

St. Andrew's MAGAZINE

FALL-WINTER 2015

SPRING 2015

SUMMER 2015

- Gabriel García Márquez
- On Mentorship
- Report on Giving





*(above) Using timelapse photography, Daniel Jang '17 captures Founders Hall at night.
(front cover) Yousaf Khan '16 and Caitlin Porrazzo '15 help install the solar array.*



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EDITOR'S NOTE

The most difficult thing about finishing the St. Andrew's Magazine is that it's never complete. There are always more stories to tell of students and alumni who elevate and add to the St. Andrew's community. Lately, however, I've been feeling particularly remiss in failing to include more that highlight my ambitious and devoted colleagues on the faculty.

Longtime math teacher and Chaplain Dave DeSalvo taught me in 1996 that the best leaders are those who work to set others up for success and then quietly get out of the way so it can happen. Since then I've had to work to grasp a fraction of the impact Dave has had on St. Andrew's and the extended Middletown area. He relentlessly gives without expectation or need of recognition. Dave is a special person, but I also see that form of leadership every day in my colleagues.

Modern Languages Chair Diahann Johnson has spent almost 20 years at St. Andrew's dedicated to exposing students to new cultures and experiences. She's led service trips to Haiti, pushed students to consider his or her place in a global society, and provided a model of strength and grace for generations of students. In February, she took a group of students to Georgetown University for the 53rd Annual North American Invitational Model United Nations. You'll never see her in any of the pictures from the conference because she was the one taking them.

Nate Crimmins stepped up as a first year head coach in swimming this year to lead the team to three new School records, dozens of PRs and a 5th place finish for the boys at the State Championships. He's also been a dedicated Religious Studies teacher, advisor, and dorm parent on Voorhees Corridor the last five years.

Seraphine Hamilton led the girls basketball team to the State Tournament in each of her five seasons as head coach, but this year might have been her finest. The team upset their first round opponent 67-32 with Seraphine calling out plays from the bench 8½ months pregnant.

Dan O'Connell consistently challenges students to think about science in ways that leave them dumbfounded at first, but later have them calling his class a life changing experience. Melinda Tower quietly goes about wearing her many hats supporting III Form girls, teaching History and working in admissions. Will Porter '96 pushes his English students to write insightful and captivating non-fiction essays while fostering his own creativity alongside students in John McGiff's Drawing I class. History Department Chair Emily Pressman is a passionate, intelligent, and intuitive teacher, but she's also a joyful baker of treats for girls on Pell Dorm and offered the loudest celebration when her VI Form advisee scored her first-ever points as a member of the varsity basketball team in her last home game this season.

The list, of course, goes on as today's faculty build upon the legacy of generations of gifted educators. I've been to places where people talk about excellence, but I'm proud to be associated with a place where people would rather try living it in ways that help others attain it. I'll look to write more stories in future editions highlighting the incredible people who tirelessly and unconditionally support students, but to be honest, they're not very cooperative subjects. They'd rather help create the next great story than be at the center of it. It's one of the few challenges of writing the magazine I hope never fades away.

Sincerely,



—Will Robinson '97

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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SHOUT OUTS & LETTERS

Habitat NCCo Del
 Huge shoutout to the students of [SASDelaware](#) for putting in work today with [HabitatNCCo](#)! Nice work, guys!



Brandon Patrick-Sligh
 Happiest when I'm with my [@SASDelaware](#) classmates/friends. After 8 years, we still manage to get together [#StMichaels](#)



Willy
 Proud to support [@SASDelaware's](#) [solar](#) initiative [ow.ly/D5SKg](#) [#Solar31in31](#)

■ 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.





This summer, the National Association for Music Education listed 20 benefits to students studying music. Some of them — like increased fine motor skills, ability to memorize, and auditory skills— are obvious, but others might be more surprising, and far reaching. ¶ Music education can lead students to be more intellectually curious and creative, better team players, more likely to take responsible risks, and better at coping with anxiety. It's hard to read the full list and not consider how music, and the arts in general, might indeed be the lifeblood of the School; that the hundreds of hours students spend doing everything from throwing a pot to mastering a concerto makes the thousands of hours they spend studying political science and chemistry, or even just hanging out on dorm, better. ¶ Perhaps the greatest sign of the health of the School might be over Arts Weekend when nearly every student takes part in a performance, show or exhibition. The credit, of course, goes to the Arts Faculty who continue to challenge students and themselves, often practicing their craft alongside those they teach. ¶ Orchestra Director Fred Geiersbach is as likely to be seen playing with students as he is in front of them with a baton. It's a model that speaks to his own willingness to continue growing as a musician and teacher and extend the many benefits of music.





Service at St. Andrew's can take on all different forms, but the goal is always to give back, offer support, and be known as someone others can count on. Students have met that goal every September for the last four years as loyal participants in the Delaware Mud Run. ¶ The 5K, boot camp-style race through mud covered obstacles raises money every year for the Leukemia Research Foundation of Delaware, a completely volunteer run non-profit that's given more than \$1 million to St. Jude Children's Research Hospital and Alfred I. duPont Hospital for Children. St. Andrew's is the largest group to attend the run each year, with an average of 150 students, faculty and staff willing to submerge themselves in mud pits, swim through ice, and climb obstacles that often need help from others to get over. ¶ All finishers are met with cold hoses to "clean off," but the St. Andrew's seniors, including the boys in this photo stick around to help clean up. Long after the last runner packs their car and leaves, the class gathers to walk the 50-acre parking lot where they pick up discarded shoes and clothes and recycling. It's a long day early in the year, but it also gives the senior class a chance to set the tone for the year ahead.





In February of 2011, Michael Schuller stood up in School Meeting and shared an important lesson he'd learned while facing what he gracefully described as "unusual and unexpected challenges" during the previous few years. "What I've found is that it's really important to keep moving forward, to keep trying some new things, to stretch yourself, to get out of that comfort zone." Then he summoned the courage to sing The Beatles' "Let It Be." ¶ In the months before his passing in 2013 after a five-year battle with cancer, Mike established The Rumphius Foundation. The name is derived from one of his favorite children's books, *Miss Rumphius*, in which the title character seeks to make the world a little more beautiful than she found it. ¶ Mike left the world more beautiful than he found it in many small and meaningful ways and his legacy has continued to grow at St. Andrew's this fall. One of the foundation's earliest grants was to St. Andrew's for the construction of a new greenhouse near the organic garden, which will enable the community to grow fresh greens for the Dining Hall all year round. ¶ Amelia Atalay '17 and Sophia Cordova '17 helped build the structure on a beautiful afternoon this fall. It was a quiet moment and one worthy of Paul McCartney's famous words Mike sang so assuredly two years before: "There is still a light that shines on me. Shine until tomorrow, let it be."

A School of



Daniel T. Roach, Jr.
Board Retreat Remarks
February 5, 2015

We begin this retreat at a time of strength and possibility for St. Andrew's: we have a Board that is experienced, wise, discerning, and innovative in its outlook, a faculty energized, progressive, and creative, a staff dedicated, hard working, and loyal, a student body intelligent, thoughtful, kind, engaged, and proud of and responsible for their school. We have alumni, parents, past parents, and friends who believe in St. Andrew's and stand willing to be energized and inspired by our vision and intention.

The purpose in this retreat is to develop clarity, momentum, focus, and definition for the St. Andrew's of today. Our deliberations and reflections this weekend will merge with those held on campus with students, faculty, staff, and parents, and those held and to be held off campus with alumni and past and present parents. Together we will form a new strategic plan focusing on the Promise of St. Andrew's.

The word "promise" directs us and inspires us in two particular ways. The first meaning reminds us of the principles and spirit that led to the birth of this School in 1929. In her Commencement address three years ago, trustee and past parent Betsy Cahill reflected on that founding vision and reminded us that our first Headmaster Walden Pell, upon his first sight of both Noxontown Pond's fisherman and the strand of golden wheat on shore, realized that this new school would multiply its blessings in miraculous ways over the years. Cahill brought these words of Dr. Pell to our attention:

To me, the building of this school has been another miracle of the loaves and fishes, which have multiplied not into more loaves and fishes, but into the food of life for many.

We remember that this vision of many not only included but emphasized the centrality of financial aid in the St. Andrew's experiment. In her Spring/Summer 2012 2006 essay in *St. Andrew's Magazine*, Hadley Roach '07 suggested that the Founders wanted St. Andrew's to be a school that rejected the "hidden curriculum" Jean Anyon described in her research on schools in the 1980s. St. Andrew's decided from the beginning that students of different class backgrounds would receive an equal set of social signals, expectations, and opportunities. Emily Grohs '12 spoke for generations of St. Andreans when she looked back on her voyage at the School:

If St. Andrew's did not have the financial aid program it has, I would have gone to high school; I would have gotten good grades; I would have joined and led clubs; I would have made friends and applied to college. But I would not have seen the amazing human potential, spirit, and kindness I have seen here, of that I am sure, and I would not be graduating high school with 300 brothers and sisters and 120 parents and innumerable other family members all over the world. I wouldn't be nearly as passionate, motivated, excited, or happy as I am today – this place has made me all of these things more than I ever thought possible.

In their vision of Episcopal education characterized by excellence in academics, equality of opportunity, humanity, empathy, love, compassion, and sacrifice for the good and welfare of others, the Founders promised that St. Andrew's would be different, distinctive, evocative of the best in the American democratic tradition. We meet today to promise to honor those eternal features of the School.

Enormous Promise

The other inspiring connotation of the word “promise” looks to the future and seeks to capitalize on and strengthen the momentum St. Andrew’s has created over the past 86 years as the School emerged as one of the most respected and revered schools in America. We have such promise, such potential because of the collective efforts and achievements of generations of trustees, heads, faculty, staff, and students.

This weekend, we will respond thoughtfully to the promise of St. Andrew’s, moving towards particular exhibitions and demonstrations of 21st-century educational excellence, a definition and articulation unique to St. Andrew’s, but one that achieves distinctive excellence among all American private and public schools.

My final reading of the retreat did not make it into your voluminous packet of readings, for I read Jim Collins’ short essay *Good to Great and the Social Sectors* just this week. I have read and studied Collins’ work for years; his ideas formulated in *Good to Great* profoundly influenced me as a leader. But this particular essay speaks powerfully to the world of secondary schools and colleges, calling us to ignite a new era of change, purpose, and excellence.

Essentially, Collins acknowledges the difference in spirit, methodology, and evaluation between the for-profit and non-profit sectors, but he makes the case that non-profit organizations can move from good to great, from self-satisfaction, complacency, and inertia to action.

Today, I want to challenge us as a Board and as faculty leaders to take St. Andrew’s to unimagined levels of excellence. The students of today and tomorrow deserve this passion, vision, commitment, and energy. Our philanthropic supporters deserve to see St. Andrew’s moving,

growing, developing in remarkable and powerful ways. Our Founders deserve leadership that in our own era replicates their imagination, vision, generosity, and hope.

Essentially, I want to focus on three distinct goals and imperatives. As a school with a brilliant faculty and student body, as a learning academy with a distinct and innovative approach to teaching and learning, St. Andrew’s must work to demonstrate its distinctive excellence. If much of the educational world relies on multiple choice, high stakes testing that rewards memorization, St. Andrew’s needs to exhibit the ways we measure excellence and achievement through a curriculum and teaching and learning philosophy that honor critical thinking, understanding, argument, and judicious consideration and understanding of multiple points of view. St. Andrew’s must demonstrate specifically which aspects of its educational program are world class, both in terms of teaching and student performance.

Collins argues that “audacious goals” unlock institutions’ energy, commitment, and focus. For St. Andrew’s audacious goals in teaching and learning, student leadership and character, financial aid and diversity, philanthropy and financial management will lead the School to new levels of energy, intention, and focus. In a century that will challenge the very relevance and sustainability and private secondary residential education, St. Andrew’s must not only survive; it must grow, develop, and flourish.

We know St. Andrew’s is a school with a soul, a spirit that lifts the heart, the aspiration, the dignity, the voice of every student. We need to continue to find the best boarding school teachers in the world – men and women gifted in the art of teaching and the art of mentorship,

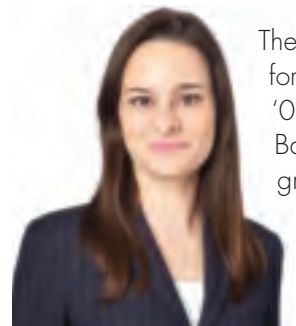
men and women who connect with and collaborate with our community.

According to Collins, “level 5 leadership” brings a Head to a moment in his or her career when all that matters is the resonance, success, spirit, succession of the School. As a headmaster, I have worked at St. Andrew’s now for 18 years, growing, developing, learning, striving under the mentorship of countless trustees, alumni, parents, and colleagues. As I begin my third decade in the country’s most exciting, fulfilling, and inspiring headmaster position, I have only a profound, all-encompassing commitment to St. Andrew’s cause and promise.

My reading of Collins finally reminded me that we can always find excuses for not achieving excellence, but great schools reject those moments of self-pity and intensify their efforts to be all they can be. We at St. Andrew’s have proved ourselves over and over as a Board capable of greatness, as a school willing and able to be countercultural and dynamic, and transformational. Why would we retreat from excellence now?

We have promises to keep to those who came before us and created this foundation and the freedom we enjoy in articulating the school of today. We inherit today a school of enormous promise. I am ready to join you in this audacious exploration of St. Andrew’s in the 21st century. ■

IN THE MEDIA



Forbes
2015 30 Under 30 Finance

The accolades continue to pour in for young finance guru Joan Payson '05. Only 27, she currently heads Barclays luxury goods research group and has been lauded for her willingness to make smart calls over popular ones. Her downgrade of fashion line Michael Kors last March was met with immediate controversy, but by August shares were down 22%.

"Taking on lead coverage was a great opportunity to take ownership of not only forming investment opinions but also discussing and defending them," Payson told *Institutional Investor*.

The 2014 Rising Stars of Wall Street



The New York Times

ENVIRONMENT THE BIG FIX

Restored Forests Breathe Life Into Efforts Against Climate Change

"Scientists are still trying to figure out how much of a difference an ambitious forest regrowth strategy could make. But a leading figure in the discussion — Richard A. Houghton, acting president of the Woods Hole Research Center in Massachusetts — has argued for turning some 1.2 billion acres of degraded or marginally productive agricultural land into forests. 'This is not a solution, but it would help us buy some time,' Dr. Houghton said."

— **Richard Houghton '61**, featured in *The New York Times*, December 23, 2014



TOP CHEF

Culinary wizard Gregory Gourdet '93 was already known as one of the best young chefs in America after working for Jean-Georges in New York before driving a culinary renaissance in Portland, Oregon, at his destination eatery Departure. His reputation continued to grow this fall as he competed in Bravo TV's "Top Chef."

Gourdet was the breakout star of the season, racking up win after dominating win with a perfect mix of intelligence, creativity and kindness. "He is unstoppable," raved a popular food blog. Said another, "It's not because he bickers or belittles his fellow contestants, but because he works hard. Really hard. And it shows." Gourdet made it to the finals, winning the hearts (and stomachs) of foodies along the way.

QUICK FACTS

HOMETOWN
Queens, NY

PROFESSION
**Executive Chef,
Departure Restaurant + Lounge**

CULINARY EDUCATION
A.O.S Culinary Arts, C.I.A

FAVORITE SIMPLE FALL DESSERT RECIPE
**Pears Roasted with Ginger, Black Pepper,
Cinnamon & Coconut**



Make Gregory's Winning Steamed Shrimp Dumplings with Ginger and Herbs

Dumpling Ingredients & Directions

- ½ lb shrimp (pureed)
- ½ inch piece of ginger (diced)
- 1 Thai chili (minced)
- Fish sauce (to taste)
- 1 scallion (sliced thin)

1. Combine all ingredients and season with fish sauce and sugar.
2. Place in wonton wrapper and steam for 7 minutes or until shrimp is cooked.

Sauce Ingredients

- 1 Tbsp sugar
- Scallions (sliced)
- 1 Tbsp fish sauce
- Cilantro (chopped)
- 2 Tbsp lime juice
- Thai basil (chiffonade)

1. Combine all ingredients.
2. To serve, scoop a small amount of sauce into center of dumpling and drizzle with olive oil.

THE WALL STREET JOURNAL

Deep-Sea Explorers Angle to Solve Mystery of Missing Malaysian Airliner

"Then there are the treasure hunters — companies and individuals that make a living exploring the deep for profit, including Williamson & Associates, a Seattle outfit led partly by Art Wright, a well-known underwater explorer who still rows competitively in his 70s."

— Art Wright '53, featured in *The Wall Street Journal*, July 31, 2014



The Proof That Bourbon Doesn't Just Come From Kentucky

The legend of Garrison Brothers bourbon continues to grow with Dan Garrison '83, wife Nancy '83, and brother Charlie '85 taking their family distillery from Hye, Texas, (pop. 105) across the country and into mainstream media this fall.

MEN'S JOURNAL

The 10 Best American Whiskey Distilleries to Visit



The Best Buzzes of the Year

1. Distiller Dan Garrison scrawls the liquor's résumé—the corn varietal, the year of its harvest, the county it came from—onto every Garrison Brothers bourbon (\$94) bottle. Which makes every sip a very delicious lesson in agriculture.

VICE NEWS

VICE News recently featured Kervin Zamora '11 in the documentary "Murder and Migration in Honduras: Immigrant America." Kervin came to St. Andrew's from a BECA School in his hometown of Cofradia, Honduras, a school led by St. Andrew's alumni. The documentary pointed to Kervin's story as one of hope for the more than two-thirds of Honduran children who live below the poverty line.

"Kervin Zamora's story shows how making relatively small investments in underserved populations in Honduras can prevent illegal immigration before the problem reaches our border. Kervin excelled in school and is now on scholarship at the University of Delaware and lives in the U.S. legally, privileges usually only afforded to upper class kids, not someone from a poor family like his."

