a scholarship to Trinity College, Cambridge where he received a B.A. in 1613 and an M.A. in 1616. Two years after his college graduation, he was appointed reader in Rhetoric at Cambridge, and in 1620 he was elected public orator. Herbert was twice elected as a representative to Parliament. He took holy orders in the Church of England in 1630 and spent the rest of his life as rector in Bemerton near Salisbury. While there, he preached, wrote poetry, and helped rebuild the church out of his own funds. His book, *A Priest to the Temple*, was published the year he died and was met with critical acclaim. Samuel Taylor Coleridge wrote of Herbert's diction that "Nothing can be more pure, manly, or unaffected," and he is ranked with Donne as one of the great Metaphysical poets.



Chris began teaching at St. Andrew's in 2005 after graduating Phi Beta Kappa from the University of North Carolina at Chapel Hill with a B.A. in the Classics (combined Latin and Greek) and a minor in Creative Writing. His thesis of original poetry was granted Highest Honors by the English faculty, and he has received several translation and other prizes from the Classics department, including four Chancellor's Awards. In 2010 he was awarded an Individual Artist Fellowship from the Delaware Division of the Arts as an Established Artist in Poetry. In addition to teaching, coaching squash and tennis, and serving as the dorm parent on Schmolze corridor (where he hosts legendary ping-pong games in the common room), Chris is working on translating a new 600-page anthology of Greek and Latin lyric poetry for Penguin Classics UK.



MY FOOD JOURNEY HOME

"IT ALL BEGINS WITH FOOD."

At St. Andrew's my friends and I piled into a red van every Sunday night for our weekly pilgrimage to Taco Bell. We loved the fellowship, the break from work, and—most of all—the food. Crushing \$.49 tacos in twelve packs and sucking down Mountain Dew refills, we tallied stats for cumulative and average taco consumption. Before long a contest emerged for who could eat the most tacos.

Convenient, competitive consumption: our American pastime.

Crumpled paper wrappers, bleeding Fire sauce packets, and Bell-branded plastic cups covered our teal trays. After months, I consumed 16 soft tacos to surpass a V Former named T-Rex. The David and Goliath tale matched my belly swelling to kingly proportions.

Later during study hall on my bed in Founder's Hall, stuffed and queasy, I

pondered my near taco suicide-regicide—my mind unable to tackle homework, my heart gagging my throat, my soul smothered in full-blown food comatose. I struggled for days, still wasting in class and practice through the week. Oh, how the mighty rise, eat, and fall.

FEEDING THE HEART AND HEAD

Although my eating habits have changed, my appetite has grown in the twenty years since I first experienced a St. Andrew's family-style meal as a prospective student. My hunger expanded beyond tacos to grow, to contribute, to serve, to love, to work, to find my purpose, to change the world—a process neither cheap nor fast.

When I biked across the country after college, I became an eating machine and experienced the radical hospitality of strangers feeding us along the route. With no sense of mileage, I still recall every dinner along the journey from Williamsburg to San Francisco. When I floated down the airport elevator fifty-one days later, my mom's uplifted arms and warm smile embraced me, before quickly turning away. "Ew, gosh, you stink! You must have eaten something with a lot of garlic." The Italian feast celebrating the end of the summer journey in San Fran lingers like a funktastic euphoria.

At the Bread Loaf School of English, I took a class on food, farming, and literature with English and

Environmental Studies professor John Elder. (Bread Loaf Mountain is flat like a loaf of bread, if you wondered; Robert Frost and Bill McKibben, among others, have their writing roots there.) Teaching John Clare's poetry, Elder prompted us: "Pay attention to what a person loves." For all my hard work and desire, I needed to cultivate more delight, and that idea stuck. Friends and I lived in a cabin and cooked all our meals together. Warren Zevon gave us the summer slogan: "Enjoy every sandwich." Humble, simple, joyful. After reading Henry David Thoreau, Michael Pollan, and Wendell Berry, I returned to teaching that August thinking like a farmer.

In "The Gift of Good Land," Wendell Berry captures the agrarian's appeal to practical charity. Less heroic, more humble; less event, more practice; less convenience, more careful. More grateful. More connected. In sum, more mature. Berry writes:

The divine mandate to use the world justly and charitably... defines every person's moral predicament as that of a steward. But this predicament is hopeless and meaningless unless it produces an appropriate discipline: stewardship. And stewardship is hopeless and meaningless unless it involves long-term courage, perseverance, devotion, and skill. This skill is not to be confused with any accomplishment or grace of spirit or of intellect. It has to do with everyday



TO NOURISHMENT

proprieties in the practical use and care of created things—with “right livelihood.”

Berry's essay moved me beyond my abstract, idealistic hunger to lead and serve. As I returned to my work, I began to see how I needed to grow and nourish myself in order to contribute better. Like Thoreau to his bean fields at Walden Pond, my students became my love and labor—challenging, imperfect, beautiful, unique—cultivating me as much as I them. An energizing outlook formed of relationship and reciprocity.

In that spirit, my 11th grade English classes hosted “Barbecue and Books,” a father-son cookout combining fellowship and scholarship. Over a great meal, healthy conversations emerged from our classroom. The Exhibition-inspired night, framed with food, transformed the way students saw themselves for the rest of the year, not simply as consumers but also as cooks. Ecclesiastes 3:12-13 echoes from the evening: “I know that there is nothing good for anyone except to be happy and live the best life he can while he is alive. Indeed, that everyone should eat and drink and enjoy himself, in return for all his labours, is a gift of God.” Hard work feeds the hungry, and coming together around the table with three generations of men transformed my understanding of education.