— Roy Germano, VICE News





Cindy Jung '15 Advocates for WWII "Comfort Women" in Scholarly Paper Published in *The Concord Review*

Every Wednesday for the last 20 years, a group of people have gathered to demonstrate in front of the Japanese Embassy in Seoul, Korea. The group — sometimes a handful, at other times thousands — come together to call attention to the use of "comfort women" by the Japanese military during WWII. It's estimated that the Japanese forced more than 200,000 women into sexual slavery during the war in a coordinated effort that included the establishment of "comfort stations" throughout Southeast Asia. These stations were deemed necessary for soldiers and approximately 170,000 of the women subjected to them were taken from Korea.

On August 15, 2013, Cindy Jung '15 joined the throng of demonstrators outside the embassy. It was Korea's Day of Independence and Cindy was nearing the end of her summer internship at the War and Women's Human Rights Museum in Seoul. Her interest in learning more about the issues surrounding comfort women had led her to the museum where she sold tickets and helped organize the archives. She had also spent the summer developing what would eventually become a 16,000-word paper on comfort women and the widespread failure of Asian governments to recognize or be held accountable for the horrific practice. The self-driven task of writing

the paper took on a whole new meaning after attending the rally.

"It was an incredible day," says Cindy. "By that point I had spent a lot of time researching the practice. There were women [at the rally] who had actually suffered through the war as comfort women. It was very moving to see and hear from them. It made it real for me and convinced me that my work had a purpose beyond my own personal interest."

Two weeks later she was back at St. Andrew's for her V Form year and carving out time between classes, cross-country practices and orchestra rehearsals to research and write. The process was exhaustive. With more than sixty sources ranging from law journals and United Nations resolutions to first-person accounts and scholarly tomes, her bibliography offers a clear path for anyone interested in becoming an expert on the subject. "The research helped me realize that I could actually be a historian," says Cindy who plans to study History or Anthropology at Harvard University next fall. "It was exhausting, but I liked doing it. It gave me confidence in my abilities and I learned more than I ever expected."

"I was surprised at how little I knew and how biased I was before the project. I grew up in Korea believing that Japan is entirely to blame, but

I also found out about the fault of the Korean government and how they tried to cover it up. There are clear instances of victim blaming and I think shame has kept them from owning up to what happened. For instance, Japanese textbooks don't say anything about comfort women, but neither do Korean textbooks. There are more dimensions to the story than I thought."

By the spring, Cindy finished a definitive history on comfort women and how Korea and Japan have systematically avoided recognizing or making amends for the practice. She submitted the paper to *The Concord Review*, a journal that publishes exemplary history essays by high school students. In his decision to publish "Comfort Women: Understanding a WWII Tragedy Outside the Nationalistic Lens," Editor William Fitzhugh wrote the following:

"Ms. Jung's paper is an in-depth, multi-layered, compassionate, scholarly, and insightful investigation. She does a terrific job thinking about the intersection of gender, economics, and politics (in wartime and long afterward). The reading seems to have been driven by sincere curiosity, a desire to understand important 'how' and 'why' questions. The approach to sources is very scholarly and the effort seems to be rigorous. A compelling read."

It was the lead paper in the Fall 2014 edition of the review, but Cindy isn't as concerned with prestige or recognition. She's hoping her efforts raise awareness of the fact that sexual violence continues to occur in conflicts throughout the world. "There's so much work to be done in this area that is rarely addressed or prosecuted even today. It remains a male-dominated process and the response has been inadequate at best. Our failure to recognize what happened in WWII has made it possible for these atrocities to continue today."

Students Compete in Math Madness

Math and excitement don't normally go hand in hand and that would certainly seem to be the case if you walked into the Amos Lecture Hall during a recent

"Math Madness" competition. What you'd see if you did walk in is about a couple dozen students quietly working through a series of math problems. It's 7:40 in the morning. There's a box of donuts on a table at the front of the room and the only occasional sound is graphite scribbling across paper. It would appear exactly as exciting as a group of students taking the SAT. There is one major difference, however.

Projected on the far wall is a running clock and a real-time scoreboard showing St. Andrew's School vs. Thacher School. Each time a student answers a problem correctly, the score goes up a fraction of a point. Sometimes minutes go by and the score stays the same. At other times there's an upward flurry. Thacher's goes up too.

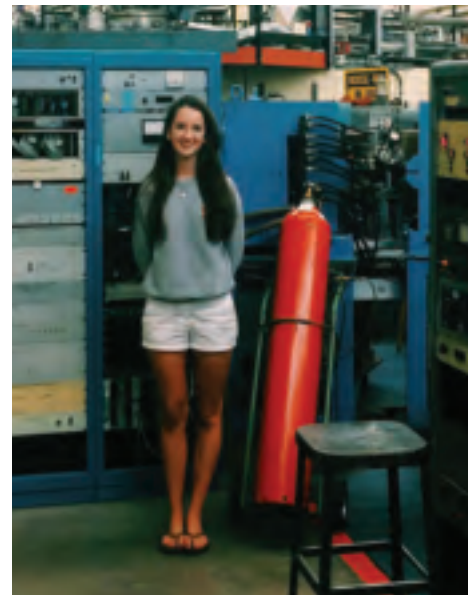
Despite the quiet in the room it's clear there's an underlining adrenaline coursing through the room as St. Andrews compete against students from Thacher, a boarding school 2,764 miles west near Ventura, Calif. "I wanted to give students an ability to compete beyond Delaware," says Mathematics Department Chair Eric Finch who has led the St. Andrew's Math Team to a first- or second-place finish in the Delaware Math League in each of his first eight years as coach. "Math Madness gives us that."

Math Madness is a relatively new competition that pits schools from across the country against each other

in a month-long, round robin before a seeded, single-elimination tournament in six divisions. It's run by Interstellar, a startup founded by a former high school crew coach who wanted to bring the sense of camaraderie and community he experienced in rowing competitions to high school math students. Nearly 400 schools from all 50 states competed in this year's competition.

Finding the time to fit in the weekly 40-minute matches wasn't easy, but Finch found that the early morning start wasn't a deterrent. "We consistently had 20-30 students volunteer in each match," he says. "I was always impressed with the amount of kids who showed up to wrestle with some pretty high level math questions for 40 minutes before first period even started. The great thing about it is that it's a spectator sport. Alumni from around the world can jump online and root for St. Andrew's in real time."

In an odd twist, the enthusiasm from the student body ended up making it more difficult to advance in the tournament. Schools were placed in divisions based on participation, not on the size of the school, so St. Andrew's landed in a division with schools three or four times its size. They also changed the rules at the last minute so that only the top five scorers from each school were counted in a match's final tally. "It felt counter to the whole spirit of the competition," says Finch. "The idea was



to give everyone a chance to compete, but it ended up being just the top five math students from each school going head to head. I would have liked to see how our top 50 students would match up against another school's top 50."

Still, St. Andrew's enjoyed convincing wins over several schools, including Thacher before a narrow loss to Deerfield Academy. Bill Hu '16 led the team with a top 100 ranking out of more than 10,000 participants.

"It was a great first year for St. Andrew's," says Finch, who believes the experience will help propel the team to another State Championship later this winter. "I'm hoping they tweak it a little bit before next year to give more students an opportunity to be counted. I just want as many kids as possible to be excited about math."

Anna Cutler '15 Works with Particle Accelerator at the Univ. of Washington

It's 2,837 miles from Amos Hall to the University of Washington Medical Center, but as Anna Cutler '15 discovered this summer, the energy and exploration inside each building isn't so far apart. Sandwiched between two years of taking Physics in Amos Hall, Anna spent part of this past summer interning in the particle accelerator lab at the University of Washington. "I spent most of my time shadowing Dr. Eric Dorman, a nuclear physicist who works



with the accelerator, treating cancer patients and conducting essential research," says Anna.

The experience enabled Anna to see how her work at St. Andrew's is applicable to a professional setting. She recalled one of her most memorable moments being an experiment in which she radiated cancer cells with a proton beam. "My ability to apply my knowledge in lab experiments like that was a direct result of the way St. Andrew's has shaped and furthered my understanding of Physics. [The beam's] primary purpose is the production of 50.5 MeV protons used to bombard a beryllium target to produce neutrons for fast neutron therapy."

Beyond principles like conservation of linear momentum, and the conservation of energy, Anna found the greatest connection to be the many smaller moments of inquiry she encountered throughout her experience. "The thing I've learned at St. Andrew's that allowed me to grow as much as I did from the experience was the importance of being curious, and having the confidence to ask questions for the sake of advancing understanding," says Anna.

It's her confidence in asking questions that continues to impress Science Department Chair Mark Hammond. Hammond has taught Anna Chemistry and Physics, including an algebra-based Physics course this year. He understands why she was able to find so much success in an advanced lab so far from home. "Anna has always been an enthusiastic student who has a way of uncovering interesting questions about all facets of science," says Hammond. "She periodically organizes discussions around scientific current events like she did this fall with the Rosetta mission to comet 67P. Last year she was involved with a group that gathered on weekends to learn about the research of a University of Delaware astronomer studying brown dwarf stars."

Anna hopes to return to the University of Washington this summer as she considers a career in science writing as a way to contribute to 21st-century medicine. "I did some research on recent projects completed at the

particle accelerator, but soon realized that the brilliance of the science was not fully represented through the writing meant to describe it," says Anna. "I think there's an opportunity to contribute to science by helping scientists explain what they do to a wider audience."

For the Love of Water: Peter McLean on the importance of Noxontown Pond in his Biology Curriculum

If you ask Peter McLean about the role of Noxontown Pond in his curriculum, he won't pull out his syllabus. Instead, he moves around the Biology lab pointing out clues of a life spent on the pond with generations of St. Andrew's students. "Well, behind you are the water sampling kits we use," he says, "and the fish in the tank there were caught below the spillway. Living on this pond, it's natural that we should take advantage of the opportunity to explore it."

The Biology program's engagement with the pond dates back to the years of beloved teacher Bill Amos, namesake of Amos Hall, whose scholarly work on water systems appeared in *National Geographic*. "Water is certainly the most important of our natural resources," explains McLean, "and we try to answer to that idea when we build our curriculum."

Each year in the early fall, III Form Biology students spend two weeks of classes on the pond, taking trips in the famed "Bio Barge," a pontoon boat reserved for water sampling and observation. "We test for dissolved oxygen, pH, temperature, plankton, and sediment, but mostly we seek to instill in our students a deep appreciation for the gift of this resource," explains McLean.

Students also have the opportunity to explore the Appoquinimink River, donning waders in order to drag seining nets across the bottom. They catch fish, eels, and crabs, getting a close look at an ecosystem teeming with life.

Advanced students conduct deeper, independent investigations into biodiversity and water quality. Tiara Milner '15 is doing a comparative analysis of nutrient levels in Noxontown Pond and Locust Pond, which is located near the tennis courts and the organic garden.

In all cases, the data students collect is part of a long-term ecological monitoring effort led by McLean, the results of which are shared with state and local officials tasked with maintaining the health of Delaware's water systems.

Third Form students are encouraged to write lab reports that include letters to Robin Tyler, the head of Water Quality at the Department of Natural Resources and Environmental Control. It's a tradition that dates back to McLean's



first years here in the late 1980s. Alex Horgan '18 wrote the following in his most recent letter to Mr. Tyler: "In our observations, we measured the pH levels of the water, along with the dissolved oxygen levels, and found that Noxontown Pond is in a state of good health, as it is supporting many forms of diverse life, from fish, to birds, to aquatic plants and trees along its banks."

It's all part of an effort to help students appreciate the beauty and life of the pond and understand his or her responsibility for preserving natural resources. It's perhaps the pond's most lasting gift.

Andy Kwon '15 Offers New Approach to the Americans with Disabilities Act at Oxford University

Andy Kwon '15 had an unusual start to his final year at St. Andrew's. While high school seniors across the country were getting settled in with class schedules and reconnecting with friends, Andy was at Oxford University presenting a paper at the Annual International Conference on Law, Economics, and Politics. Andy was the youngest presenter at the conference attended mostly by university professors and policymakers from around the world.

His paper, *The Scope of Impairment: A Capabilities-Based Approach to the Rights of the Disabled under the Americans with Disabilities Act*, was borne out of an independent project he worked on last spring under the guidance of his advisor, Headmaster Tad Roach.

In his paper, Andy argues that the current judicial interpretation of the ADA on individuals' functions should be shifted from its approach that mainly focuses on whether a disability "substantially limits" one's major life activities to a capabilities-based approach developed by American philosopher and University of Chicago professor Martha Nussbaum. Rather than imposing a uniform standard, the capabilities approach would provide room for a case-by-case consideration of individuals' differing needs and "abilities to convert resources into functionings."



"Not only is the current approach unclear, but it also ignores the opportunities available to each person," explains Andy. "It's simply a much too narrow and utilitarian construal of the ADA. On a theoretical level, if the current construal of the ADA causes us to view people with disabilities with a focus on how their disability limits them from doing things, Nussbaum's approach would make us view what they are capable of doing."

Andy has championed the capabilities of people living with disabilities since he came to St. Andrew's in 2011. He started "St. Andrew's Raising Awareness" in 2012 and, with the help of Chaplain Dave DeSalvo, has also organized several athletic contests between St. Andrew's students and the Delaware School for the Deaf. During one summer internship with a human rights group in Korea, he successfully lobbied for the amendment of laws that unfairly stigmatized people with disabilities. His paper is simply the latest effort to combine his passion with scholarly work.

"I'm interested in how our society codifies approaches to people living with disabilities, so I sat down last spring and started reading and researching in the library. I began with American disability laws in general, and then focused on the ADA because I encountered both support and hostility toward it. At some point I discovered



Nussbaum's capabilities-based approach and that's when I began to think about the many ways the approach can help improve the ADA.

"This summer I went to the New York Public Library and buried myself in a couple dozen books and journal articles. I took notes on anything interesting or related to my topic and looked for patterns or connections. My notes eventually sifted into three main categories: the ADA and its antecedents, ADA Legal Controversy, and Reforming the ADA. Each category had several sub-categories as well. This helped me form a fairly detailed outline. Language and writing have always been my first love, there were a few times when I felt frustrated because there was just too much information or I couldn't logically piece it all together. My interest in the topic kept me coming back."

If you guessed that the Environmental Steward, Mock Trial stalwart, and Editor of *The Cardinal* might one day want to be a civil rights lawyer then you would be correct. "The academic work at St. Andrew's will push even the most accomplished students, so it is rare to see a student like Andy seek out and explore such outstanding scholarly work," said Tad Roach. "Few people know that Andy also attended the highly-selective Princeton Creative Arts and Humanities Symposium only weeks after returning from Oxford this fall. We remain exceedingly proud of his initiative and passion for the life of the mind and look forward to all he accomplishes in the years to come."



Education Leaders Converge on Campus for Three-Day Conference on Academic Assessment

In early November, St. Andrew's hosted education leaders from around the country for a three-day education summit focused on the College Work and Readiness Assessment (CWRA). The CWRA is an alternative to traditional standardized tests in that it directly measures student performance on critical-thinking and written-communication skills. Its questions measure a student's ability to analyze and problem solve, apply scientific and quantitative reasoning, and critique arguments with sound writing mechanics. Instead of 200 multiple choice questions, students might be asked to consider the many pros and cons of building a dam near a small town and then charged with taking a position to present to the town's council.

St. Andrew's has been involved in the CWRA since its early beginnings, administering the first version, the Collegiate Learning Assessment, in 2007. It's since been adopted by over 200 middle and secondary schools in the United States.

"We are traditionally skeptical about the use of data to measure learning, and certainly skeptical about the College Board, which has done more to fracture the notion of a great education than any other institution," said Headmaster Tad Roach during his opening remarks to attendees. "We have found the CWRA to be a test worth preparing for. It is unique in its ability to gauge students' time for reflection, to assess their real skills, and to open up opportunities for creative thinking, rather than shutting them down. Although any standardized

test has flaws and limitations, we have been impressed with the possibilities of this test."

Grant Lichtman was the conference's keynote speaker and spent time working directly with the St. Andrew's faculty. Lichtman is a nationally recognized thought leader in the drive to transform K-12 education and author of *#EdJourney, A Roadmap to the Future of Education*. He challenged the faculty to think about the necessary changes to the educational landscape and asked them to consider their role in the growing debate about best practices and the future of the School. "We need to break our silos of teaching and learning, encourage interdisciplinary collaboration, and find ways for students to take ownership of the learning process," said Lichtman.

The kind of work Lichtman described is alive and well in classrooms and labs at St. Andrew's. Students take the CWRA every year, but the skills it measures are being developed every day thanks to the leadership of people like Academic Dean Nathan Costa and Director of Academic Innovation John Burk. Both were instrumental in organizing the conference. "We want to reward our students for nuanced, critical thinking," says Burk. "The conference energized us in our classrooms and helped give us the confidence to keep going in new and creative directions."



St. Andrew's and the World of Digital Learning

"People think online learning means lectures," says Biology teacher Dan O'Connell. "But in the case of Global Online Academy, that's not true. I lecture more to my brick and mortar class than I do to my online class."

Dan is one of several members of the community participating in a newly established partnership between St. Andrew's and the digital learning platform, Global Online Academy. Six members of the senior class are enrolled in courses taught by GOA-certified teachers from other schools, and Dan is teaching a Medical Problem Solving course to a group of ten students from outside the St. Andrew's community.

Giselle Furlonge '03, chair of the Classical Languages department, has been enormously innovative in her approach to integrating GOA into the fabric of St. Andrew's academic life, designing the student experience around the cohort model that she encountered at Columbia University's Klingenstein Institute for private school leadership. "One of the challenges of an online course is the lack of face-to-face touch points. My way around that is the cohort. Every other Friday morning before 1st period, all the kids who are taking GOA classes get together and share their experiences. I also meet with every student once a week to make sure they're adjusting to the challenges of the GOA course model."

One of the greatest advantages to this partnership, Furlonge went on to say, is that students are able to learn in "really authentic contexts. They have the opportunity to see what it feels like to be a professional—a doctor, a graphic designer, a journalist—before they even arrive on their college campuses." The course in Digital Journalism, for instance, comes with a press pass, and the students enrolled in Medical Problem Solving are able to sign up for Skype conferences with leaders in a range of emerging medical fields.