Later that spring my food interest grew outside the classroom and into my city of Boston. Project Bread's Walk for

Hunger, the oldest fundraising walk in America, began in 1969 when a Boston priest mobilized local schools and community members for a hunger walk through impoverished communities. Beginning on the Boston Common the first Sunday in May, the 20-mile walk provides a fun tradition for people to come together, experience the city, and join the challenge against hunger. I loved walking each year with my students on a shared journey to make a difference for hungry people across Massachusetts. Last year 43,000 walkers raised over \$3.6 million for food services across Massachusetts, and Project Bread delivered 61 million meals to hungry and malnourished people. The event brought me to care not only about food but also justice.

According to the U.S. Census Bureau, 50.1 million people lived in food insecure households in 2011. The World Food Summit of 1996 defined food security as existing “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.” The food insecurity rate in Massachusetts has grown by over 43% since the recession began in 2008. Project Bread not only provides food but also education and support services for the 700,000 people living in hunger across Massachusetts. More than one in four children in America are at risk of hunger.

The Walk for Hunger exposed me to the food justice disparities in our society. The price of my 4 ½ pound legendary lobster on my New England college tour—pitched to my dad as the last time I would ever eat the Maine delicacy before we returned to North Carolina—could feed 120 individuals at a supper program. A baby in the United States will use 60-80% as many resources as a child in Bangladesh. According to Feeding America's Map the Meal Gap, over 16 million children in America (21%) live with food insecurity. “The Ugly Truth about Food Waste in America,” NPR's 2013 story on our nation's food problem, reports that Americans waste 33 million tons of food each year. Forty percent of the food in the U.S. today goes uneaten, which means Americans are throwing out the equivalent of \$165 billion worth of food each year. This knowledge made





my hunger for “right livelihood” hardly palatable.

FOCUSING ON FOOD

In the fall of 2012 I moved from Boston to New Haven, Conn., to attend Yale Divinity School. During orientation, a former investment banker explained how his journey to divinity school hinged on the high-rise life in his Charlotte office and watching people shuffle through the garbage cans for food on the street during his break. Although my journey to divinity school had grown from a variety of experiences, Wendell Berry’s essay tugged on me more than anything. What does stewardship and “right livelihood” mean?

I have enrolled in two classes co-sponsored by the Divinity School and the School of Forestry and Environmental Studies, both bringing me to see food as the gateway to issues of social justice like hunger, poverty, and education; ecological crisis like climate change, industrial agriculture, and depleted natural resources; and “right livelihood” questions dealing with theology, ethics, community, and creation.

Saturday mornings in the fall I connected with local farmers like Aaron Taylor and Tom Truelove at the State Street farmers’ market a few blocks from my house. After several visits, I asked if they would be willing to share their stories at the divinity school along with a screening of *Greenhorns*, a film supporting the young farmers movement

in America. Natalie Pena, the market manager, also began telling me how more lower-income families were beginning to use their SNAP aid (Supplemental Nutrition Assistance Program), formerly called food stamps, at the market. Those conversations connected my love of farming, good food, and new friends with the needs of social justice.

By the end of my first semester, I envisioned a food conference at Yale to develop food literacy for divinity students and future leaders; to offer the divinity school context to address issues that are often only tackled through economics, politics, and science; and to collaborate with local leaders across New Haven.

Paul Freedman, author of *Food: The History of Taste* and Yale College historian, agreed to meet with me about being involved. He encouraged me to open the conference to the larger University by pointing out the following truth: “Yale students want to do something practical. They want to change the world. And they want to do something cool.” Already I knew, food is it.

I invited John Elder, my Middlebury professor, to speak as a bridge between food-based and faith-based groups. Along my journey to divinity school we had connected about the opportunity to engage faith-based communities in ecological challenges. Severine von Tscharner Fleming, the activist and producer behind *Greenhorns*, also agreed to present. She, too, recognized the potential for uniting political movements

with spiritual power. Beyond those two outside visitors, we assembled local restaurateurs, farmers, activists, educators, and policy makers to join the conversation.

Focusing on the local community, I formed relationships with leaders already achieving great results. The project made me even more at home in my new city and school.

As a founding gardener at the Little Red Hen Community Garden, retired homicide detective, and 2011 New Haven Man of the Year, Stacy Spell told me how he had seen crime drop by 80% in his neighborhood after the community came together to turn an abandoned lot into an urban community growing experiment.

“When people learn that by taking control of your communities, by taking control of your lives, by collaboration—because when we work together, it’s ours—you make a difference,” Stacy explained. This common sense truth may be the best preaching and teaching I’ve heard this first year at divinity school.

My preparing to give an elevator speech to solicit free food from Bun Lai, chef and owner of Miya’s Sushi, turned into a two-hour food fellowship with the New Haven native, nominated with the Miya’s team this year for the James Beard Awards, the national food Oscars. Bun is an international leader in sustainable seafood. He considers education, art, and justice essential to Miya’s mission. Their website provides great resources for sustainable food practices and food knowledge. For instance, shrimp, the most popular seafood in America, is not on the menu at Miya’s because of the social and ecological injustices of harvesting practices in developing countries:

Ecuador exports over ninety-five percent of their shrimp to the United States. Presently sixty percent of Ecuador’s mangrove forests have been destroyed by shrimp farming. Food is a race, civil rights and human justice issue too; so that wealthy nations can eat cheap food, poor people with dark skin destroy

their ecosystems so that their children will not have the freedom to choose to make a living from their country's natural resources.

Bun's secret to a successful business may be his ability to use traditional sushi techniques in creative ways to represent, as he put it, the "harmonization of human beings coming together." He has been a leader in developing invasive species dishes and vegetarian rolls. Have you ever seen a sweet potato sushi roll? Credit Miya's.

Roberta Friedman at the Rudd Center for Food Policy and Obesity works on the national and local levels to improve the world's diet, prevent obesity, and reduce weight stigma. She works with everyone from the White House to the local schoolhouse about why and how to change. Diverse New Haven citizens like Roberta have united to form the New Haven Food Policy Council to build a more just and sustainable food system that not only feeds, but nourishes, all people.

Health risks of high-fructose sodas have grown, through publicity like the Bloomberg bill in New York City. "Coke is it" and McDonald's "I'm loving it" are starting to sound like death. According to *New York Times* food writer Mark Bittman, "It's not just obesity that can cause diabetes: sugar can cause it, too, irrespective of obesity. ... It isn't simply overeating that can make you sick; it's overeating sugar. We finally have the proof we need for a verdict: sugar is toxic." Sound the Taco Bell. Maybe it's time, to quote my father, to mount a "don't say we did" campaign against Mountain Dew.

NOURISH NEW HAVEN

On February 22-23, 2013, over 350 registered participants and presenters filled Yale Divinity School for Nourish New Haven, our local food justice and sustainability conference. John Elder opened the conference with a talk titled "Together at the Table." Sharing his personal Yale stories from the late 1960's of Passover Seder meals with fellow graduate students and hunger fasts with William Sloane Coffin, Elder reflected on the deep theological tradition of communion and its implications for addressing social and ecological challenges. He proclaimed, "Food has replaced wilderness as the beating heart of the environmental movement," as well as emphasized the "fundamental rights of every human being to have tasty and nutritious food." Elder expressed his hope for the conference to provide a practical, equitable table for holding in common with others—not only to talk but also to eat and to be nourished.

The weekend also highlighted important voices from the New Haven Food Policy Council and local food system leaders. As co-founder and Executive Director of Common Ground High School and Environmental Education Center, Melissa Spear shared 24% of New Haven residents live below the poverty level with inadequate access to healthy food. According to the New Haven Food Action Plan, 80% of New Haven Public School students qualify for free or reduced-price lunches. Three census tracts in New Haven are "food deserts," where residents lack transportation to get to grocery stores and must rely on fast-food restaurants or convenience stores, which sell mostly unhealthy, processed foods. No longer abstract national numbers, now neighbors

and neighborhoods, these figures are close to me. I see them walking on the street every day.

Nadine Nelson introduced me to the idea of Public Kitchen as a cultural community center like a public library. She asked, "What good are fresh foods if people don't know how to cook them?"

Deeper ethical questions and health concerns arise around genetically modified organisms (GMO's) of our industrial food system. The conference showed me how far I am from being a food expert. And that's ok. It was a start.

While the Walk for Hunger slogan may be correct, "It all begins with food," I realize my food journey has brought me not only deeper into an issue but also more integrated into a community. Most importantly, Nourishing New Haven helped me feel at home with new neighbors—working, sharing, learning, and growing together to change how we eat and live.

The Canadian environmentalist David Suzuki once shared in a talk about climate change, "In order to make the necessary changes in society, we would need to raise our standard of living." That means less expensive, less wasteful, more gratifying ways of living. Our challenges with health care, obesity, education, ecological degradation, global viability, inflation, spiritual restlessness, loneliness, consumption, and convenience need all of us eating together at the table, continuing the conversations, buying locally from our neighbors, choosing enough, and changing ourselves one serving at a time.

Less heroic, more humble; less event, more practice; less convenience, more careful. More grateful. More connected. Could this be the next great American pastime, a journey together, from hunger to nourishment? ■



James Jenkins '98 is a first-year student at Yale Divinity School, where he integrates learning and living as the school's Sustainability Coordinator. After graduating from Davidson College, he taught middle and high school students for ten years and also earned a Master's degree from Middlebury College's Bread Loaf School of English. At St. Andrew's he served as school co-president and captained the swimming team his VI Form year. He originally hails from Henderson, N.C.

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THE HISTORIC LEVEL OF
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ALUMNI PARTICIPATION
BY JUNE 30TH

43% ALUMNI PARTICIPATION IN 2011-2012

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**Class notes have been removed
from the online version of the
Magazine in order to protect the
privacy of our alums.**

In Memory

George S. W. Cumpston '36

George Steptoe Washington Cumpston passed away peacefully Saturday night, September 3, 2011, shortly after 11:00 p.m. at Carteret General Hospital. He had a great and adventurous life that began when he was born 93 years ago in Riverton, N.J., on July 25, 1918. He was the only son of Rev. William H. Cumpston who emigrated from Leeds, England, and his mother, Elizabeth A. Washington Cumpston who was a descendant of George Washington's brother Samuel. His only sister, May A. Dudley, predeceased him last year.