Dan O'Connell's experience teaching a GOA course has been, though



challenging, incredibly worthwhile. "From a professional development standpoint, this has been transformative. What is most broken about the stand and deliver model of education is blindness to the student experience. Teaching this course has pushed me 180 degrees in the opposite direction. It's such a transforming challenge to have to create an assignment that will force the students to learn in my absence."

Though he has some misgivings about the model—namely that it pulls him away from personal interactions with his students, the hallmark of his teaching style—he emphasized that for St. Andrew's to continue exploring the world of online education is tremendously important. "In many ways, the landscape of digital education is in a poor state. It's still very new, and there is a lot to be worked out. That said, there is no way we are going to get worse at online education, so St. Andrew's stands to gain a great deal by participating."

Because this is such a departure from the way courses are typically taught at St. Andrew's—in a classroom, on a schedule, with fluid and consistent personal interactions—many of the students struggled at first. They were not accustomed to having their work evaluated by teachers they didn't know, and for many that was a difficult transition. At this point in the year, however, they are beginning to enjoy the flexibility and autonomy provided by their GOA classes, and have taken real ownership of the learning process. "One of the most important things it's allowing them to do," explained Dan O'Connell, "is to learn how to figure out these processes on their own, and to discover for themselves how to communicate and collaborate effectively through digital channels." This, he argued, is the most exciting result of the GOA program at St. Andrew's, and will serve as an invaluable asset to them after they leave the St. Andrew's community.



Computer Science and Social Problem Solving

On the first day of school this fall, John Burk's Computer Science 1 class sat down in Amos Lecture Hall and, expecting 40 minutes of rudimentary coding drills, pulled out their laptops. "Put away your computers for a few minutes and think with me," Burk said. "Imagine that you are a disaster planner. People's homes have been destroyed, and their belongings lost. They are hungry, exhausted, hurt, and many have been separated from their families. They have been told to come to a stadium and await further instruction. Your job is to reunite people with their families. How might you go about accomplishing this?"

John Burk, who teaches computer science at St. Andrew's, does not believe in technology for technology's sake. "My primary goal for this class is to help them learn to approach this work with a sense of purpose," he explained, "rather than just a way to acquire a marketable skill. Their job, if they decide to become software engineers, should be to solve real-world problems for people. I want them to think that way from the start." Burk is clearly on to something, because this fall, the largest number of students in St. Andrew's history enrolled in Computer Science courses.

Several years after leaving St. Andrew's to pursue a master's degree in applied Physics from Johns Hopkins University, John returned to the faculty (Fall 2012), and, along with David Myers '96, has completely transformed the

way teachers and students interact with technology. His students in Computer Science 3—a new course this year—have been tasked with building software specifically designed to improve how the School's various departments interact. "They've gone around and interviewed staff members, and they're realizing their job is about much more than just writing code. They've learned to think about how their innovations will impact different members of the community, and have become very sensitive and thoughtful in the process."

John's rare ability to balance his love for technology with an appreciation for authentic, in-person interactions is the trademark of his skillful teaching. He has inspired many other faculty members to use technology in their classrooms, and he has challenged members of the community to think more rigorously about how technology can enhance the learning experience. "My goal with the computer science program is to give students and the community a chance to see the full scope of what they can do with this skillset. They will learn that they can teach themselves and grow their skills to match their ambitions. What St. Andrew's is after, ultimately, is trying to drive innovation, and this is a big part of that."

John maintains a teaching blog, quantumprogress.wordpress.com, where he discusses teaching, physics, and technology in the classroom.

LINDSAY ROZNOWSKI '99*Health & Wellness*

I was a child of the '80s and it shows in old pictures. Think lots of hairspray, neon everything, shoulder pads, and the occasional pair of parachute pants.



Compassionate. Supportive. Inspiring. Fun. Beautiful. Thoughtful.



The opportunity to be mentored by Pam Brownlee. She epitomizes the kind of character we try to instill in students. She is kind, welcoming, open-minded, encouraging, and empathetic. I feel very lucky to learn from her.

GISELLE FURLONGE '03*Classics, Cross-Country*

I broke my nose in two places during my junior year at St. Andrew's in a lacrosse game. Since then I only sneeze in multiples of two.



The chapel. It is the one place where I can just sit and reflect. The space is beautiful and provides somewhere to be quiet and alone with my thoughts.



The act of writing and delivering my chapel talk was nerve-racking and cathartic. I felt at once vulnerable and protected by the community, and received so much positive and touching feedback before, during, and after the talk. It gave me an opportunity to reflect on my time as a student, my decision to return to St. Andrew's as a faculty member, and explore what matters to me most now that I am here again.

MATT MCAULIFFE*Classics, Soccer, Basketball*

I grew up in Seattle and worked as a commercial fisherman in Alaska during college and graduate school.



Warm, Engaging. Curious. Passionate. Welcoming. Unpredictable.



Winning our first game in thirds soccer. It was the day after a crushing loss and we were playing Westtown, a team we had already lost to earlier in the season. We had great fan support and it was amazing to see the joy on the boys' faces and the genuine excitement of all the students.

TAYLOR FOEHL*Admission, English Soccer, Squash, Tennis*

Two of my favorite foods are asparagus and Brussels sprouts. Any students who have sat at my table at lunch can corroborate this.



The small staircase from the headmaster's common room out to the front lawn. Opening those doors and looking out at the pond is always refreshing and beautiful, regardless of the weather or time of day.



Coaching the JV Boys Soccer team. We had a great group of kids who took themselves seriously as soccer players. It was so fun to get to know them, watch them compete, and earn a very successful season.

GRETCHEN HAGENBUCH*Health & Wellness*

I've been on the Great Wall of China four times.



Beautiful. Kind. Embracing. Diverse. Special. Rare.



The community. The faculty, staff and students are so welcoming and so close knit. The human connection here is hard to describe. It's wonderful.

RICHARD SAMULSKI*Physics*

I briefly had a pet raccoon after finding it abandoned as a baby.



How about a haiku: faculty, students everyone teaches and learns more than just a school



The physics lab has been central to my St. Andrew's experience so far. It's where I explore physics with students and colleagues, take part in engaging discussions, and get work done in the evening. It's home.

ELIZA PHILLIPS*Advancement*

I love Appalachian mountain clogging and my dream would be to clog on stage at a county fair one day to a Miranda Lambert song.



Spiritual. Committed. Values-Driven. Creative. Goofy. Friendly.



The faith and trust of our families who believe in the power of St. Andrew's. I love meeting St. Andreans and exploring our shared passion for education and this School. It is exciting to open this chapter of my professional and family life in such a dynamic community.

AMY NAKAMOTO*Advancement*

I think I have a crush on Taylor Swift, or at least I love singing to her songs in the car by myself.



Thoughtful. Surprising. Aware. Loving. Impressive. Stunning.



Watching alums and former faculty come back for events. The energy and community that remains within individuals long after they physically leave St. Andrew's is like no other environment in which I've lived or worked.

JEREMY EDWARDS*Student Leadership*

I was suspended from preschool!



Sitting on the swing outside Mr. Roach's office and looking at the pond is really centering; it's just a stunning scene.



I love talking to students at lunch — learning about why they like it here and what they are passionate about. For someone new, lunch is such a great way to get to know the students.

BOWMAN DICKSON*Math, Swimming*

Kind. Relaxed Community. Filled with Humor



There's a spot on the trail around the pond that has a beautiful view of Founders Hall. The School is so peaceful from that vantage point.



After spending a year in grad school connecting with books and papers, it's great to be connecting with colleagues and students again.

SAM PERMUTT*Math, Basketball*

When I was five years old, I tripped during a race across the school playground and hit my head on a metal slide. I had to get 10 stitches and still have a scar. When my mom asked me what happened, all I would tell her was that I was "running faster than speed."



Working hard while caring for others.



The powerful reminders of purpose that happen every day: nuggets of wisdom and meaning during a soul-baring chapel talk, teachable moments, students on dorm, and powerful demonstrations of friendship. I am constantly reminded here of the meaningfulness of human connection and the capacity for human growth.

TALK OF THE T-DOCK**MEET THE NEW FACULTY**

Eleven new faculty members joined us this fall and immediately hit the ground running in all areas of the School. We asked them to share a little bit about themselves and some early impressions of life at St. Andrew's School.



Fun Fact



St. Andrew's in Six



Favorite Place on Campus



Meaningful Moments

Terence Gilheany Presents Research at International Conference

Religious Studies Department Chair Terence Gilheany continues to lead his students by example through his own academic work. Over the past three years he has studied religious pedagogy in Israel and Palestine on a Fulbright Scholarship and the Ottoman Empire in Turkey through an NEH grant. His latest intellectual pursuit brought him back to Istanbul, Turkey in late October to present research at the Third Annual Conference on the Muslim World.

Topics at the conference, which focused on “Minorities in the Muslim World”, ranged from human rights and education to democratization and religious freedom. Gilheany shared his research and paper on two contemporary American Muslim preachers and their theological similarities and differences. “Shaykh Dr. Yasir Qadhi and Shaykh Hamza Yusuf are two of the more popular Muslim preachers in the U.S. Broadly speaking, Qadhi is seen as more conservative and Yusuf more progressive. I was able to learn a great deal about Islam in America through reading and listening to many hours of their sermons and tracing their intellectual backgrounds.”

Gilheany wrote the paper while taking the graduate class “Islam in Global Affairs” with Professor Muqtadar Khan at the University of Delaware. His wife, Hilary, researches and evaluates new educational initiatives at the university and Gilheany was inspired to take advantage of the free-tuition benefits afforded to spouses.

“Dr. Khan is one of the more influential scholars studying the relationship between Islam and politics today,” says Gilheany. “For years he

has been generous enough to come to St. Andrew’s to speak to our students. I was thrilled to have the chance to study with him. Dr. Khan encouraged me to submit a paper I’d been working on to the conference and I was honored that they invited me to present.”

During his week in Istanbul, Gilheany continued to converse with his classes back on campus, providing updates on his travels through social media and email. In one instance, Gilheany took his classes on a virtual tour of the Hagia Sophia, a 1700-year old structure that has served as an Eastern Orthodox cathedral, a mosque and, most recently, a museum. “I could feel the multiple layers of meaning as the murmurs of visitors echoed off the walls,” recalls Gilheany of his visit to the holy site.

The multiple layers of meaning are where Gilheany thrives and the complexity of how world history has shaped current events is a hallmark of his classes. “I join my colleagues in committing to help our students become engaged, thoughtful and informed global ambassadors,” says Gilheany. “New insights I’ve gained regarding Turkey, the Ottoman Empire, and Islam have been coming up in all of my classes.”

“It’s amazing to be in his class,” says Sammy Nelson ’16 who is taking History of the Middle East with Gilheany this year. “We’re learning about the Ottoman Empire right now and are so fortunate to have someone who is not only an expert on the subject, but can provide the sort of context only possible by someone who’s been so interested in the history of that part of the world that he’s actually gone there to study. It’s inspiring.”



Fiction as a Portal into

“Fiction reveals truth

Emerson’s famous aphorism reveals the genius behind Lindsay Brown’s choice to create a historical fiction-writing course this year. Constructed around the life and adventures of Ibn Battuta, a 14th-century Moroccan-born explorer, Brown’s class of V and VI Form students uses creative writing to delve into all facets of 14th century, Middle-Eastern life. Unlike most courses, which are linear and thematically arranged, explains Brown, “this is a horizontal course. We are taking a panoramic view of one particular historical moment.”

Battuta’s extensive travels—he began with a hajj to Mecca, and traveled throughout Africa, Europe, the Arabian Peninsula, South and Central Asia—along with the volumes of journals he kept about his adventures, allow for an unusually broad and rich look into the history of a time. His experiences span continents, cultures, and societies, and his voice ranges from bawdy to deeply philosophical, infusing his travel narrative with glimmering personal details that make it easy for students to engage with the material.

According to Brown, writing historical fiction allows his students to explore the question of motivation in ways that secondary, historical accounts avoid





14th-Century Morocco

that reality obscures."

—Ralph Waldo Emerson

doing, and that primary sources are so charged with as to be dangerously unselfconscious. Brown has challenged his students to center their stories on precisely these questions of motivation, and the results have been astonishing. "The writing exercises have created more questions for us than they have answered," Brown notes, "and to me, that's the most exciting, inspiring aspect of the course. They simultaneously know more and less about Battuta and his life than they did at the start of the course. It's a really sophisticated intellectual challenge for all of us."

The course is new this year, so Brown is constantly tweaking and revising the syllabus to accommodate the expansive, deep thinking that the students are doing, but he hopes, by the end of the year, to compile the work they've done into a volume of stories. "Their work has been so much fun to read, and I get the sense that the students are really enjoying the experience of relating to history in this new way," Brown reflects. He plans to offer the course again next year, incorporating the insights of his current students to improve upon its already resoundingly successful design. ■

The following is an example of student Brandt Bates '15's work in the course:

Abīd's pace was flagging. Sprinting up the steep streets of his hometown could not, in any way, be described as an easy feat, especially considering the particular liveliness of the streets of Tangier in recent years. Merchants and free thinkers had been arriving en masse from Europe to escape the Christians as they ravaged the once prosperous land. Now they were making Abīd's home just as prosperous, bringing wealth like nobody, even the wealthy people in Fez, had ever seen. There was so much more to buy, sell, trade...

Steal...

Abīd's pursuers were gaining on him as he dashed up the main street, but he saw his opportunity for escape down a small side street. Despite the fact that many new people had arrived, Abīd was relieved that the layout of his city had not changed much. He deftly ducked into the alley and continued his mad dash down the path, the stolen books an afterthought to his survival.

Where had Battuta gone? Abīd said a short prayer in hopes that his friend had not been caught by these sailors. Not only would the brutal men likely kill the boy, but he would also tarnish the reputation of his family. This is why Battuta had twelve names as opposed to Abīd's two.

Abīd continued winding his way through the complicated back alleyways of his city, steadily gaining distance on his pursuers. Sure that he had eluded the sailors, Abīd stopped for a moment to listen. He heard the bustle of the city around him despite his loud breathing. He heard the bells of incoming ships communicating with harbors on the shore. He heard the shouts of merchants, both angry and welcoming, as they peddled their amazing wares: jewels from Spain, exotic foodstuffs all the way from India, fine silks from China. He heard two men in the building directly to his left discussing something very heatedly in a language that Abīd did not understand.

Then, Abīd heard a familiar voice whisper his name.

Turning to the source, he saw crouched in the same alley as himself was Battuta himself, clutching the book that he had stolen alongside Abīd. The two of them embraced for joy and proceeded to inspect their plunders. The book that Abīd had stolen turned out to be written in some other language that Battuta told him was Chinese. The characters were very eloquently drawn on the pages, and there were many beautiful drawings, so Abīd knew that he could trade the book for a good amount of bread.

The book that Battuta had stolen, on the other hand, was written in Arabic, a language that both of the boys understood from their extensive knowledge of the Qu'ran that was beat into them every day by their schoolteacher. This book told of amazing lands to the east, filling both boy's minds with a palpable hunger for adventure.

"We could probably make a fortune on this thing!" Abīd exclaimed excitedly, "We could convince somebody that it is the personal diary of some great traveler, or some sort of book written after he had finished the journey."

But Battuta clutched the tome tighter and shook his head. "I want to keep this one," he said, almost prophetically, "for myself."

Proud Texan Brandt Bates '15 is a jack-of-all-trades musician and artist who lists Dance Gavin Dance, Jeremy Sole, and Flea from the Red Hot Chili Peppers as his greatest influences. His favorite thing about St. Andrew's is the family oriented community and he plans to major in film at Emerson College next year. He also likes rice, the food, a lot.

STUDENT WORK



ST. ANDREW'S MOMENTS



- 1 Quin Scacheri '16 takes Fred Geiersbach and his Music Theory classmates through his most recent composition.
- 2 Professor George Hart spent a week working with math and art classes building geometric sculptures leading up to his show "Symmetric Structures" in the Warner Gallery. The 8' x 8' sculptures now hang in Amos Hall.
- 3 Katherine Crowley's IV Form English students collaborate on the conflicts and tensions in Maya Angelou's poem "Caged Bird."
- 4 Ana Ramirez brought Día de Muertos to her Spanish I students on Halloween.
- 5 AS Biology students Melina Jorizzo '15, Liz Grabis '15, and Eliza Wainwright '15 take their macromolecule lab outside to enjoy a beautiful fall day.
- 6 Peter McLean leads his AS Environmental Science students on the bio barge to measure the health of Noxontown Pond.
- 7 John McGiff takes his Painting I students through the process of stretching canvasses.
- 8 AS Physics students use calculus, physics, and astronomy to map out the exact placement and tilt of the solar array.



2



4



5



8





Saints Bring Home the Cannon!

The saying goes that it's not how you start, but how you finish and that couldn't be truer for this year's varsity football team. The young team, with only four seniors on the 23-man roster, mounted an impressive campaign that began with five straight losses by double-digits, but ended with wins over Pennsylvania's Perkiomen School and a 21-20 win at Tatnall that brought home the coveted Cannon in the season finale.

"This is a group of young men who stuck together, worked hard to improve, and always had fun," said Head Coach Tom Fritz. "Instead of turning an 0-5 season into an 0-7 one, they played smart and inspirational football to win their final two games."

The Cannon Game encapsulated the boys' ability to come together in the face of adversity. During the game, three-sport star Donovan Simpson '16 ran for two touchdowns in the first half, and a third at the start of the third quarter to help the Saints take a commanding 21-6 lead. The Saints nearly lost their edge, however, when Tatnall closed the gap with two touchdowns in the second half. Tatnall was driving with the score 21-20 and had a chance to take the lead in the closing seconds. With loyal

fans urging on the defense, Garrett Hanrahan '16 intercepted a pass inside the 10-yard line to secure the victory for St. Andrew's with only three seconds left on the clock.

The victory was made all the sweeter knowing that the Cannon was recently restored to working order. "I'm looking forward to firing it a lot this year," said Headmaster Tad Roach who was hoarse after an afternoon of supporting the Saints.

The efforts of co-captains Grayson Ahl '15 and Henry Martellier '15 were recognized at the state level at the conclusion of the season. Grayson

was named to the Blue-Gold All-Star game and Henry was honored with the Delaware Interscholastic Football Coaches' Association's 2015 Sportsmanship Award. Perhaps more impressive, Grayson missed only one game despite breaking his hand early in the season and Henry played every second in each of the last two games.

Girls Cross-Country Makes History

Congratulations to the fastest girls cross-country team in St. Andrew's history on their third-place finish at the State Championships this season! Delaware



is one of the most competitive places to run in the country and, despite an injury to the very fast Brookie McIlvaine '16, the girls finished just one point away from second and were 11 points from seizing the title from Tatnall (recently featured in *RunnersWorld*).

St. Andrew's was the only school to place three runners in the Top 10 with Louisa Belk '16 working her way back from injury to take 3rd and Emma Porrazzo '15 and Caitlin Porrazzo '15 finishing 7th and 8th, respectively.

Head Coach Wilson Everhart '95 and Assistant Coach Jen McGowan guided the girls with intelligence and care all season. Wilson offered these words for the dominating, four-year varsity Porrazzo sisters during the fall sports assembly: "What these two have done—individually and together—is put St. Andrew's in conversation amongst the very best, the elite cross-country programs in the state. They have done so with kindness, dedication, generosity, and devotion, and for that I am tremendously thankful."

Boys Soccer Makes Fourth-Straight State Tournament

The St. Andrew's boys soccer team has a long history of being good, but head coach Matt Carroll has been on a mission to make the program great. Since finishing the 2010 season with a 4-9-2 record, Carroll, along with Jory Kahan and Will Speers has since guided the team to an overall record of 45-12-3 and four-straight invitations to the state tournament. But Carroll has always focused his intensity on process over results.

Last year's state semifinalists graduated several All-State and All-Conference players, so after a mediocre 3-3-1 start this season there was a sense that the good times were over. Carroll's team never panicked. "We were playing as a group of individuals and hadn't come together as a unit yet," said Carroll.



"The team recommitted themselves, worked with each other to put aside personal triumphs and accolades for the advancement of the team."

Putting aside personal triumphs and accolades required working harder than many of them had ever worked before. They came together as a team while practicing under the setting sun each afternoon. Carroll, a former All-Ivy League midfielder and captain at Dartmouth College, was right there with them during drills and scrimmages directing play as he charged slow passes or anyone foolish enough to hold onto the ball too long.

To say they came together would be a massive understatement. They ended the season with eight straight wins by a combined score of 24-2. They were a juggernaut, avenging all three of their early season losses to rivals Tower Hill, Sanford, and Tatnall with dominating play. In one 24-hour stretch the team beat fourth-ranked Sanford 2-0 at Sanford on a Friday night, took the SAT the next morning and then traveled to Archmere Academy to tough out a 2-1 win at their homecoming. A dominating 3-0 win at Tower Hill's homecoming the following weekend put the rest of the state on notice and sent a message that St. Andrew's was once again the team

to beat in the talented Independent Conference.

"When faced with adversity to begin the season, the team could easily have accepted defeat, phase out and simply go through the motions," said Carroll. "Instead, these young men faced their challenge head-on, never wavering or settling for less than their full effort. This resilience and determination became integral qualities of our team. At times, when we were not playing our best, our objective to work together enabled the team to succeed."

Carroll's definition of success includes their loss to Delaware Military Academy (DMA) in the second round of the state tournament. The team dominated the game, playing beautiful soccer throughout, but it was DMA who managed to score the game's lone goal on counterattack in the second half to punch their ticket to the semifinals.

"We might have ended the season without the win that we sought, but the strength they produced by effort, endurance, and loss will be with these young men throughout their lives," said Carroll. "It was a pleasure to work and coach this team and I want them to know how proud we were as coaches to spend this time with them."



Ben Kang '13 Represents Homeland at World Lacrosse Championships

No matter the sport, international contests always provide the highest level of competition an athlete can face. Current Haverford College student-athlete and Seoul, Korea-native Ben Kang '13 experienced that competition level this summer as a member of the Korean national team playing in the 2014 FIL World Lacrosse Championships.

Kang, a 6-ft., 178 lb. defenseman entering his sophomore season with the Fords, became active in the Korea Lacrosse Association after picking up a stick for the first time at St. Andrew's. Kang was known for his dedication and work ethic, so it was no surprise that he elected to try out for his national team the summer after graduation. It took three hours under the sun with the best players in his country, but the experience was "definitely worth it," remembers Kang.

"Lacrosse is an American sport; yet, there are tens of thousands of great players all over the world and itching to play against each other. Meeting players in the Centennial Conference and other Division I and III schools at WCL 2014 was very exciting," he continued. "There are so many players who want to be in touch with their family history and where they came from via lacrosse. Lacrosse is a fast-growing sport and it brought so many friends and family together on both the individual and team levels."

Haverford head coach Colin Bathory had high praise for Ben: "Ben earned the opportunity to become a part of the most historic international lacrosse

event we have seen throughout the history of our game. In doing so he represented his country and Haverford College. We could not have asked for a better person to be our first to play in the world games."

Kang appeared in all seven games for Korea, starting five of them as the long stick middle. He recorded eight ground balls and caused two turnovers. His start against Sweden was broadcast live on ESPN3, providing one of his most memorable moments of the tournament.

"[The game] was a big deal for both teams," recalled Kang. "I was running from one end of the field to the other the entire game. I was exhausted by the fourth quarter, but I was representing my country and wanted to show my friends what I'm made of. Though Team Korea lost, I remember it as one of the most passionate moments in my athletic career."

The team improved dramatically in the tournament. It lost its first four games, but rebounded to win two of their last three, including a 10-7 win against Argentina. Two of their losses were by only one goal and they ultimately finished 35th in the world.

"Throughout the tournament, I played against experienced Division I and Major League Lacrosse players. I've never felt so helpless and unskilled on

the field; however, as the tournament went on, I adjusted to their playing style and was able to compete with them," said Kang. "Just the fact that I competed against such remarkable players gives me confidence and the motivation to push myself while playing for Haverford."

Eric Boateng '05 Elected to British Olympic Association's Athletes' Commission

The British Olympic Association (BOA) announced this November that Eric Boateng '05 has been elected to its Olympic Athletes' Commission, a 14-member board charged with representing the viewpoint and interests of Britain's Olympic athletes within the BOA.

The Commission is made up of a mixture of past and present athletes from both summer and winter sports who have competed at an Olympic Games in the past 12 years. Boateng has been a member of Britain's National Basketball Team since 2006 and competed in the 2012 London Games.

"It's great to confirm the final make-up of the Commission for the next four years," said Commission Chair Ben Hawes. "There's a nice mix of sports and experience in the Commission and I'm confident that with leaders like Eric





we can continue to ensure all athletes receive the right support from the BOA to enable them to deliver at the Olympic Games."

Boateng was a McDonald's All-American and Gatorade Player of the Year at St. Andrew's before earning a B.A. in Global Studies from Arizona State University in 2010. During his senior season the 6'10" center was among the Pac-12 Conference's top 10 in rebounds, blocks, and field goal percentage. He has since played professionally in Greece, Germany, Argentina and France.

U.S. Olympian Serves as Guest Field Hockey Coach

The varsity field hockey team had the honor of welcoming U.S. Olympian Carrie Lingo to preseason camp this fall. Carrie helped prepare the team for the season by taking them through drills and sharing her experiences as a ten-year member of the U.S. National Team.

"Carrie taught us the aspects of the game that are being emphasized nationally, starting with the U.S. team," said Coach Gretchen Hurtt '90 who played at Princeton. Head Coach Lindsay Wright was an All-Big Ten player at Northwestern. "She had the girls moving the ball onto attack more quickly, taking powerful shots in the circle, even working on arm and upper body strength. Many of our players began playing here at St. Andrew's so she also helped go over basics and skills like body positioning for passes, receptions and shots."

Lingo made an immediate impression on the girls. She flew around giving

pointers during drills and her voice could be heard well before a visitor arrived at the field. She also managed to learn everyone's name by the end of the first day. "She made an effort to engage everyone and build each player's confidence," said Hurtt. "Someone might make a mistake, but then here's this Olympian helping you make corrections and offering assurance you can do it. Then she's cheering when you do. It was a huge boost to the girls."

Some of the most memorable moments were after practices when Lingo shared stories about playing against women from Japan, England, or Australia and the funny things teams do during warm-up. "She created enthusiasm about the sport," said Hurtt. "She was so approachable and helped us feel a part of field hockey's larger role in the country, especially the women playing at all levels and the U.S. team representing us."

Lingo was an All-State field hockey player in Delaware before earning All-American status and winning a National Championship at the University of North Carolina. She played on the U.S. National Team for 10 years, helping the team qualify for the Beijing and London Olympics. Her visit to St. Andrew's was made possible by the generosity of Gretchen and William Richardson P'14'16, whom you can usually find enthusiastically cheering on the Saints.

Belk Sisters Run New York City Marathon

Inspired by their mother Sarah Belk P'06,'09,'12,'16 who ran the New York City Marathon at age 26, sisters Adelaide '06 and Katherine "Peanut" Belk '09 decided to take on the challenge themselves. "I've always loved to run," explains Peanut, "and it was a great way for Adelaide and me to do something together." The Belk sisters began their training during the summer, Peanut in Boston and Adelaide in San Francisco, and were well on their way when Peanut started to feel shooting pain in her foot each time she ran. "I have always been



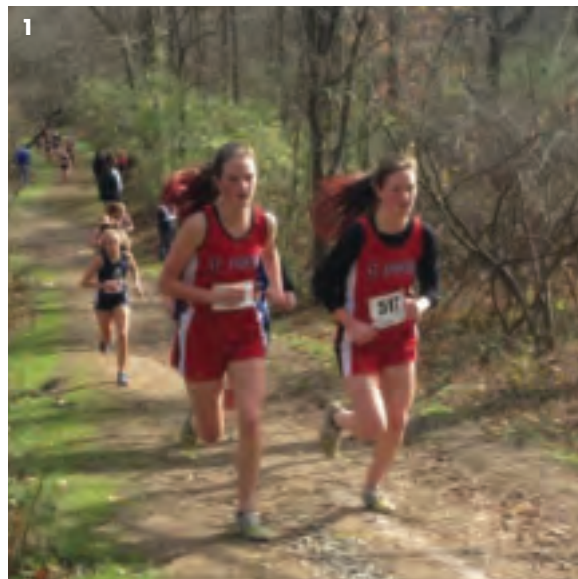
a runner, so I didn't expect to have any problems with the training, but I got an overuse injury a couple of months in, and it was a real wake up call. I started to slow down and really listen to my body. I also got into yoga, which I used to think I hated, so overall I think it was a blessing in disguise."

Peanut recovered quickly, and she and Adelaide launched a fundraising campaign for their race, raising over \$6,400 for Team for Kids, a non-profit that provides free or low-cost health and fitness programs to inner-city kids who have no access to regular physical activity. They chose Team for Kids because both sisters felt shaped by their experiences as student athletes at St. Andrew's, and wanted to find a way to share their experiences with students whose schools did not provide regular athletic programming.

Marathon day in New York City was brutally cold and windy, complete with scattered hail storms, but the Belk sisters triumphed nonetheless. "We were able to run together for six miles, which was such an invigorating experience," Peanut reflects. Both finished strong, and Peanut's finish time of 3:33:48 qualified her to race in the Boston Marathon this spring. They were joined at the finish line by a huge group of St. Andreans including Hannah Darling '09, Peyton Coles '04, Matthew Roach '04, Maggie Rogers '12, Nina Fleischer '09, Sarah Haroldson '09, Sam Arnold '06, Kate Garvey '06, and Molly Whiteman '06. ■

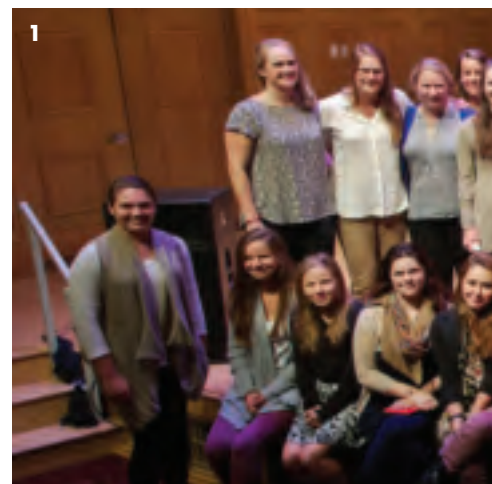
ST. ANDREW'S MOMENTS

- 1 Assistant Coach Jen McGowan snapped this picture of sisters Emma '15 and Caitlin '15 Porrazzo climbing during the State Championship meet this fall. The girls finished 7th and 8th, respectively, and left behind a legacy of kindness and hard work that propelled the program to elite status under their watch.
- 2 There was a sense that the boys cross-country team would need to rebuild after losing all but one varsity runner from last year's 3rd-place squad. It turned out that they just reloaded with guys like first-time runner Xander Geiersbach '16 and a bevy of freshmen and sophomores who rose to the challenge and recorded a 10th-straight Top 5 finish for St. Andrew's at the State Championships.
- 3 Sun's out guns out! Ben Baumann '17 and Min Heo '17 fit in an afternoon workout in the Stuart Fitness Center.
- 4 Ben Glenney '16 transitions into attack during a 6-0 statement win over St. Thomas More Academy.
- 5 "We were there for them and they were there for us," said volleyball head coach Gretchen Hagenbuch when describing why her team traveled to so many away football games. Each team was there (and loudly cheering) for the other's biggest wins this fall.
- 6 The field hockey team enjoyed their new practice field behind the organic garden this season. The new field ensured a pristine pitch during game days.
- 7 Victory! The volleyball team celebrates a convincing 3-0 win over Westtown School in the Sipprelle Field House.
- 8 Ill Form girls enjoy the sun during an indoor run this winter on the Schuller Track.
- 9 Touchdown versus Tower Hill!





HOMECOMING & WOMEN'S NETWORK



- 1 VI Form girls and alumnae gather to mark the 2014 Women's Network event after Monica Matouk '84's keynote address.
- 2 Claudia Heath '11 shares how her St. Andrew's experience has helped her navigate her life since graduation.
- 3 Nearly half the members of the Class of 2014 returned for Homecoming with a few willing to stand still long enough to take a picture.
- 4 Vicki Parikh, Rowan Parikh, Harvey Johnson '97, Anush Parikh '95, Shelley Haley Huntington '95, Josh Wilson '95 and Julia Wilson catch up at the football game.
- 5 Painted faces and pumpkins were part of several additional activities for families on Saturday morning.
- 6 Students lead with enthusiasm.
- 7 Monica Matouk '84 P'18 visited from King's Academy in Jordan to deliver the Women's Network keynote address in which she discussed the importance of mentorship and leading a balanced life. See page 66 for her remarks.
- 8 Proud Emory Nolte '14 met up with his brother Andrew '16 after the game.





Maggie Rogers: Music and the Liberal Arts Education

As a student at St. Andrew's, Maggie Rogers '12 was unusually clear-eyed about her future plans: she wanted to be a professional musician, and she knew exactly what to do in order to get there. She worked furiously to write and record songs during her limited free time, and she dedicated herself to growing as a musician, singing with both the Noxontones and the Choral Scholars. Maggie released her debut album, *The Echo*, during her senior year at St. Andrew's and was accepted to the Clive Davis Institute of Recorded Music at NYU's Tisch School of the Arts.

When Maggie arrived at NYU, she plunged into her music production classes with the same gusto that had powered her career as a student and musician at St. Andrew's, but she quickly realized that something was missing. "When I arrived at NYU, I realized I was being trained, not educated. As great as that was, it was not everything that I wanted out of my college experience." In an effort to recuperate this loss, Maggie has chosen to pursue a degree in English Literature alongside her focus on music production.

Maggie has not lost her passion for music, but instead has felt it grow in power and complexity as she continues to think rigorously about the purpose of her education. In fact, her English classes have enabled her to become a more thoughtful and sophisticated lyricist, as she draws on many of the foundational skills that she developed while at St. Andrew's. "It's something I've said so many times," Rogers laughingly admits, "No matter what situation I'm in, I write a song, and I look at the lyrics, and I think to myself, 'Could I show this to Mrs. Roach?' And I immediately re-write it."

This summer, she released her second album, *Blood Ballet*, a series of folk songs that serve as poignant meditations on her experiences as a student, an artist, and a young woman coming of age in New York City. It was the first time she had ever attempted a studio recording, and she found the process to be incredibly draining. "I was killing myself to pay for studio fees," she explained, "and nothing was coming together." But then one day, two of her classmates, Katherine

Haroldson '12 and Courtney Chang '12—both of whom had collaborated with her on her first album—drove down from Boston and recorded all the strings parts for the entire album in one afternoon. "Katherine and Courtney sound good on anything," she said. "When I play with them I feel like I did at St. Andrew's which is strong, and intelligent, and empowered. They were the missing piece. After that, the album was done."

You can listen to Maggie, Katherine, and Courtney at listentomaggie.com/album/bloodballet.



Renowned Digital Gallery Features Work of Hugo Henthoff '15

Hugo Henthoff '15 was chosen this summer to be a featured artist for The Ohm Gallery, an online gallery curated to emphasize 20th century and emerging artists. Hugo's relationship with the gallery is ongoing, and as of this magazine's printing, he is the featured artist on the front page of the site. "My experience has been great," he explains. "Na-Rae Ohm, the owner, contacted me over the summer after seeing my website and presented me with the amazing opportunity to work with her."

Hugo spent the months leading up to the site's launch assembling his portfolio, and shortly after the gallery's site went live, he made his first sale. "Selling my first print was equal parts insane and exhilarating. While I have entered contests and won money for photographs before, I had never out-right sold a print. The idea that a stranger would want to pay money for a photo that I took was incredible."