George graduated in 1936 from St. Andrew's School, Middletown, Del., and began a career in sales. He then served in the Navy during World War II. After the war, he continued his career in sales for Sharon Steel Corporation. Later, he continued his education and graduated in 1952 from the American Institute of Foreign Trade now known as Thunderbird School of Global Management in Glendale, Arizona. This prominent international business school is where he met his future wife, Eileen Marie Bagnall, and was married June 7th, 1952, at Christ Episcopal Church, Riverton, New Jersey. Besides sailing, camping, gardening, and archeology, George loved to travel and in 1952 became an Export Salesman for American Machine and Foundry

Company covering Latin America and the West Indies. A couple of years later, Armco Steel Corporation recruited him as the Overseas Sales Representative to the mining industry and was primarily assigned to Lima, Peru, with a year in Santiago, Chile, where he traveled throughout South America from 1954 to 1964. In 1964 he formed a partnership and took on the role as Manufacturer's Representative. After a military coup in Peru at the end of 1968, Kenworth Dart Truck Company moved his family to their headquarters in Kansas City, Missouri, where he became the Latin America Area Manager. With all of his knowledge and contacts he made in the mining industry, he later became a Professional Management Recruiter in Phoenix, Ariz., and San Diego, Calif., until he retired and settled in Swansboro, N.C., in 1987. Here he has been a faithful member of St. Peter's By-the-Sea Episcopal Church for more than twenty years. He was a member of the American Institute of Mining, Metallurgical, and Petroleum Engineers (AIME) since 1956 and a lifelong member of the Philadelphia Society of the Sons of the Revolution.

George is survived by his son, William H. Cumpston II, granddaughter, Elena C. R. Cumpston, the families of his sister's four daughters, and the families of his wife's three nieces, eight nephews plus her sister, Mary E. Woidyla. His stately presence and congenial personality will be missed by all who knew him.

Charles Thomas Kallman '43

Charlie was born August 6, 1925 and died February 24, 2012. We have no other information to report.

William H. Hobart '45

William Henry Hobart of Richmond, Va., passed away after a short illness on Wednesday, December 12, 2012. Bill was a dedicated husband, father, and career man; a creative sound enthusiast; a superb athlete; and a wood craftsman. Bill was widowed in 2006 when Alice Millicent

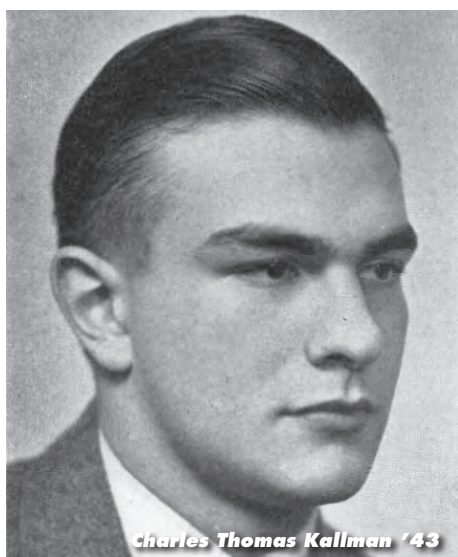
Sheldon Hobart, his wife of 53 years, passed away.

Bill and Alice moved to Richmond in 1974 and Bill remained there until the end of his life. Bill was born on November 10, 1925, in Troy, N.Y., and was the youngest of six children of Samuel Osbourne and Sarah Riter Hobart. As a leader in the American steel industry, Samuel Hobart was a "dollar a year man" advisor to President Roosevelt during World War II.

After attending St. Andrew's School in Middletown, Del., Bill immediately enlisted in the United States Army Air Corps (the future U.S. Air Force) and entered WWII. He became a Sergeant in the 66th Squadron, 44th Bomber group. After WWII ended, Bill attended Radio School on the GI Bill in New York City and began his broadcasting career in the field he loved. His first position was to help launch one of the first FM radio stations on the East Coast, WTRY, in Troy, N.Y.

In 1950, Bill moved to Rutland and worked as a radio announcer in the evenings and pursued his second great love, downhill skiing, by day. He was an extraordinary skier who spent the winters on the slopes of Vermont. He met Alice in Rutland where they married in 1953. Bill worked at WSYB in Rutland and, after moving to Burlington in the late 1950s, he worked at WDOT. He then worked at WJOY where he helped launch Vermont's first FM radio station, what is now WOKO, in 1967. As a veteran broadcaster, he also worked at WVMT, WEZF, and WWSR in St. Albans.

Bill was a tremendous athlete, a physically strong man, who loved multiple sports: downhill skiing, skating, cross-country skiing, sledding, snow shoeing, tennis, swimming, sailing, and horseback riding. Besides radio, he also loved visual media, including video technology and movies, and was an expert old movie trivia master. A classical and jazz music connoisseur, Bill had extremely eclectic musical tastes and expanded his concept of music to include the world of rock 'n' roll as it evolved in the 60s and 70s.



Charles Thomas Kallman '43

IN MEMORY

Later in life, he became completely enthralled with new genres of avant-garde music such as space music, epitomized by his love of the National Public Radio show "Hearts of Space." When video technology evolved, he loved to do video creative arts projects and filming. He was also a great carpenter, building his own two-car garage by himself in his sixties.

Bill worked full-time in radio into the 1960s when he went to work at Colonial Distributors in Burlington for 20 years. He continued working in the field he loved on the weekends as a radio announcer at WVMT. In the 1980s, he changed careers and worked in the audio-visual department for 13 years at Burlington High School, where he produced a TV news program in which he taught students to create their own TV news broadcasts. He was much loved for his work by the students at Burlington High School, where he expanded their exposure to the world of broadcasting.

After retiring, Bill decided that retirement was not for him, so he continued working as a teacher's assistant in the Bolton Elementary School and at the Champlain Valley Fair Grounds. Bill worked until his late 70s, when Alice became ill. He stopped working then and became devoted to caring for her needs. After Alice's death in 2006, Bill never fully recovered from losing his True Love. Bill is survived by his older sister Nancy (Hobart) Sokoloff, of Philadelphia, Pa. He was the father of four children: Jonathan Wolf Sewall of Seward, Alaska; Timothy Michael Hobart of Williston; Geoffrey Brooke Hobart (deceased as infant 1961); and Meredith Brent Hobart of New York,

N.Y. He was the proud grandfather of four grandchildren: Fletcher Freeman Sewall of Juneau, Alaska; Cordelia Sewall of Girdwood, Alaska; Jeremy Kyle Hobart of Burlington; and Lyndsey Nicole Hobart of Richmond. He was the proud great-grandfather of two great-grandsons: Logan Michael Sewall-Lau, and Kegan Ryan Sewall-Lau of Girdwood, Alaska.

Robert Whitcomb Herring '54

Class Agent Church Hutton submitted the following remembrance:

Bob was born in Detroit, Mich., on July 1, 1936, and passed away November 3, 2012, in Yorktown, Texas. While his dad was a United States Navy Commander building Pacific airstrips in WWII, Bob lived in Washington, D.C. When his father became Director of Planning at the New York Port Authority, the family moved to Long Island, where by chance they met Ian MacInnes's grandparents. Bob thus arrived at St. Andrew's School in the fall of 1951 with a big grin, a baseball, and a firm grip on sanity. He joked he was the fastest man in Delaware — and perhaps he was — but he was also one of our most beloved classmates.

After tearing up base paths at St. Andrew's School and Columbia, Bob went into architecture, spending 15 years with firms in New York and 35 more with firms in Texas. He opened the Skidmore Owings and Merrill office in Houston, and later his own firm, designing corporate and commercial facilities and schools. The times, however, were difficult for creative architecture as cookie-cutter designs proliferated. He had both good and lean years; and they took their toll

in a separation that left him a single father of three. His children speak of his quiet heroism during those dry times as a devoted father whose radiant character, intelligence, and love were a river for his family.

Bob's marriage to the lovely Janet in 1973 marked a strong upswing in happiness, music, and God. He preferred to express his faith in deeds, mentoring and tutoring many, volunteering for CANCARE — cancer survivors who minister to the afflicted — and other civic issues. He sang throughout life, inspiring his children and grandchildren in music, sometimes singing as he walked them home from school. He had a great gift there, camping, hiking, and using baseball as a metaphor to teach children courage, teamwork, and integrity. When his spirit slid away, they poured out memories, asking to bear him home — and they did. His pallbearers were aged from 26 to 10. His God was personal and profound, but they understood it — a lasting legacy.

God bless you, Bob. We miss you so much. We'll join you soon. — Classmates and Family.

George Baxter '54 recently found a scrapbook that he kept while at St. Andrew's and had not looked at in 40 years. And what did he find?

This photo to the left of (l. to r.) George, Bob, and Ian MacInnes '54 that was taken in a photo kiosk in New York City. Ian's grandparents lived in Ft. Washington, Long Island, Bob Herring's home town. The three of them got together during a vacation break from St. Andrew's in 1952/1953. According to George, Bob was fun to be with, had a ready laugh, and was a boon companion.

Tyler M. Knapp '63

Tyler Morris Knapp, 66, of Coral Gables, Fla., died on June 29, 2010, of heart disease. He was retired from the Florida Highway Patrol, F.H.P.A. Division, with the rank of Major. He served in supervisory positions within Troop E and Troop K. He also served as a helicopter pilot in the United States Marine Corp during the Vietnam War. He was the grandson of Arthur J. Morris and Bertha Myers Morris, and the son of Lieutenant Colonel Herbert Tolfree Knapp and Annette Morris Hall. He is survived by three first cousins: Eleanor Hoppe of



Robert Whitcomb Herring '54



Tulsa, Ok., Virginia Earle Huschke of San Diego, Calif., and Harriett W. Ray of High Point, N.C. He is also survived by his friends and beloved German Shepherd, Aik.

Peter S. Wood '69

Peter Schuyler Wood died on December 10, 2012. He was 61. Peter was born in Oak Ridge, Tenn., on November 18, 1951, to Alice H. and Harry Peterman Wood (both deceased) and has lived in Portland for many years. He died at Providence Medical Center in Portland following a massive heart attack and quadruple bypass surgery.

Peter was indeed a Renaissance man with a strong work ethic, energy and enthusiasm for a variety of interests. His activities included camping, fly fishing, soccer, tennis, gardening, planning/dreaming, travel, adventure, cooking and all things that included wine. Different types of music were also important to him and he was almost always listening to "tunes." He was an expert on wine and made a notable contribution to the Oregon wine industry and also traveled extensively with Kermit Lynch in search of great wine values to bring to local merchants. Peter's passion for tennis made him a part of the Irvington Club community for many years where he greatly enjoyed the competitions and friendships.

Growing up in a family that moved numerous times provided Peter with many opportunities to explore and broaden his horizons. His years of schooling reflected his wanderings and multiple interests. He attended high school at St. Andrew's in Delaware and studied at several universities before graduating from the University of Oregon. After a few cross-country trips to and from Pennsylvania, Oregon became his home.

Through every aspect of his life, Peter remained a very kind and generous person and it was truly a gift to have had him among us. His friends consider themselves lucky, and many people will miss his ready smile and sense of humor. The family is very grateful for the efforts and dedication of the doctors and nurses at Providence CCU not only for caring for Peter but in supporting his family through his hospitalization. He was an organ and tissue donor and those gifts have given hope to others.

His survivors include his daughter, Schuyler, her fiancé, Nate, and their baby daughter, Graycie, who made him a proud grandfather this year; he also leaves behind four sisters, Alice Snyder (Guy) and Eleanor Ramage (John) who reside in Portland, Mary Cornog (Michael) in N.H.; and Betsy Weaver (John) in Pa.; he also leaves aunts and uncles and a multitude of cousins, friends and associates.