One of Hugo's favorite images in his portfolio is called "Surprised," and features a man in large, thick-framed black glasses and an expression of total incredulity. "This image is an example of the kind of portraiture I love doing," explains Hugo. "I ended up walking around D.C. with this man for an hour before I took his photo." Hugo later entered "Surprised" in the popular monthly photography contest ShoottheFace and it won the grand prize. You can see more of Hugo's work at theohmgallery.com or on his website hugohenthoffphotography.com.

Wumbo Warms Up the Weekend

Anyone who was there will remember the night Wumbo officially introduced themselves to the St. Andrew's community. It was April 12, 2014, and the band was the closing act for that evening's Open Mic Night. A few audience members among the packed Engelhard Hall were already on their feet when the group—then simply known as “The Sophomore Band”—began playing “Dr. Funk” by The Main Squeeze. Guest singer and saxophonist Donovan Simpson '16 belted out the prescient first line, “Hey kids, they call me Dr. Funk and I'm the cat you all need to know!” From there, it was just music and mayhem. Halfway through Donovan's sax solo the audience, now all on their feet, began rushing the stage and an already great night became one for the archives (which is where you can find video of the performance).

Duncan Covell, Nathan Koski-Vacirca, Sammy Nelson, Neel Puri, and Quin Scacheri are the five quiet, unassuming V Form boys who make up the core of Wumbo, a name derived from their favorite *SpongeBob SquarePants* episode. The guys often invite guest musicians and singers to join them and are always happy to back student performers in need of a supporting cast. “We just like to perform,” says Duncan who is short with words in an interview, but becomes Angus Young of AC/DC when you put him on a stage with a guitar. “It keeps up our social lives,” he adds with a smile.

Duncan, Nathan, Neel and Quin are all from Delaware and began playing together at St. Anne's Episcopal School, about a mile from campus. They remember their first public appearance being a talent show in the fifth grade.

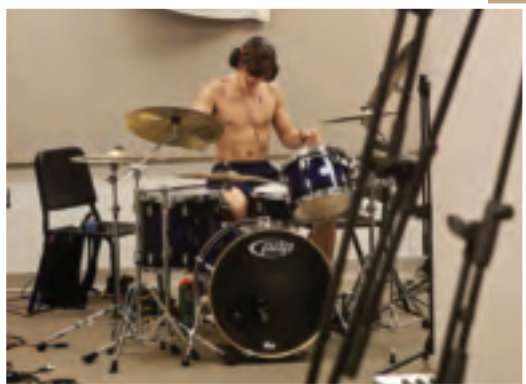
“We played “Don't Stop Believing” by Journey,” says Neel. Sammy was a natural addition to their frequent jam sessions freshman year and it's easy to see the chemistry between the guys. They're all smart, funny, and hard working, and absolutely love music.

Each of them plays at least two instruments and they're as comfortable performing Beethoven and Count Basie as they are melting your face off with The White Stripes. All have taken or are currently taking Advanced Studies in Music Theory with Director of Instrumental Music Fred Geiersbach. Geiersbach continues to find ways to expand their horizons and become masters of everything from “modulation” to “advanced chromatic techniques.” “These guys keep my inner rock and roll child alive and well,” he says. “I'm looking forward to performing the 2012 version of *Godspell* with them for this year's winter musical.”

When asked to define their style of music they look at each other and take

turns adding to the list—“rock, funk, punk, alternative, rap”—before Sammy makes it easier for everyone. “Pretty much anything, but country,” he says with confidence. “You can write that.”

It's true; they played just about everything but country during a recent concert in the Student Center. The hour-long event was well planned with a light show and enough amps to make sure even the farthest corners of campus didn't escape their power chords. What they weren't prepared for was an encore. The packed house continued to cheer, chant, and take on the appearance of a controlled riot well after what the guys thought would be their last song. Nobody was leaving. Someone acted quickly and Googled lyrics before the unmistakable guitar intro and then driving drums of Nirvana's “Smells Like Teen Spirit” hit the crowd like a jolt of adrenaline. Another wave of chaos and fun ensued. “I want to play music forever,” Duncan would later say, recalling the night. “We're just doing what we love.” ■



Nathan Koski-Vacirca '16 was unable to make the group photo due to a busy practice schedule.



ST. ANDREW'S MOMENTS





Parents Weekend Creative Arts Performances

- 1** The Noxontones put their own unique touch on classics from Bob Marley, Paul McCartney and Gloria Gaynor.
- 2** Soprano Charlotte Cece '15 and the Choral Scholars performed a program entitled "Songs for the Journey" on Sunday morning after Chapel.
- 3** Uche Amakiri '16 was reluctant to try dancing as a Third Former, but has shined as a male lead this year.
- 4** Min Heo '17 and the Jazz Ensemble showed their range across jazz genres with Duke Ellington, Fleece Moore, Nat Adderley and contemporary composer Matt Harris.
- 5** Eleni Scurletis '16 and her Advanced Study in Dance class performed to the traditional Yiddish song "Oyfn Pripetchik" and "Mr. Brightside" by The Killers.
- 6** Sammy Nelson '16, Duncan Covell '16, and Quin Scacheri '16 can and will play any music you put in front of them (when they're not jamming on dorm).
- 7** Contemporary Dancers Jordan Hamilton '15, Karley Nikoi '15, and Julie Bennett '15 are art in motion during an inventive piece that involved synchronizing with pre-recorded video projected onto a large screen behind them.

Pictures can say a thousand words, but video makes it easier to translate. Please visit <http://bit.ly/SAS2014PW> to watch every performance from Parents Weekend.



Author Margaret Wrinkle Visits Campus

It is sometimes said that you can't get where you're going unless you know where you've come from. The axiom would certainly hold true in the journey of author Margaret Wrinkle. Wrinkle was born in Birmingham, Alabama in 1963, the same year as the 16th St. Baptist Church bombing. As a seventh generation descendant of slaveholders she grew up desperate to turn and run from a history she abhorred.

Her first opportunity came after high school when she headed north and earned a B.A. and an M.A. in English from Yale University. She eventually made her way to San Francisco where she unsuccessfully tried to shed her southern upbringing. The pull or, more accurately, the need to face her heritage ultimately proved too strong. She returned to Birmingham in the 1990s

where she taught elementary school for five years and made the award-winning documentary film *broken\ground* about the town's racial divide. The experience proved to be the beginning of what would eventually become a 10-year sojourn into the life of Wash, the eponymous main character of her critically-acclaimed novel.

Alison and Jimmy Wetter P'14 introduced the campus to *Wash* last year, generously gifting a copy of the novel to every student and member of the faculty. Their gift compounded when they introduced Wrinkle to St. Andrew's. The author spent a day on campus sitting in on several classes and reading excerpts from *Wash* during a special School Meeting.

"I want to thank you for being readers," Wrinkle said in her opening remarks to

the full community. "I sat in on a class this morning and I decided I want to hit rewind and come here for 9th grade. You're very lucky."

Students took the opportunity to ask questions at the conclusion of the reading, exploring issues of identity and the importance of confronting the past with Wrinkle. Luke Baumann '15 asked her opinion on the issue of reparations in anticipation of a student trip to see Ta-Nehisi Coates at the University of Pennsylvania the following week.

"We were deeply grateful to Alison and Jimmy for making Margaret's visit possible," said Stuart Chair of English Elizabeth Roach. "She challenged us to consider and confront our nation's past in ways that make us stronger and even more mindful of our shared responsibility to that past. She offered us a literary model of how to meet that responsibility as well as engaging us in a conversation that asked us to wrestle with this in our everyday lives."

You can watch her full talk on our livestream channel.

Nobel Peace Prize Recipient Gives 2014 Environmental Lecture

University of Delaware's Dr. John Byrne, Distinguished Professor of Energy Climate Policy, joined the St. Andrew's community for an evening in mid-September to discuss the rising stakes of sustainable living and renewable energy.

Byrne runs the University of Delaware's Center for Energy and Environmental Policy. For the contributions to Working Group III of the Intergovernmental Panel on Climate Change (IPCC), Byrne and fellow panelists earned the 2007 Nobel Peace Prize. He has been an active advisor and expert in several important policy decisions made throughout the country,

and is a widely respected authority on the importance of investing in renewable energy technologies.

Early in his lecture, Byrne sought to dispel misconceptions about the scarcity of renewable energy, saying, "There is more renewable energy available on the planet than any conceivable human use could top. The question is how to harness it properly." He went on to discuss the fossil fuels industry, highlighting the dangers of what he called our "high carbon scenario." Professor Byrne used the remainder of his time at the podium as an opportunity to discuss real-world examples of what we as

individuals, as a School, and as a nation can do to improve the way we utilize our resources.

St. Andrew's remains committed to issues of sustainability and environmental stewardship, and Professor Byrne's lecture was one of many ways in which the School has prioritized conversations of this nature in recent years.

Dr. Byrne's full lecture is available on the St. Andrew's podcast channel at www.standrews-de.org/podcast or you may view it on our Livestream channel at www.standrews-de.org/livestream.

Bishop Wright's 'Mountain-top Experience'

The Rt. Rev. Wayne P. Wright, Bishop of the Episcopal Diocese of Delaware, returned to St. Andrew's on the first Wednesday of the school year to welcome the students to campus. He urged them, as he does every year, to treat him like a member of the community, imploring them to approach him when they see him outside the chapel. "If you see me somewhere, no matter where it is, please stop and say hello, because I have met St. Andrew's students in some of the most interesting places in the world, doing incredibly interesting things."

Rev. Wright discussed his experience climbing the tallest peak in Yosemite National Park during the summer, and framed the story as a meditation on how we use language and how we ought to

care for others. To prove that he actually summited the 9,000 foot peak, Bishop Wright brought photos and a t-shirt he earned after completing the climb. He then went on to talk about the nature of so-called "mountain-top experiences," and the hollowness of the expression itself. "The idea of a 'mountain-top experience' is a cliché... In our great tradition of appreciating the beauty and the power of the world around us, to say that you had a 'mountain-top experience,' is virtually meaningless. Instead of telling you about what it was like to stand on top of the mountain," he went on, "I want to tell you about what it was like to get there."

He told the students about his anxiety leading up to the climb and about how he had himself nearly convinced that he

was too old to succeed. On the day of the hike, these anxieties were confirmed: "It was the most excruciatingly challenging thing I had ever done," he explained. About 500 feet from the top, the hike became so difficult that he considered giving up. He was sitting on a rock by the trail when a group of high school students from Montreal approached and asked him to finish the hike with them. "God bless them. They slowed down for the old guy," he laughed, "and I made it. Thanks to them."

Rev. Wright will return to campus this spring to confirm and baptize any students who are interested in joining the Episcopal Church. You can find his full chapel talk on our podcast channel at www.standrews-de.org/podcast.

12th Annual Levinson History Lecture and Scholar-In-Residence



On the week of November 10, St. Andrew's played host to Dr. Derek Fraser, Professor Emeritus at University of Teesside in England and the first annual Levinson History Scholar-in-Residence. Fraser arrived on campus Tuesday, visiting classes to speak about the importance of studying history.

Dr. Fraser is best known for his groundbreaking paper, "The Evolution of the British Welfare State," which was originally published in 1973 and is now in its fourth edition. Fraser has played a

variety of roles in the world of secondary and post-secondary education, serving as Inspector of Schools in England, and later working as a Professor of History at the University of Bradford, UCLA, Teesside University, and Franklin & Marshall College.

Although Dr. Fraser's area of expertise does not play a large role in the St. Andrew's history curriculum, he provided valuable insights about the importance of studying the past, and both students and faculty were thrilled to have him on campus.

Speaking to V and VI Formers in Lindsay Brown's Western Civilization class, Dr. Fraser said, "Society without history is like a human being without a memory. We have to understand how we got to where we are."

Emily Pressman, chair of the History Department, said, "Dr. Fraser has spent the week teaching our students, covering topics as diverse as William Wilberforce's campaign for the abolition of slavery, the history and legacy of World War I, and why the study of history matters, meeting with eight different classes over the course of the week. For all of us, faculty and students alike, it has been an amazing week of intellectual engagement with a first rate scholar, and we are so deeply grateful to the Levinsons for this wonderful gift."

Fraser ended his visit with the 12th Annual Levinson Lecture on Friday night in Engelhard Hall, during which he discussed the Welfare State, reforms during the last century, and the future of Welfare in Britain. To watch Dr. Fraser's lecture, visit the St. Andrew's livestream channel, which can be accessed via the Parent and Alumni menus on our website. ■



August Saguil '17 Spends Summer Rebuilding Homeland

It was clear early on in his St. Andrew's career that August Saguil '17 had a gift for making people laugh, but when Typhoon Yolanda hit his native Philippines last November he revealed a more serious side to his personality. With the help of several friends, August did the only thing he could do to help his country on the other side of the world. He held a fundraiser and educated the community on the devastating aftermath of the one of the strongest storms ever recorded. The community responded and August was able to send needed funds to Habitat for Humanity Philippines.

Seven months later, August returned to his homeland at the end of last school year and wasted little time joining the ongoing rebuilding effort, an effort some predict could take years. "After first landing back in the Philippines, I immediately flew to a different province south of my hometown the next day," says August. He landed on the island of Bohol, the tenth largest island in the archipelago, which was only three weeks removed from a 7.2-magnitude earthquake that devastated the region when Yolanda hit.

August then spent three weeks with Habitat building houses and living alongside Bohol natives. His team of six constructed three bamboo houses

during one particularly productive week. "We worked to relieve the victims and help them move on from the trauma they experienced in November," says August.

Anyone who heard August share his passion for the Philippines during the International House chapel service last spring wouldn't be surprised by his choice to spend the first three weeks of his summer break laboring in notoriously excessive heat and humidity, but his effort is still a source of inspiration for the School.

"August's efforts to help those who need it most in his homeland epitomizes our greatest hopes for students," says Headmaster Tad Roach. "He embodies not only passion, but a willingness to take decisive measure to act on that passion. We are very proud of him and look forward to hearing more about his work."

You can learn more about Habitat for Humanity Philippines on its website.

Polly Dolan '85 Transforms Lives at SEGA School for Girls in Tanzania

"Only when equipped with a questioning mind can people gain the understanding and tools necessary to address the social, economic and political situations affecting their lives." Polly Dolan '85 lives and breathes this belief every day in her work creating educational opportunities for girls in Tanzania.



She understands that educating girls is the most powerful way to transform the developing world, and she has dedicated her career to making this possible. She has lived and worked in East and Southern Africa since 1996. In 2007, she founded the SEGA (Secondary Education for Girls' Advancement) School in Morogoro, Tanzania with the mission of educating Tanzanian girls who are "poor, marginalized, and at risk of becoming involved in exploitative forms of child labor."

In its first year of operation, SEGA served 30 young women in a borrowed classroom in the heart of Morogoro. In the two years following, Dolan obtained 30 acres of land on which to construct the school. Now SEGA is a fully residential school with classrooms, dormitories, solar-powered electricity, an advanced rainwater capture system, a computer lab, a poultry farm (that generates revenue for the school), and a dining pavilion. In 2013, the school was awarded a \$1 million challenge grant by USAID/ASHA which will allow for the construction of additional staff housing, an infirmary, new dormitories, a library, an auditorium, and an augmented computer suite. The grant will also allow the school to serve additional students, bringing the student population up to 180 girls. By 2015, SEGA aims to be able to educate 200 girls each year, and will implement a plan to reach financial self-sufficiency through the development of school-run businesses like the existing poultry farm.

To read more about the SEGA school and Dolan's work, visit <http://nurturingmindsinafrica.org>.

Vivian Smith '09 International Development in the Mountains of Peru

This past February, Vivian Smith '09 left her home in Bethany Beach, Del., and moved to the Peruvian Andes. Ollantaytambo, the town where she



now lives, has a population of roughly 2,000 people and is located in Peru's Sacred Valley, between Cusco and the ancient ruins of Machu Picchu.

Smith studied International Relations at William and Mary, so when she was offered a position working in International Development for Awamaki, an NGO that helps female artisans in the mountains of Peru sell their wares at fair prices, she jumped at the opportunity. Awamaki was established when its founders realized that women living in the upper Andes were making gorgeous textiles but had no idea what they were worth. "They were being exploited by people from Cusco who would hike up to their villages and buy the textiles at absurdly low prices," explained Smith. "With our help Andean women can sell their products to international retailers of ethically-sourced handmade goods. We connect them to a larger market and strive to help them become independent businesswomen."

Awamaki also hires seamstresses, simultaneously providing jobs for women living in villages in the upper Andes and modifying the textiles to meet the demands of the global market. "Some of the seamstresses make them into clothes or bags, and some add leather. The textiles themselves are beautiful, but consumers all over the

world are interested in the products that the women are able to make from them."

Smith works as Awamaki's Volunteer and Tourist Coordinator, as well as the Community Education Coordinator, teaching English to women in six different Andean villages. "Many of the locals speak an indigenous language called Quechua that dates back to the Incan Empire," she explained. "I've taken a few Quechua classes since I've been here, but the language barrier can be really tough!" Luckily, though, in most of her interactions, she's able to speak Spanish. "I can't thank Ms. Ramírez and Mr. Miller enough for helping me to develop my Spanish language skills," she said. "I didn't speak a word of Spanish before I arrived at St. Andrew's, and now it's one of the skills that is most valuable to me in my work and my life." You can support the women artisans of the upper Andes and purchase Awamaki's beautiful fair-trade products at their website, www.awamaki.org.

Breaking Away from a Traditional Business

Wit Keating '16 understands that it's important for any business to make money, but at this stage in his career the young entrepreneur is more interested in doing well by doing good. When he learned that there was a steady need for bike repairs on campus he decided to step up and offer his services for only the cost of whatever parts he might need to buy to fix the bike. "I heard that [Dean of Students] Mr. Robinson was offering to take bikes into town for basic repairs, so I told him I could do it here for a lot less money. It was more efficient," says Wit.

Wit brought about two dozen bikes back to life in his first month with the most common issues being popped tubes, broken chains, loose pedals and rust. He learned the trade this past

summer working 7-days a week at Atlantic Cycles in Rehoboth, Del. "The beach wasn't that warm in early June when I started working and then I just liked it so much I stayed on." Wit proved to be a reliable worker who could quickly tune bikes in Atlantic's busy rental line. He eventually worked his way up to help run the shop. "I helped a few St. Andrew's people who came into the shop. It was always a good surprise."

Fellow students are glad he's continued to help. In fact, he's been known to give a few surprises of his own. "I jumped on my bike one day and it felt brand new again," recalled Robinson. "I later found out that Wit had seen it parked near Founders Hall and decided to inflate the tires. It might seem like a small thing to most people, but it made my day."

That sort of quiet generosity has defined his customer service. He often does more than is initially asked and is always looking for ways to save students money on parts. His speed is also becoming legendary. A student might tell him about a flat tire on a Monday and be back whipping around campus between classes the next day. "It's just something I enjoy doing," says Wit. "I like tinkering around with bikes and if it can help someone else, then all the better." ■





Colin Brownlee '14 Spends Part of Gap Year Supporting Sustainability at St. Andrew's

Before he embarks on a solo adventure hiking the Appalachian Trail, Colin Brownlee '14 has a number of sustainability initiatives that he wants to see put into place at St. Andrew's. He rejoined the community as an intern this winter, after spending several months in Colorado, and has spent his time working with Director of Sustainability Diana Burk to deepen the School's commitment to sustainability.

"It has been amazing to learn from Diana," he says. "She is so organized, and the amount of behind-the-scenes work she does is unbelievable. She is truly the backbone of the sustainability program."

Under Burk's guidance, Colin has spearheaded an application to the Greenwatch Institute's grant program. "We have won the grant for the last three years," Colin explains, "and

it allows us to pay a University of Delaware student to monitor the water quality of Possum Creek (behind the Headmaster's house)." In addition, Colin pulled together an application to DNREC (the Delaware Department of Natural Resources). "The grant we applied to was specifically to fund waste reduction. This funding, should we win, will go towards installing hand dryers in dormitories," Colin explains, "with the aim of cutting down on paper towel waste."

One of the most exciting projects in Colin's portfolio has been designing a comprehensive map of the St. Andrew's trail system. In collaboration with Dan O'Connell, Peter McLean, and Matt Troutman, Colin has traced the network of trails running through the forest and the cornfields, as well as those that circumnavigate the pond. "It's a combination of making established trails more official and navigable, as well as finding deer trails that could turn into bigger trails with more foot traffic,"

Colin says. His plan includes installing three large maps at the trailheads, as well as placing markers throughout. "I know so many people who have gotten lost trying to run around the pond," Colin laughs, "myself included! This should really help."

Of chief importance among Colin's contributions has been his work on the School's Climate Action Plan: "We are devising a plan that will allow us to numerically assess our carbon footprint," he explains, "which will help us to find the most cost-effective sustainability practices moving forward."

Colin will leave campus in early March, embarking on a three-month journey hiking from Georgia to Maine, but the projects that he has started are in good hands. "Evan Zhong '15 and Dr. McLean are spearheading the Climate Action Plan," Colin says, "so I know it will be great."

St. Andrew's Earns Silver Rating for Sustainability Performance

On January 6, 2015, St. Andrew's earned a silver rating on sustainability performance from Protostars, a reporting tool for K-12 schools interested in being evaluated for environmentally sustainable practices. St. Andrew's is the eighth high school to self-report using Protostars and ranks third among participating schools—including Philips Exeter Academy, Choate Rosmary Hall, and the Berkshire School—who have already submitted for a rating.

Director of Sustainability Diana Burk is excited about the recent submission, stating, "This rating not only allows us to meaningfully compare our school's sustainability performance with peer schools, but it also facilitates knowledge sharing that will lead to better sustainability practices in all schools."

Released to the public in February 2014, Protostars was adapted for K-12 schools from the Association for Advancement of Sustainability in Higher Education's STARS program, which has been used by over 600 colleges and universities. It allows institutions to collect data on a number of sustainability metrics, including energy efficiency, purchasing, waste, community service, diversity and affordability, and public engagement.

The Protostars Silver Rating is just one example of the myriad ways in which Burk has transformed the sustainability practices of the School. During the course of the past two years, Burk has won 12 sustainability-related grants, and over \$100,000, allowing for projects ranging from a new greenhouse for the organic garden to erosion control structures along the edges of Noxontown Pond.

Perhaps the most exciting part of Burk's work has been the dramatic increase in student engagement surrounding issues of sustainability on campus. "There are several projects, even beyond the recent Solar Array, that students have spearheaded themselves," she explains. Among these was a push last spring, led by then V Former, Luke Baumann '15, to change all lights in Engelhard Hall to LED bulbs, which use 90% less energy than their incandescent counterparts. This change resulted in nearly \$2,000 in savings for the School, and the projected removal of 13 metric tons of CO₂ from the atmosphere during the following year. The facilities team was so impressed with the performance of the LED lights in Engelhard that they decided to follow suit and replace all of the School's outdoor bulbs with LEDs.

Led by Burk, the St. Andrew's Green Council, a group of faculty, staff, administrators, and student leaders spent the spring of 2014 developing



a comprehensive Sustainability Plan that includes action steps designed to measurably improve the School's performance during the course of the next several years. The plan incorporates recommendations for changes in all areas of the School's operations, including curriculum and residential life, buildings and energy use, food and dining, and waste management.

"St. Andrew's 2,200 acres today remind us of the power of nature to lead us to lives that are more careful, responsible, generous, and sustainable," writes Burk. "The 21st-century St. Andrew's has come together to honor this school, this land, this approach to life."

Saints Go Solar

Back in October, the St. Andrew's Solar task force proposed an ambitious plan to raise \$31,000 in 31 days. The "#31in31 Campaign" was a resounding success, and the student-led group raised a total of \$158,000 to install a solar array at the School.

The Solar Array Initiative was entirely student-driven, and was led by a group of six juniors and seniors: Luke Baumann '15, Yousaf Khan '16, Caitlin Porrazzo '15, Emma Porrazzo '15, and Neel Puri '16. The students developed a proposal,

presented it to the board of trustees, and were permitted to begin fundraising this fall. Upon meeting their goal, students were joined by Board of Trustees Chair Emeritus Kitten Gahagan who came to campus to celebrate this exciting step in sustainability at St. Andrew's.

The panels were installed in late autumn, with the help of Mark Hammond's physics class who collaborated with solar energy technicians from CMI Electric. Well prepared by practice problems with Mark, the students rose to the challenge and demonstrated a very sophisticated understanding of the engineering problems introduced by assembling such a complex structure.

The array, located just feet away from the Facilities offices, has the capacity to power the equivalent of six homes and represents an important moment in the School's journey towards a more sustainable future.

"We are committed to making our community and our world more environmentally sustainable," says Luke Baumann. "The installation of the 50kw Solar Array on campus is a major step in promoting and achieving sustainability." ■



Colburn Baseball Field Overhauled for Spring Season

There are few people who have dedicated more time and love to St. Andrew's School than Bob Colburn. Beginning his career at the School as a math and science teacher in 1961, Colburn served as the athletic director for over 40 years. He continues to coach the Varsity and JV baseball teams after his retirement, and will coach his 55th consecutive season for the Cardinals this spring.

Colburn's bottomless devotion to St. Andrew's, to education, and to the sport of baseball has earned him a place in both the National High School Baseball Coaches Association's Hall of Fame and the Delaware Sports Hall of Fame. But for Colburn, coaching has never really been about baseball at all: "I've always wanted the students I work with to leave here better people than they were when they arrived. The greatest pleasure of my time here at St. Andrew's has been watching so many of my former students go on to become educators. It speaks to the meaning and the power of the teaching relationships that happen here."



"When we began drawing up plans for the athletic complex," Tad Roach explained, "giving Bob a new field was a top priority. His service to the School has been truly incredible." This fall, the baseball field underwent its final renovations, and it is now ready for play in the upcoming 2015 spring season.

The project was funded by generous donations to the Robert M. Colburn Director of Athletics Fund established in 2004. The field was completely rebuilt with a new brick foundation under the pitchers mound, Diamond Tex® dirt laid in the infield, and an irrigation system that will keep the field in top playing condition at all times. "I'm ecstatic," Colburn said, smiling. "This will change the game for our students. They have been playing on a rough, unpredictable field for years now, and they'll finally have a field worthy of their passion for the game. They have always had a lot of heart, but now they'll be excited about coming out to play each day, and to me that's the most important thing."

St. Andrew's Receives First-Ever Bitcoin Donation

One of the most disruptive innovations of the new millennium, Bitcoin is an open source, peer-to-peer trading technology that allows individuals to trade money without a central authority. During the 2014-15 fiscal year, St. Andrew's School received its first ever Bitcoin donation from Internet wunderkind, John Allen '03.

As a concept, Bitcoin sounds like a sort of information-age fantasy, but in reality it functions a lot like normal money; the value is established based on daily transactions, much the way shares of stock are valued. In fact, in November 2013, Delaware Senator Tom Carper held a hearing before the Senate during which senators advocated for Bitcoin and other virtual currency systems as legitimate means of exchange.

Allen has spent his entire career in the tech world, working first as an intern for Microsoft, and later spending nearly five years as an engineer for Facebook. Most recently, Allen has joined the team at Interana, an event data analytics software company that allows other companies to understand how their products are used.

Needless to say, Allen is truly a child of the digital age, and he is committed to helping St. Andrew's provide strong



computer science curriculum to its students as the School makes more intentional moves into the 21st century.

Allen's donation is the first of its kind, and as such, Chief Financial Officer Diane Winiarczyk had no idea whether or not the School could even process it. She talked to other boarding schools like St. Andrew's and found that no other advancement offices had experience processing Bitcoin donations. Senior Director of Leadership Philanthropy Gordon Brownlee spoke to John who helped him set up a "virtual wallet" through a website called Coinbase. Winiarczyk completed the paperwork and the Bitcoin was electronically transferred into the School's wallet. She was then able to sell the Bitcoin for cash.

"This may well be the first ever Bitcoin gift to a boarding school," Brownlee speculates. "The good news is that we are now open for business if anyone else has Bitcoin that they would like to contribute!"

Faculty Development Funds Support Lifelong Learners

"The biggest surprise for me was how fun and interesting revision could be," reflects English teacher Gretchen Hurtt '90. Thanks to the many donors who have supported the School's commitment to offering faculty professional development opportunities, Hurtt was able to attend the Kenyon Review Writer's Workshop for Teachers during the summer of 2014, where, after several years teaching literature and composition, she took a turn at creating stories of her own. "I loved the chance to follow threads of ideas, play with language, and force myself to find clarity as I revised and incorporated feedback," she continues, "and I would certainly recommend the



program to any of my colleagues who are interested in the craft of writing."

Hurtt returned to campus this fall even more passionate about her teaching than she was before the program. She came away with a fresh supply of activities, prompts, and strategies to use in her own English classes, and she has started to encourage her students to experiment with language and style in ways that analytical writing often fails to invite.

"Writing creatively forces us to observe the world closely and thoughtfully," she says. "It brings us into conversation with others, and it helps us generate and refine our ideas." She hopes that she will keep the habit she learned at Kenyon of simply picking up a pen and doodling with words for fun.

Spanish teacher Ana Ramírez also spent part of her summer at Kenyon, her alma mater, where she took a course on the literature of Gabriel García Márquez. She was enrolled in the Kenyon Institute, a program that invites students, alumni, parents, and adults to spend a week immersed in an academic subject of their choosing.

"I took the course on García Márquez with my former and favorite professor,

Clara Román-Odio," Ramírez recalls. "It was incredible to take the course with so many brilliant adults in the class—true life-long learners. It was the first time I had ever had a chance to discuss literature in a classroom setting with a group of people who had seen so much of the world."

Both Ramírez and Hurtt were granted stipends from the School that allowed them to pursue these opportunities, and both have emphasized that what they learned during their time at Kenyon has transformed their pedagogy in the classrooms here at St. Andrew's.

"The experiences of faculty like Ana and Gretchen," explains Associate Headmaster and Dean of Faculty Will Speers, "clearly demonstrate how restless and curious the teachers here are—how passionate they are about constantly improving their craft." This, according to Speers, is one of the foremost priorities of the School. "There is nothing inert about the St. Andrew's Faculty, and we are committed to ensuring that all members of the adult community are given opportunities to grow." ■



Student Activities Committee Finds Its Swagger

Legend has it that Ted Cotsen '91 started the Frosty Run in 1990 in response to an upcoming weekend plan that consisted entirely of a home basketball game. Ted wanted something more, something fun and something a little nonsensical. It turns out that Ted was either ahead of his time or began his high school career 25 years too early.

This year's Student Activities Committee has been on a Cotsen-like mission to make sure each weekend is more fun than the last. Run-of-the-mill dances in the student center now take second or third billing to things like bubble soccer and bounce houses in the gym, film festivals, manhunt, haunted houses, open-mic nights and full-fledged, adrenaline-pumping rock concerts.

The weekends are the result of a sort of perfect storm that has combined the 'nothing is impossible' mind of faculty advisor John Burk, an incredibly creative student committee and a handful of students who aren't even on the committee, but continue to lend unique talents to the efforts. "This is an exceptional group of seniors," says Burk. "They are dedicated to the ethos of the School, which includes giving students an opportunity to have just a ton of fun on weekends."

One of those seniors is Luke Baumann '15 who has been instrumental in both ideas for activities and marketing them

during School Meeting. A master in the art of promotion, Luke gave a perfect Steve Jobs impression to announce the launch of a new app built by Yousaf Khan '16 to make it easier for students to sign up for activities. He's also joined forces with filmmaker Matt Gore '15 and fellow seniors to make some of the most entertaining video promos to hit School Meeting. Their "Frosty Run XXIV" promo was a brilliant, 7-minute homage to the 2010 film, "The Social Network." In between announcements you can also follow SWAG on Twitter @standrewsswag to learn about last-minute additions to the weekend or surprise treats like pop-up coffee bars or impromptu costume parties.

Early in the year, the group took the bold step of rebranding itself from the practical, but—let's be honest—boring Student Activities Committee or "SAC" to the fashion-forward Student Weekend Activities Group or "SWAG" (See: SouljaBoy, "Turn My Swag On"). SWAG encourages students to vote for which movie they want to watch on the Front Lawn on Saturday nights and will even deliver food to help power students through busy weekends (Hello, Five Guys and Chipotle!).

There's more on the horizon as the weather promises to warm up and the Front Lawn provides a more viable canvas for weekend fun this spring. More live music is on tap thanks to the



Mary Durkin Fund for Student Life and there's talk of an all-school laser tag battle. Ted Cotsen is of course invited.

John Cullen '81 Provides Opportunity for Recent Graduates at Colorado's Stanley Hotel

Stephen King wrote his popular 1977 novel *The Shining* after a stay in room 217 at The Stanley Hotel. Seated at the base of the Colorado Rockies, the hotel's rich history, nostalgia inspiring neo-Georgian architecture, and isolated location have long kindled talk of hauntings. Every summer, the Stanley draws thousands of tourists hoping to stay in 217 and the neighboring rooms. Some claim to have caught glimpses of Freelan Stanley's ghost walking the lobby or lurking in the rear of the bookings office.

John Cullen '81 has a passion for historic hotels like the Stanley and has made a career of turning them into thriving, profitable businesses. Cullen's company, the Grand Heritage Hotel Group, owns and operates the hotel, and every summer he generously gives groups of recent St. Andrew's graduates the opportunity to test their professional mettle as employees. Dozens of recent graduates have greeted guests at the front desk, served in the hotel restaurant, or worked as bell hops.

This past summer, seven seniors from the Class of 2014, Colin Brownlee, Aaron Chang, Sam Gowen, Coulter Loft, Louise Marks, Bertie Miller, and Allison Wendt followed throngs of horror film aficionados, nature lovers, hikers, and summer tourists out to Estes Park, Colo., to join the hotel staff. For most,



it was their first job, and for all, it was a transformational opportunity. "We were treated as colleagues," said Colin. "It was the first time outside of St. Andrew's that I was judged based on how my performance improved the lives of those around me."

"It's powerful to be with people from this community in a setting so different from St. Andrew's and working in roles where you're rewarded for being personable and helpful," said Sam who spent most of the summer carrying guests' bags up and down the hotel's circuitous network of staircases. "It's an awesome experience to see your high school friends thrive in a new environment and to be there to join them in that personal growth." Colin agreed, adding that the presence of his St. Andrew's friends was the most inspiring aspect of his summer experience: "Once the other St Andrew's students left the Stanley, I realized how comforting their presence had been. There was a history, quality of conversation, and overlap of interests that I haven't found since."

When the others returned home at the end of the summer to pack for college, Colin stayed in Colorado to spend the first part of his gap year working for another St. Andrew's alum. Doug Kiesewetter '71 owns the solar energy company Brightleaf Power, and generously offered Colin an internship. "Mr. Kiesewetter attended St. Andrew's at the same time as my uncle [Ian Brownlee '73], and after a few emails

and a very generous offer I was able to make the most out of my gap year." Colin plans to continue to seek out opportunities to work with St. Andrew's alumni in the future, because, as he says, "There's nothing better than being able to share stories about St. Andrew's with colleagues."

Yousaf Khan '16 and John Allen '03 Collaborate on Weekend Activities Software

Finding a summer internship is difficult, even for students as bright and ambitious as Yousaf Khan '16. This past summer, following the end of his sophomore year, he applied to several jobs, but was consistently told by HR departments that he was too young to join the work force. Unwilling to give up, Yousaf turned to the St. Andrew's alumni network.

With the help of Bernadette Devine '99 and John Burk, Yousaf was able to connect with John Allen '03, a software engineer at Interana who has previously worked on engineering teams for both Microsoft and Facebook. "When I reached out to John," Yousaf said, "he didn't ask any questions. He just sent me a copy of his office key and said 'Stop by any time!'"

Before meeting Allen, Yousaf had begun developing a prototype for an event planning and registration software. He brought his prototype to Allen, and the two collaborated to develop what

is now "SWAG," the primary mode through which students and faculty at St. Andrew's access and coordinate weekend activities.