Alexander Ogilby (Former Faculty)

Alexander (Sandy) Ogilby, longtime resident of Weekapaug, died on Friday, November 30, 2012. Sandy was born on January 13, 1928, in Hartford, to parents Lois Cunningham Ogilby and Remsen Brinkerhoff Ogilby. His father was president of Trinity College in Hartford, and Sandy spent much of his youth on the campus of the college. Sandy was the youngest of three brothers, and is predeceased by his older brothers Peter Brinkerhoff Ogilby (d. 1996) and Lyman Cunningham Ogilby (d. 1990).

All three of the brothers attended the Loomis School in Windsor, Conn., with Sandy graduating in 1944. Sandy went on to Harvard University and graduated in 1948. He continued his studies at Columbia University, Union Theological Seminary and Episcopal Theological Seminary, where he earned a bachelor of sacred theology in 1954.

In 1954-1955, Sandy served as an assistant at Trinity Church, New Haven. The greatest part of his professional life was served as a chaplain and teacher of religious studies at many schools in the northeast: Groton School, Groton, Mass. (1949-1951); Pomfret School, Pomfret, Conn., (1956-1959); St. Andrew's School, Middletown, Del. (1959-1991).



Peter S. Wood '69



Alexander "Sandy" Ogilby

Sandy served in a variety of roles during his 32 years of service to St. Andrew's School: chaplain (1959-1971), assistant chaplain (1971-1991), and chairman of the Religious Studies Department (1959-1991).

He served his communities in other capacities as well: chairman of the Diocese of Delaware's Commission on Choral Music (1962-1969); commodore of the Watch Hill Yacht Club, Watch Hill, (1967-1968); and his greatest love, and following in his father's footsteps, as president of the Weekapaug Chapel Society, Weekapaug, (1956-1996).

For most of his working career, Sandy's home was Middletown, Del., but his true home — his summer home since his youth and his retirement home — was Weekapaug. His love for Weekapaug, the community, and especially for the chapel, sustained him throughout his life and through his last years.

Sandy was interested in biblical archaeology, church music, choral singing, reading, conservation, sailing, coaching baseball, and the Red Sox and the Bruins, but none of these matched his love for the Weekapaug Chapel and the chapel community.

Sandy is survived by the children of his brother Lyman: Peter R. Ogilby, Ry, Denmark; Lois Ogilby-Rosen, La Cañada, Calif.; Hank Ogilby, Bowdoinham, Maine; and seven grand-nieces and grand-nephews. ■

Remembering MICHAEL C. SCHULLER

Eulogy by Tad Roach



I am honored to speak at this beautiful service of celebration and thanksgiving for the life of my friend and

colleague Mike Schuller. On behalf of the Board of Trustees, alumni, faculty, staff, students and the extended St. Andrew's family, we send Candy and the Schuller family all our love and support, not just today but always.

My lasting image of Mike Schuller has him standing at 6:30, 7:30 or 8:00 p.m. in the Business office, leaning on the white counter that used to stand at the entrance of the room. His shirt sleeves pulled up and one leg resting on the lower third of the counter, Mike studies a document, a plan, a memo, a letter or report in front of him, and he has a blue pen in his hand as he scribbles innumerable revisions, annotations, questions and edits. He reads again, pauses, and writes some more. From the position he is in, it is clear that every night he moves away from his desk out into the main office, thinks about turning in for the day but ultimately stays, both to document the day and prepare for the next one. After all, spread across his desk in the adjoining office lie an array of colored sticky notes filled with phone calls, reminders and tasks to be completed. I rarely stayed long enough in my office down the hall to see him leave. The lights in the Business office burned this way in every season throughout the year.

Now that I have had some time to reflect on this image, I understand and appreciate it more completely. This was the

portrait of a man studying and working for the good of a community whose various members had now retreated to recreation, rest or dinner. Mike stayed on,

long after the day's meetings and business had ended, for he was striving to perform good work for our community. He gave all he could — and more — to make sure the School's potential, dreams and aspirations could come true.

Educators and religious leaders speak often about the difference between a job and a calling. A job is something we do or must do; it may require determination, resilience and dedication, but we do our jobs because we must. A calling, in contrast, can emerge from the voice or spirit of God, from a deep intuitive understanding of the nobility, promise and value of work, or from the devotion and admiration one feels for a respected and revered mentor. Whatever the source, a calling suggests that we have found something that asks the best of us and gives us the opportunity to make a difference in the community we live in. To follow a calling, we relinquish self, individualistic desires and express generosity of energy and spirit.

Mike Schuller saw his work as something sacred, precious and vital, worthy of his most concentrated effort and devotion. He chose education as his field, because he was literally born into the life of boarding school on the campus of Exeter and as the son of a teacher and Headmaster. He saw the opportunity to merge finance, business and strategic planning (skills he

learned in his banking career) with the culture, excitement and promise of the independent school. What would happen, Mike asked himself, if the CFO and Business Manager played a major leadership role in the cultivation and expression of school mission? What if the Business Manager immersed himself into the life of a boarding community? What would happen if the independent school served a noble public purpose in the community in which it was located?

When I interviewed Mike in 1998, I was impressed not only by his work at Williston Northampton School, but by his knowledge and leadership role among CFO's in the boarding school world. I was also intrigued by his ability to forge significant connections between the school and surrounding communities. Here is an excerpt from the local Northampton newspaper announcing Mike's acceptance of the St. Andrew's CFO position:

Schuller's departure (to St. Andrew's) will leave a void in the school's administration as well as the town. He served on the town's Public Safety Building Committee and Easthampton's Development and Industrial Committee. 'Mike has provided a wealth of knowledge and energy,' said Mayor Michael A. Tautznik. 'And he has provided a kind of insight that is invaluable to the community.'