"Working with John made me aware of how far the Computer Science program has come at SAS," explained Yousaf. Thanks to his training at St. Andrew's, he was working at a level of understanding sophisticated enough that he could collaborate well with John. "It makes me really appreciate being part of such an important change at St. Andrew's," Yousaf said of the rapidly expanding Computer Science department.

But Yousaf's biggest takeaway? "John helped me understand how important it is to do what you love. At his office, I never felt like I was doing work, and I never struggled with the fatigue that comes with a typical 9 to 5 job. There was always excitement over fixing bugs in a program or tackling a new challenge. I think his enthusiasm showed me the importance of finding a passion and pursuing it."

Yousaf's work with Allen has inspired him to invest even more deeply in his time at St. Andrew's, as he realized how much more he still wants to do within the community. Ultimately, though, Yousaf hopes to work for a start-up. "They are often filled with a small group of intellectual and ambitious individuals who are doing amazing work and finding creative ways to utilize technology to help others," he said. ■



ST. ANDREW'S MOMENTS

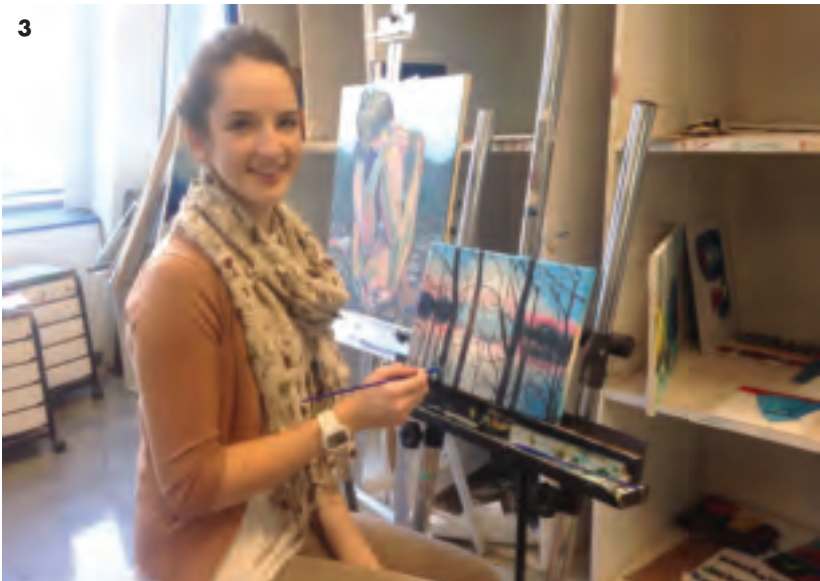


- 1 This is what the Dining Hall looks like every morning from 10:35-10:50.
- 2 Students slowly evolve from discomfort to full mud-loving immersion during the swamp walk on the first day of school.
- 3 Anna Cutler '15 works on the 2014-2015 St. Andrew's Christmas card.
- 4 Students explore the far end of Noxontown Pond.
- 5 Snow on the first day back after Christmas Break!
- 6 Longtime bus driver and one of the students' biggest supporters Lonnie Dillon receives a standing ovation at the announcement of his retirement in December.
- 7 Lindsay Brown helps III Form boys appreciate the art of the bow tie in the Main Common Room before Wednesday night dinner.





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Recommended Reads

Books can sometimes be so good that we can't help but share them with friends, family or sometimes even complete strangers while browsing in our local bookstore. The Irene duPont Library has now made it easier to share your latest inspiring book or find a new one. The following Recommended Reads were submitted through the library's new online submission page where visitors can share their latest reads and why they recommend them. Please visit standrews-de.libguides.com/good-reads to submit your own or find your next great book.



Tom Fritz, History

One Summer: America, 1927

by Bill Bryson

Bryson's latest and greatest book captures all of the historic events and personalities that materialized during the summer of 1927 — Charles Lindbergh's crossing of the Atlantic, the Jack Dempsey-Gene Tunney "long count" bout, and the heyday of Al Capone, among many other tales and twists. Bryson's style and gift for nonfiction writing transports the reader to one of the most exciting and interesting summers in American history.



Peter McLean, Science

Gaining Ground

by Forrest Pritchard

Forrest Pritchard had recently graduated with a B.A. in English from the College of William & Mary when he made a vow to save his family farm. He captures what ensues in his remarkable and often hilarious memoir of love of the family farm and the trials to make a living from it.

EXCERPTS FROM TAD'S READING LIST



Beyond the University

BY MICHAEL ROTH



Hard Times

BY CHARLES DICKENS



**Harvard Business Review's
10 Must Reads on Teams**



Democracy and Education

BY JOHN DEWEY



**Difficult Conversations:
How to Discuss What Matters Most**

BY DOUGLAS STONE



Don Quixote

BY MIGUEL DE CERVANTES



Will Speers, English

Black Swan Green

by David Mitchell

Betsy Cahill P'11/'12 recommended this great book to me a year ago. It is the coming-of-age story of a 12-year old boy in 1982 England. At the cusp of teenage-hood, he starts to see his parents and family, his town and his country in new, problematic lenses. The narrative style captured me from the beginning, in the same way Huck Finn's or Holden Caulfield's does. How the narrator navigates his world, complicated further by a stuttering problem, elevates his struggle from a standard child-to-adult story to one that affirms voice and creativity.

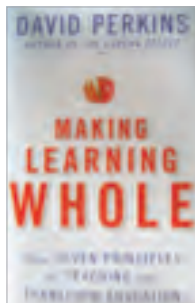


Nathan Costa, Classics, Arts

A Land More Kind Than Home

by Wiley Cash

This debut novel about a small North Carolina town, its secrets, its religion, and the events of one day, their ripple effects backwards and forward in time. Inspired by Thomas Wolfe's lyrical prose and William Faulkner's multiple narrators and evasive, perspective-laden truth, Cash, a young writer and teacher of writing, presents an indelible tale of mystery and memory and an unsentimental portrait of the rural south. Any more may spoil the read — I read it in two nights; I couldn't put it down.

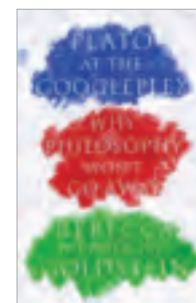


Nate Crimmins, Religious Studies

Making Learning Whole

by David Perkins

I spent the summer reading books taught in English classes because of how often students are making connections to the books in my class. I read Cormac McCarthy's *The Road*, *Adventures of Huckleberry Finn*, Junot Diaz's *Brief and Wondrous Life of Oscar Wao* and Toni Morrison's *Beloved*. I also read David Perkins's *Making Learning Whole* to help me in my teaching. Perkins provides seven principles to lead his readers towards what he calls learning by wholes, rather than aspects or parts. Using a baseball analogy, he argues that throwing or catching or batting in a cage can help us master difficult aspects of the sport, but that we best learn when we play the whole game. (You can read Nate's analysis on his blog "Whereabouts in RS Education" at rsedu.wordpress.com)



Mark Hammond, Science

Plato at the Googleplex

by Rebecca Goldstein.

It hooked me right away by calling out "philosophy jeerers" (particularly past Crump Lecturer Lawrence Krauss) who say philosophy makes no progress, while science does. Why else could Plato drop in on a current-day graduate seminar in any philosophy department and contribute, while there are no ancient Greeks who could make heads or tails of an undergraduate science class? I was hooked by page 20. The book alternates between chapters of clear and interesting explanations of Socrates' and Plato's works and chapters written in the style of a dialogue imagining Plato on a modern-day book tour. Fascinating and provocative, this book will engage all but the most self-satisfied philosophy jeerers. As a bonus, I've sharpened my arguments for "scientific instrumentalism" against those who argue for "scientific realism" (including Krauss). Handy, even for the scientist! ■



Social Entrepreneur Transforms Community Health

Charlie Crystle '86 self-identifies as a serial entrepreneur. He has been on the cutting edge of the tech-start-up world for most of his career, founding GiftWorks (a fundraising software) and Chillisoft, a software company that sold for \$28 million in 2000. He has recently taken an interest in community health



and wellness initiatives, and this year he and colleague Greg Lauer founded the Lancaster Food Co., a company whose mission is to “produce delicious, organic, GMO-free food while making a positive impact on the community.”

The Lancaster Food Co. creates fine sandwich breads and organic seed and nut spreads. Ingredients are sourced from the finest, most sustainable organic farmers in the Lancaster area, and the products are created with an emphasis on health and sustainability. The organization also aims to help the community by hiring employees who would otherwise struggle to find

employment, paying them ‘thriving-wage’ jobs.¹ The business, founded in early 2014, is rapidly expanding, adding a new grocery store partnership each month. Their products are currently sold in 12 grocery stores in Lancaster, Kimberton, Phoenixville, and Downingtown, Pa.

You can learn more about the Lancaster Food Co. at their website, <http://www.thelancasterfoodcompany.com/>

¹ http://lancasteronline.com/business/local_business/bread-baking-community-making/article_502d4dd0-1f32-11e4-a9ba-0017a43b2370.html

Dana Daugherty '06 Gives Columbia Teachers College Commencement Address



“In counseling, probably more than any other discipline, you have to get really personal really quickly. They tell us—and it’s true—that you can only go as far with your patients as you’ve gone with yourself.” Dana Daugherty '06 intuitively understands the give-and-take involved in truly transformational work. She graduated from Columbia Teachers College in the spring of 2014 with a degree in multicultural psychology and a focus on reaction research. “It’s much different from

other kinds of research in that you are actually seeking to collaborate with the community. The purpose goes beyond simply having your own questions answered, and actually involves the community in the process of designing the experiment.”

Daugherty’s passion for community engagement extended far beyond her academic life at Columbia, as she worked on two committees: one designed around student life at Teachers College and one focused on donor engagement. “I was forced to think much more holistically about the community, which helped me to be really intentional about the way I spent my time while I was there.” Daugherty’s boundless devotion to the life of the university earned her a nomination to speak at her commencement, an honor reserved for the most distinguished members of the graduating class.

“After I was nominated, I had to go to the president’s house for tea with all the other nominees. They didn’t tell us that we would have to give what

was essentially an elevator pitch in defense of our speech, so I was caught completely off guard.” Nevertheless, Daugherty’s speech was selected, and she delivered a beautiful address on her growth as a student, woman, and professional. “I talked about how I had grown in, up, and out; within through interactions with my peers, up through interactions with mentors and professors, and out through interactions with the communities in which I conducted my research. That’s where I learned the true value of working in partnership with communities.”

Daugherty now works as the program coordinator for the National Alliance on Mental Illness’s NYC Chapter. She directs two mental health programs as well as coordinating outreach for the organization.

You can watch a video of Daugherty’s full commencement speech at <https://www.youtube.com/watch?v=xBVyzsamIM4>



Artist Katie Stout '07 Making Waves in Design World

"I want to be a deranged Martha Stewart," said Katie Stout '07. "Actually, I should probably say that I want to be an even more deranged Martha Stewart," she added with a smile. Stout, who graduated from RISD with a degree in furniture, has exploded onto the New York City design scene. At just 25 years old, her work—which centers on playful conversation between furniture's form and function—has already caught the attention of some of the art world's most prominent tastemakers.

Stout's portfolio consists primarily of ceramic lamps and rugs, and she has been featured in shows and galleries throughout New York City. Last winter, in collaboration with artist Bjarne Melgaard, she worked to create a room at the Whitney Biennial. A few months later, an image of curtains she made in collaboration with artist friend Kate Fox was featured on the cover of *New York Magazine's* 2014 Design Issue.

Perhaps the most exciting opportunity of Stout's career thus far came when she was invited to be a contestant on Ellen DeGeneres's new reality show, "Ellen's Design Challenge." The show aired on HGTV in February 2015, and though she wouldn't reveal to us where she placed in the rankings at the end of the season, Stout raved about her time on the show. "It was definitely the craziest thing I've done, but overall a very positive experience, which I think surprises people," she explained. She particularly

enjoyed the opportunities she had to work with other artists and designers: "I love collaborating," Stout explained. "I think wonderful things happen when people work together and make something unexpected. My friend Jacob says that I like to run with a crayon through other people's projects."

For all her success, though, Stout still finds herself, at times, racked with anxiety about how challenging the business of making and selling art can be. "I have to constantly remind myself that I am not what I do, to step back and tell myself things like 'chill out, it's just a lamp' (even though it's way more than a lamp)." But in response to these challenges, Stout seems to have developed deep wells of maturity, calm, and belief in the power of her own work. "There's a mantra I repeat in my head if I'm feeling any sort of doubt or emotional resistance: 'It's going to work. It's going to look great. You're going to finish on time.' If I'm saying it in my head, it has to be real, right? Isn't that the beauty of manifestation?" she asked. "I think I have to add a new line to the end of the mantra that goes, 'You're going to make SO MUCH money!'" she said, laughing.

As she talked about her career, her work, and her love for the fine arts, Stout continued to return to the idea that her time at St. Andrew's was a pivotal moment in her creative development. She made reference to friendships and

mentorships here that shaped the way she relates to the world, both visually and intellectually, and she thanked this community for the part it has played in her success. A highlight of her career has been ongoing collaboration with Sean Gerstley '07, fellow artist, RISD graduate, and St. Andrew's alum: "We were best friends at St. Andrew's and then also at RISD, and I feel so lucky that we get to work together now." In fact, when we spoke, the two were in the process of producing a group of lamps for a show at Art Basel in Miami this winter. "It's so crazy right now, we have two days to get the lamps out!" she said with nervous excitement.

Of art teacher John McGiff, she said, "He taught me how to see. I wouldn't have gotten into RISD without him." Stout's relationship with McGiff has evolved from that of student and teacher into one of mutual respect and professional collaboration.

"I have loved watching Katie grow as an artist," said McGiff. "Her work has a vitality and an intelligence to it that very few young artists are able to achieve. Which makes sense," he added, "because she's one of the brightest, most hilarious people I know." McGiff loves Stout's work so much, in fact, that this fall, he commissioned her to make a piece for his home in upstate New York. "He let me make anything I wanted, so I made a braided rug with a giant built in bean bag. It sort of looks like a puddle that you can throw yourself into." The piece is now featured prominently in the McGiff family's living room, and Stout hopes to find time to go and visit.

Be sure to follow Stout's work on her website, www.katiestout.com, and look out for her on the upcoming season of Ellen's Design Challenge.

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THE GLOBALIZATION OF GABRIEL GARCÍA MÁRQUEZ

CONVOCATION ADDRESS BY ANA RAMÍREZ, ASSISTANT HEAD FOR STUDENT LIFE



In the midst of my senior tutorial this past spring and in a class I took this summer at my alma mater, Kenyon College, I found myself pondering, with both students and classmates, the powerful work of my favorite author of fiction, Gabriel García Márquez. This Nobel Laureate, Colombian novelist wrote about Latin America—its historical and cultural heritage, its political turmoil, its values and beliefs, its fantastic reality. For me, reading García Márquez is entering a journey of the self—it is revisiting my history, my continent's culture, my language. However, in the last few months, the meaning of responsibility and privilege spoke most powerfully to me through the reading, conversation and analysis of his work.

In the United States, privilege is often defined in economic and racial terms, but today I will talk about the privilege of education, and our responsibility as educated citizens. Of course, educational privilege is intrinsically linked to economic class and race, but I speak to you today, St. Andreans—both students and adults—as a community of privileged educated citizens regardless of our means and race.

García Márquez was awarded the 1982 Nobel Prize in Literature for his novels and short stories, “in which the fantastic and the realistic are combined in a richly constructed world of imagination, reflecting a continent's life and conflicts.” In his Nobel speech, *The Solitude of Latin America*, García Márquez affirms that the travel narratives of the first conquistadors of the Americas “contain the seeds of Latin American present day novels.” He wrote, “Antonio Pigafetta, a Florentine navigator who went with Magellan on the first voyage around the world, wrote, upon his passage through our southern lands of [Latin] America, a strictly accurate account that nonetheless resembles a venture into fantasy. In it he recorded that he had seen hogs with navels on their haunches, clawless birds whose hens laid eggs on the backs of their mates, and others still, resembling tongueless pelicans, with beaks like spoons. He described how the first native encountered in Patagonia was confronted with a mirror, whereupon that impassioned giant lost his senses to the terror of his own image.” Along with these descriptions of the natural scenes, García

Márquez reminds us that *The Chronicles of Indies* left us the myths of El Dorado and the fountain of eternal youth along with the descriptions of the innocent, bestial, primitive and uneducated natives.

What is curious about these first narratives, fantastical as they seem, is that these first explorers could not actually describe what they saw, for they had no language or knowledge to describe it. It was a reality so different from the European life, culture and language that the New World reality was, from the Western perspective misunderstood or seen from their own perspective only. These descriptions are taken from the imaginary world of the writer, writing from his own standpoint and experience, misinterpreting a world unknown to him. These explorers were not only beginning to conquer the New World but also imposing their view on people, land and nature—and this construction of the identity of the “other”

was legitimized through the colonial period. The description of the wild land and people gave the West the legitimate responsibility to tame, Christianize, educate and control the natives and the land, giving power to the European empires.

What is crucial about this first part of García Márquez's speech is that he underscores our human tendency to impose our knowledge, our world, when we do not know or understand. In the attempt to pretend to comprehend someone else's culture, beliefs, values and systems, we misinterpret, misjudge and ultimately fail to learn and understand.

In our world, we fear, my friends, our gaps. We fear to admit that we do not know; we fear to ask questions for which we have no answers; we fear failing; we fear saying the wrong thing and hurting others. Thus, we cling to what we think we know in those moments of the “unknown,” and consequently cheat ourselves out of the privilege to learn. The result can often be misunderstanding, stereotyping,

misjudging, and, contributing to a deeper gap of knowledge.

How do we then, narrow the gap between what we know and do not know, and lessen the fear? How do we learn from the “other” and “otherness”?

If reality was misrepresented to Europe by Europeans in the founding narratives of the Colonial period, so, too, the promise of the new independent Latin American republics was betrayed by the insanity and brutality of the nineteenth and twentieth century Latin American generals and dictators. To our dismay, their violent atrocities were actually shaped into heroic legends. García Márquez writes, “General

It is our responsibility to learn to push ourselves beyond who we are and what we know, and learn without fear by truly listening and understanding other perspectives.