Mike understood that the days of private schools as gated, exclusive, elite and privileged communities had fortunately passed — now the private academy had to join the local community, nation and world in creating and sustaining a civil society that sought to promote peace, human rights, care for those less fortunate and environmental stewardship.

It did not take me long to recognize that Mike chose St. Andrew's because he believed that his knowledge of finance and his love of schools and belief in a public purpose could thrive and prosper in an Episcopal school dedicated to faith, learning and a generous financial aid program. He wanted to help me see what was possible here. During our first dinner together in 1998 at the Bayard House Restaurant in Chesapeake City, Md., Mike looked intently across the small table at me and asked me to describe my vision for St. Andrew's — not where we were at the time, but what we were going to become. And so, the work began.

After a few months of collaboration and friendship, I realized that Mike was exactly the kind of adult I value most in schools and in life: He was as excited about learning, discovering, sharing, collaborating and striving as any student on campus. Yes, many of the challenges he tackled were the

product of his professional training and expertise both in the banking sector and at Williston, but many of his most powerful and treasured projects were not. The School's 2,100-acre campus represents the history, culture and environmental ethic of St. Andrew's, but at first, Mike worried that he had little knowledge or experience with questions associated with the land. The issues facing us were critical, for before our eyes, open space in Delaware, farmland in Delaware, disappeared in a mindless, chaotic succession of parking lots, mini-malls and developments. Therefore, Mike did what any enlightened leader would do: he read; he studied; he surrounded himself with experts: land use professionals like Ed O'Donnell and Mike McGrath, professors like Tom Sims from the University of Delaware, environmentalists like Joy McGrath and Peter McLean from St. Andrew's, farmers like Joe Hickman. He read, attended conferences, forged connections, listened and learned — his reward for this passionate exploration was that he became more than a steward and protector of St. Andrew's land — he became an enthusiastic and passionate environmentalist. In the last decade of his life, Mike embraced the full implications of the environmental crisis on this earth. He helped us save Noxontown Pond from a destructive elodea outbreak and

then used his experience to team with the University of Delaware to change our approach to farming and to protect the borders and edges of the pond. He moved the School towards new commitments to environmental sustainability both through a cultivation of a student/faculty Green Council and through the addition and development of an Environmental Coordinator position.



Meanwhile, the projects accelerated with every passing year: steady improvements in faculty and staff salaries and benefits, development of our School safety and security procedures, mission-based reconsideration of summer programs on the campus, and the formation and execution of a new campus plan, carefully designed to celebrate the human connection and community of a school dedicated to excellence in the liberal arts. We opened a new Facilities Building, Arts Center and Field House. We expanded and renovated the dining room, library and common room space in Founders. We created new tennis courts and a beautiful organic garden and retaining pond. We undertook a complete and comprehensive renovation of Founders Hall as we installed fire sprinkler systems.

In 2008, the financial crisis brought us together to fight for the very heart and soul of St. Andrew's. Diane Winiarczyk, Mike Schuller and I met intensively three times a week to develop

IN MEMORY

models, financial plans and adjustments that would reduce budget and endowment pressure yet keep St. Andrew's strong and optimistic and creative. All of Mike's training and expertise made him more than ready for the challenges we faced, and by the end of the academic year, we had the sense that we had met the new economic challenge with great effectiveness and care.

But in May of 2008, I had another meeting with Mike, and this one was different; it signaled the beginning of his and Candy's greatest test and challenge. Seated in my office late on a beautiful afternoon, Mike told me that a persistent cough had finally led him (at Candy's repeated suggestion) to go to the doctor. Calmly and slowly, Mike told me that he had lung cancer.

We sat together in silence, appreciating the magnitude of the challenge ahead. But it did not take long for Mike to make his commitment to three important goals. Two were familiar: he was going to love Candy and his family to the fullest extent as he had always done; he was going to do his work for St. Andrew's with his enthusiastic intensity, dedication and energy. As for cancer, Mike announced that he would fight the disease with every ounce of passion, courage and resilience he could muster.

Can you begin to imagine what it might be like to live in a school in which two adult role models and teachers decided to bring their full experience, wisdom, humanity and goodness to bear for the greatest challenge in their lives? We talk to our students and to ourselves all the time about courage, resilience, sacrifice, teamwork. We say that suffering can lead to recognition, to higher forms of consciousness. We say that, in the darkest hours of our life, our family, our friends, our education will lift us above the fray.

Candy and Mike decided to make their stand and show the community what these virtues, promises and principles looked like, not in theory, but in action.

The work went on — Mike advised me on the 2010 Board retreat, the organization and execution of trustee meetings.

He sharpened our summer programs bringing Kays Kamp, a summer program for children with cancer to our community. He continued to lead St. Andrew's efforts with the United Way and honored Bruce and Jane Murray and other St. Andreans fighting cancer by running and raising money for cancer research. He met all his commitments to ABOPS, PAISBOA and to a web of professional contacts throughout the country.

We set up weekly Saturday morning breakfasts at the ChesDel Restaurant, opportunities for us to talk about his treatments and opportunities for us to think about the School's future. Throughout these years, Mike startled his doctors, drove repeatedly back to John Hopkins kindly insisting and persistently asking for more treatment, better treatment and new treatment. He fought the disease to a draw, only sharing the

pain and difficulty, and at times despair of it all, to his rock and partner, Candy. Even in the last weeks, he soldiered on, defying the experts: he came to my office on the morning of the winter Board meeting to greet Kitten Gahagan and later that morning greeted Kent Sweezey and Monie Hardwick at his home, sending best wishes and thanks to the Board. Later that day, he attended the St. Andrew's wrestling tournament because he just had to see his favorite sport make its first



appearance in the Sipprelle Field House.

Eight days before he died, Candy called me and said that now might be a good time for a visit. I drove over quickly, walked into the house, mounted the stairs and found Mike in a bright and beautiful room, surrounded by photos of his beautiful children and family: to the left of his bed lay an open window where early signs of spring revealed the flowing vista of the green fields of St. Andrew's.

The room represented yet another act of love Candy had expressed — a creation of light, beauty, family and peace near the end of her beloved husband's life.

I found Mike awake, alert and ready with a question — "What happened?" he said.

I fumbled for a moment until Mike quickly clarified the question: "What happened to the boys varsity basketball team in

the tournament?" And so we talked about the game, broke down its component parts, and Mike drew on his comprehensive and magnificent understanding of athletics to place the loss in perspective. I had such discussions over the years on every sport he loved: the World Cup, professional tennis, Red Sox baseball, Patriots football, the Masters and British Open — and every one of the St. Andrew's sports teams.

When the time came when I thought Mike was getting tired and I should leave and let him rest, Mike asked me to talk more about the School, my vision, my challenges, my worries.

We were back, in our final conversation, to 1998, and he was ready to advise, counsel, plan and create. So I talked to him about our solar initiative, our endowment, budget, Board meeting and hiring process. He had the resources of energy to handle everything and think about it all.

Near the end of the conversation, I realized how and why he had fought so long: for beloved time with his wife, his girls, his sons-in-law and his remarkable grandson, for the hand off of financial, environmental and land use issues to Diana Burk and Diane Winiarczyk, for the creation of new Board meeting procedures and wide-ranging strategic initiatives, for the sheer love he had of his CFO colleagues across the country and the world, and for his deep and abiding passion for life.

I ended by looking out of the open window and assuring him that his legacy at St. Andrew's was assured. His work was expertly done.

He lived a good life. He had a family of remarkable strength, vivacity, brilliance and goodness. He had made his schools better, more ambitious, sustainable and creative. He had been a trusted mentor, friend and colleague. He had stared cancer down and in his persistent and determined way, rejected it. He had grown in love, understanding, wisdom and creativity through his adult years. He earned our love, respect and admiration.

A number of years ago, Mike shared the following eloquent passage from his grandfather, Bishop William A. Lawrence. The Bishop's words capture the essence of Mike's spirit:

This world needs more than anything else small and ever expanding groups who have, among themselves, and will spread among others, the spirit of friendliness and understanding, the spirit of mutual forbearance and good will — centers of sanity and loving kindness.

The world needs groups who bear witness to those strange paradoxes of life that happiness is not to be found in the accumulation of things, but in the sharing of them; that security is not to be found in physical or material strength, but in justice and trust; that peace is not to be found in luxury and comfort, but in service and self-sacrifice; that the principles of fatherhood and brotherhood hold as true in the great family of the world as in the more intimate relations of the home. ■

Thank you from the Schuller Family:



On behalf of the entire Schuller family, we would like to extend our deepest gratitude for the outpouring of thoughtful sentiments following Mike's death. We feel so blessed to be part of an extended community that has stood by us with amazing support and care. To the parents, alumni/ae, students and trustees who have honored Mike with thoughtful remembrances, and to all those who have supported Mike's legacy through the Rumphius Foundation (<http://rumphiusfoundation.org>) we send our thanks. We were particularly moved that the students participating in the 3-on-3 basketball tournament held on prom weekend elected to donate their proceeds in Mike's honor. Mike is smiling somewhere knowing that his commitment to leaving the world more beautiful continues on.



Looking up and down my kitchen table, our family history comes to life — a pockmarked corner where my sister Polly sat when she was younger, the glass hurricanes so clean I used to occupy my absent mind by staring at my warped face over the candlelight, and, of course, the space where our sacred family meal of spaghetti and meatballs would rest before we passed the bowl between each other.

Even when I was younger, and sitting down for thirty minutes per night seemed a regrettable chore, everything went well when there was a big bowl of pasta with homemade meatballs and red sauce at one end of the table and a freshly tossed Caesar salad at the other. It is a comfort food. Uncontroversial. Satisfying. Memorable. The parmesan cheese came not from a shakable Kraft container, but from Di Paolo's, the slow food Italian store in Little Italy whose history runs parallel to that of my dad's family. For the next few days, I would graze the leftovers with equal satisfaction.

Sometimes at St. Andrew's I can hear my mom yelling, "Peter, dinner's on the table!" followed by her familiar refrain, "A lot or a little?" Her work would lead one to believe that she was in fact the Italian spouse and my father the Irish.

I shared the meal this summer with the campers I led around the lakes, rivers, and mountains of New England. Using a cutting board designed by someone with the express intention of frustrating its user and a knife scrounged from the bowels of the industrial kitchen, I methodically prepared the dish that had offered me such warmth and comfort. I timed the pasta perfectly as the packed meatballs soaked in red sauce.

It was not my mother's. Still, it was a surprisingly moving step toward independence. I had reproduced something cherished in a setting far removed from its origin, and it was a reassuring omen for the future.

Peter D'Agostino '13 serves as co-president of the School and helps supervise III Form boys. In 2012, he was awarded the Louis C. Mandes, Jr. Library Prize and the Robert H. Stegeman, Jr. Award for intellectual leadership and exceptional contributions to the life of the School and community.

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IV Form history students lead a class discussion around the origins of the environmental movement in response to the post-WWII tract housing boom.