Maximiliano Hernández Martínez, the theosophical despot of El Salvador who had 30,000 peasants slaughtered in a savage massacre, invented a pendulum to detect poison in his food, and had streetlamps draped in red paper to defeat an epidemic of scarlet fever.” In García Márquez' world, the incredible pain carried by Latin America is the result of its history. For García Márquez, it is the task of Latin Americans “to seek in the imagination and creativity a new utopia of life, where love is truthful and happiness is possible;” a path where Latin America can find its own ways to throw off its oppression.

It is not a mystery, then, that in his novels and short stories, García Márquez gives his Latin American audience an x-ray view of their continent—a study of the self for Latin Americans. His charge to us, me included, is to unmask ourselves, to tell the “untold” story of who we are, masked or untold because to tell our own stories is to put ourselves in a vulnerable position, opening ourselves to be judged or misunderstood. What García Márquez

teaches us so brilliantly is that to guide the listener, the learner, the reader requires us to be courageous enough to tell our own story, our own history. This storytelling leads the reader into the language, values, and beliefs; the cultural syncretism; the historical, religious and political context of our lives. It offers a lens to see that “other” perspective. In his work, through his characters and popular cultural references never included in the official history, García Márquez gives voice to the marginalized people. With both seriousness and great humor, García

that comes with the privilege of educating our students for a globalized world. At its best, a privileged education will help us to be humble enough to avoid the entitlement that only our knowledge, traditions, culture, ideas, and language are valid or absolute.

At the end of his speech, García Márquez warns the West—the Empires—not to study, understand and judge [Latin America] with the “yardstick that they use for themselves, forgetting that the ravages of life are not the same for all, and that the quest of our own identity is just as arduous and bloody for us as it was for them. The interpretation of our reality through patterns not our own, serves only to make us ever more unknown, ever less free, ever more solitary. Venerable Europe would perhaps be more perceptive if it tried to see us in its own past. If only it recalled that London took 300 years to build its first city wall, and 300 years more to acquire a bishop; that Rome labored in a gloom of uncertainty for 20 centuries, until an Etruscan King anchored it in history.” Márquez is

work of the educated person. Rather, the educated person has the capacity to move beyond imposition and marginalization. The result of not having this capacity is to create innumerable conflicts—nationally such as in Ferguson, and internationally such as the Middle East. Our problems stem from a lack of understanding of each other’s perspectives.

So to me, what Márquez called for in his Nobel Prize speech is the responsibility of our privileged education. Unlike many educational systems in the world, certainly the one in Costa Rica I grew up in, the United States is privileged in having a liberal arts education that teaches the student to think critically, to work in collaboration, to ask questions based on inquiry and curiosity, and to ultimately see and engage in the world considering all perspectives. In his book *Beyond the University: Why Liberal Education Matters*, Michael Roth, president of Wesleyan University, revisits the ideals and values present in the birth of liberal education in the United States. In his book, Roth writes that for Thomas Jefferson, education was the weapon “in fighting the abuses of wealth and privilege.” Despite his controversial persona, Jefferson believed (for white men in his time) that education allowed members of a society to “better recognize and overcome the distance from and strangeness to one another.” This idea was called “overcoming blindness” according to philosopher and psychologist William James. In James’ article *Talk to Teachers on Psychology and to Students on Some of Life’s Ideals*, he asserts that a condition of our humanity is our “inability to see the values and meaning that other people attribute to their experience of the world.” Paraphrasing James, Roth wrote, “People are often blind to one another, enclosed within their own worlds of experience and capable only of mistranslating the experiences of others into their own terms.” For James, recognizing this blindness was “the basis of all our tolerance, social, religious, political. The forgetting of it lies at the root of every stupid and sanguinary mistake that rulers over subject people make.” For him, the basis of education was to engage the world in ways open to different points of view. Similarly, sociologist, social worker and women’s suffrage leader Jane Addams asserted that education “must not make us more adept at defending ourselves. The

It is more challenging and more rewarding to try to comprehend why what looks to us as a weakness might in fact make a great deal of sense from other’s point of view.

—Jane Addams
Women’s Suffrage Leader

Márquez dismantles myths and criticizes the excesses of power that have created such inequities in the continent, leaving his regional readers with questions instead of answers for the utopia of the future. At the same time, in his work, García Márquez teaches us, the outsiders of his world, how to confront the unknown, the “other” and “otherness”—to listen and become empathetic by actively reading, to ask open ended questions by thinking critically, and to enter in dialogue by actively learning about what is foreign to us. As we read and study his work, García Márquez invites us to suspend judgment and free ourselves of our fears and closed minds, to experience—and trust—in a world where the impossible is possible.

How, you may ask, is García Márquez’s work and Nobel Prize speech related to our privilege and responsibility of studying and working at St. Andrew’s?

It is our responsibility to learn to push ourselves beyond who we are and what we know, and learn without fear by truly listening and understanding other perspectives. This is the great responsibility

reminding his audience at the Nobel Prize ceremony in Sweden, not to make the same mistakes previous generations made when conquering the continent. He asks them to allow us—“the other”—to develop from within and not from their outside impositions. Márquez closes his speech by asking, “Why is the originality so readily granted us in literature so mistrustfully denied us in our difficult attempts at social change? Why think that the social justice sought by progressive Europeans for their own countries cannot also be a goal for Latin America, with different methods for dissimilar conditions? No: the immeasurable violence and pain of our history are the result of age-old inequities and untold bitterness, and not a conspiracy plotted three thousand leagues from our home. But many European leaders and thinkers have thought so, with the childishness of old-timers who have forgotten the fruitful excess of their youth as if it were impossible to find another destiny than to live at the mercy of the two great masters of the world. This, my friends, is the very scale of our solitude.” This rush to judgment is not the

cultivated person is the one who uses his social faculties, his interpretative power, the one who... put[s himself] into the minds and experiences of other people." This responsibility of the privileged educated person she called "affectionate interpretation"—the "imaginative effort to see things from the point of view of others, and this is especially important when faced with major differences." For Addams, "It is more challenging and more rewarding to try to comprehend why what looks to us as a weakness might in fact make a great deal of sense from other's point of view." By the early 20th century, liberal education had a social purpose, a responsibility toward civic and public engagement for social progress. In its development, education went beyond individualism, and today it emphasizes that it is through the connections with others different from us that we activate our education; if we do not do this, we do not grow. In Addams' words, through putting our education in action we "may discover what we might have in common with people who seemed quite different from us."

As teachers and students, the privilege of our education demands action, empathy and understanding beyond ourselves. Through my example of García Márquez, I am not suggesting that it is only through literature or understanding different cultures that one must practice the privilege of our education and its inherent responsibility. It is simultaneously in the classroom and out. To achieve the democratic ideals American education espouses, we must break our culture of silence, conformity and oppression. Martin Luther King Jr. argued, "Our lives begin to end the day we become silent about things that matter." As Roth suggests, we students and teachers must find ways to open ourselves to the emotional and intellectual power of subjects that might initially seem wrong or foreign, and use our critical and empathetic capacities to connect and work together for a better world.

In this global and interconnected world, solutions to our problems must be resolved with the participation of all. We must see and understand the world through a multicultural perspective, connecting with and understanding others. I am not speaking only of breaking the culture of silence and conformity abroad, or through foreign literature; we must do the work at home as well.



A current example of what Márquez referred to in his Nobel Prize speech would be that learning Spanish not only opens doors to understanding and partnering up with Latin America, (or any other language and its people it represents) but will help you understand the immigration problem in the United States, from the migrant perspective who only speaks Spanish. You will understand the fear of politicians in a multicultural, multilingual society that leads them to pass English-only laws at state and national levels. Richard Delgado in his article *Law of Nooses* in the *Harvard Civil Rights-Civil Liberties Law Review*, underlines, precisely, the narrowmindedness behind the English-only laws. He explains that "such enclosed sentiments are in relation to the belief that immigrants must acquire Americanism and value through English only." Parallel is the anti-bilingualism in schools—promoters of such movement think that learning both languages "will slow their acquisition of English and send the message that adoption of American ways is a choice rather than a practical and patriotic necessity."

What the advocates for these movements suggest is that the United

States is "inherently [an] English-speaking country;" in doing so, they deny that, "in fact, it is a product of many different streams of immigration, ethnicities, and tongues." Delgado argues that although some promoters of the English-only laws recognize this diversity, they ignore the cultural fact that the oral histories of Latinos in the United States—the histories of "a war of aggression; seizure of lands in the Southwest; Jim Crow laws directed against Mexicans; and lynching of Latinos, the most lethal form of mistreatment of all"—would be lost from one generation to another, as the younger one would not be able to understand and talk about that part of their cultural and historical identity. English-only laws and practices, then, emerge as much more than "misguided efforts to achieve national uniformity or a pleasing linguistic sameness." Rather, Delgado indicates, reminiscent of lynching and other harsh practices, that "they inhibit adults in the ordinary business of work and conversation, and convey the message that outsiders are not welcome unless they behave according to standards set by others." Instead, Delgado calls for us to practice cross-cultural empathy, to engage in dialogue, treating "the other" as our equal, gaining deeper understanding of the complexity of the human experience of immigration.

The privilege of the St. Andrew's education should inspire you to look beyond yourselves, to give voice to the marginalized. Your training in critical thinking, listening, and empathy and your rejection of cultural conformity, should inspire you to go beyond your initial understanding of a problem, to come along with others to find possible solutions and to ultimately change the world into the one you dream of. Education is the fertile ground in which we can allow ourselves to understand not only our own identity but also that of others. This is the gift and responsibility of the education you receive at St. Andrew's, and the journey we embark on together—students and teachers—this year.

Ana Ramírez has served as dorm parent, advisor, passionate teacher of Spanish, Dean of Students and now Assistant Headmaster for Student Life since arriving at St. Andrew's 18 years ago. She graduated magna cum laude and Phi Beta Kappa from Kenyon College in 1997 and earned a master's degree in Latin American Studies at Georgetown University in 2003. She was born and raised in San José, Costa Rica, and spends her summers there with her husband, David Miller, also a Spanish teacher, and son, Gabriel.

LOVE THEM

At Nathan Costa's weekly Monday night advisee dinner, below the hum of conversation, Nathan turns to Pranav Singhania '15, makes eye contact, and says, in a low voice, "Big week, huh?" Pranav, hunched over his plate at the time, glances up to meet his advisor's eyes and nods. Nathan offers a reinforcing, knowing look in return. They rejoin the group of junior and senior boys joking and laughing at the table.

This dinner—a Nathan Costa advisory tradition since 2008 has become a weekly centering ritual for these students. Nathan cooks, and the conversation, equal parts humor and substance, gives each advisee the time and space to be exactly who he wants to be—in a home, around a dinner table.

In this particular week, Pranav was finalizing his early decision college applications, starring as the lead in the school play, *The Man Who Came to Dinner*, and performing twice on Sunday as a Choral Scholar—all during Parents Weekend. Pranav was attending to all of this on top of managing an impressive load of courses and the responsibilities of serving as School co-president.

Nathan's exchange with Pranav is a demonstration of his intuition as a mentor and educator, an example of his unique leadership style, and a beautiful illustration of his deep attention to the humanity of others. Nathan, in all his many roles at St. Andrew's, seeks to understand, empathize with, and accept what his students are feeling, while also maintaining that each student ought to act on a basis of independent thought and personal responsibility. And in the event of a wrong turn or a mistake, Nathan is there to help that student discover what's next—never withholding support, acceptance, or empathy.

Nathan's sense of constancy, his patience, and his willingness to give generously of his time, are born from

experiences with his parents and a string of mentors. Nathan describes his father, a scientist, as the epitome of rationality, a man of pervasive curiosity and extensive knowledge and understanding. Members of the St. Andrew's community, past and present, paint a similar portrait of Nathan as a man who can balance profound knowledge and wisdom with a genuine curiosity about the genesis of other people's perspectives. The powerful subtlety in this philosophy serves as the foundation for strong personal connection and effective mentorship, and models for students the ability both to express their opinion



and to open themselves up to multiple perspectives. There is an art to this type of teaching and learning.

To watch Nathan teach is to watch a chameleon adapt to its environment. In Latin 3, the pace of the lesson is intense as students work in small groups to unpack a translation of text, and answer the question Nathan frames so beautifully: "Do we understand what the Latin is doing?"

With Nathan's mussed hair and tableside crouch, a passerby might not know the teacher from his students. A student wrestles with his Latin-to-English interpretation and Nathan states, "Let us follow you in your perfected understanding of the text." Delicately coaxed, supported, and safe, this student

MORE

BY AMY NAKAMOTO

amends his understanding of the text, and Nathan synthesizes the insights into a valuable lesson for the whole class.

In the Choral Scholars classroom, Nathan's shirt is untucked, his sleeves rolled up. He is mobile, at once lively and calm. With his eyes closed and his arms guiding the way, Nathan leads his students, all of whom are eager to sing, to please, and to get it right. He interrupts, excitedly urging a student to "feel the propulsion of the line," and hangs on that moment until both he and the student are satisfied with the sound.

In Greek 1, Nathan teaches a student one-on-one because

intellectual and personal challenge, seeking the opportunity to share with others the precision of language and thought that defines the study of Latin and Greek.

During a particular late night in the Yale Classics library, Nathan recalls one of his professors sharing, "I will never be a good dancer because I don't have that agility. But learning Latin and Greek is one of those things that comes the more time you put into it and the more [you] practice." This notion of perfected practice, and an emphasis on the value of time and hard work, resonated with Nathan. He reflects, "For me,

[the Classics] were a way to have a grounding in Western thought that could then be read forward into English literature, into the arts, and all other aspects of the humanities, what it means to be human."

As a 10th-grader, Nathan learned to read Latin and literature in general by working through Vergil's *Aeneid*. That same year, Nathan's high school Latin teacher handed him a cassette of Henry Purcell's *Dido and Aeneas* to listen to while he was home recovering from a wisdom

tooth extraction. (Not coincidentally, the St. Andrew's Choral Scholars boldly performed the operetta in the spring of 2014.) Through these early experiences, Nathan knew he was going to continue to study Classics in some way.

the complexities of this student's schedule meant he could not take the normally scheduled class. Adapting to these circumstances, Nathan and student work through the lesson in a symbiotic manner—pulling out meaning and text as if they are solving the problem together. The undivided attention of teacher and student in this small classroom communicates to the student that he is cared for. He is being taught Classics, individually, by a true scholar.

Nathan began his teaching career right out of Yale, where he graduated magna cum laude in Classics. He spent a year at St. Paul's School in London before arriving at St. Andrew's. Always an avid student, Nathan was drawn to teaching for its

Nathan was also compelled to teach because he felt that to be a truly whole academician of Classics, he had to step beyond the realm of reading and writing on his own. He sought out the challenge of having to teach and share classical languages and literature with students. Giselle Furlonge '03, current Chair of the St. Andrew's Classics Department, expresses that she "became a Classicist" in Mr. Costa's classroom. "He held us all accountable for linguistic excellence. The Classics then





became infinitely more provocative to me.” She goes on to say that his model of never canceling a class, valuing the questions more than the answers, and creating an environment of linguistic precision have had an indelible impact on her own development as a teacher and leader.

In 2010, Nathan Costa was named Academic Dean at St. Andrew's. In this role, he oversees matters of academic policy, curriculum, assessment and evaluation. He also works with the School's administrative team on overall planning, accreditation, and the philosophy of the academic program. His approach to this role is indicative of the exemplary focus, attention to detail, and excellence that Nathan brings to all his work. Associate Headmaster Will Speers recalls a young version of Nathan interested in collecting information on various aspects of the School in order to generate a greater understanding for the larger system within which he was working.

This approach, Speers notes, has allowed Nathan to see academic trends and gaps that would lead to an increasingly cohesive academic program. From codifying teacher evaluation, to helping the School move away from Advanced Placement, to spearheading the School's national work with the College and Work Readiness Assessment, Nathan consistently challenges the status quo and encourages a collaborative examination of what values lie at the core of a student's academic experience at St. Andrew's.

Perhaps the most visible role Nathan plays today at St. Andrew's is that of Choirmaster. A long-time pianist but a relative latecomer to the organ, Nathan received Masters degrees in Theology and Liturgical Music (Organ) from St. John's University School of Theology-Seminary in 2008. Choirmaster since 2012, Nathan's Choral Scholars have performed in countless churches, schools, and performance halls in this country and abroad. Recent performances have included Antonio Vivaldi's *Magnificat*, *Requiems* by Gabriel Fauré and Maurice Duruflé, and Ralph Vaughan Williams' *Five Mystical Songs*.

In the summer of 2013, Nathan approached then rising senior, Danny DeVeau '14, to plant a seed about the Choral Scholars performing a semi-staged production of Henry Purcell's *Dido and Aeneas* the upcoming year. DeVeau, an accomplished vocalist, “was strongly against it,” based on the complexity of the performance. But Nathan kept coming back to it, and quickly, DeVeau understood that Nathan had a plan for the Choral Scholars.

Now a freshman at Duke University, DeVeau described the decision to perform *Dido and Aeneas* as characteristic of Nathan's “goal to push what we thought we could do and make it much greater.” He continues, “Mr. Costa is patient, can extend comfort zones, and has extreme care for each person's goals. And there is no other teacher so genuinely interested in feedback.” Nathan's strengths — extending comfort zones;



personalizing the experience of each Choral Scholar; leading a collaborative process, and setting a bold vision for an already elite group — translated into a courageous and astonishing collaborative performance with dance and strings of *Dido and Aeneas* in the spring of 2014.

In his role of Choirmaster, Nathan imparts what lies at the core of performing in a spiritual context. He often reminds the Choral Scholars, “You never know for whom you sing. In singing, music goes from us and we never know how it will fall, how it will resonate with others.” With this comes both a responsibility to the music and to unknown others and also an emotional investment in teaching and conducting. Nathan has learned to embrace the vulnerability of the teaching role.

Early on in his career at St. Andrew’s, Nathan experienced frustration with a number of his Latin and Greek classes: his students weren’t studying and learning as he was instructing them. At a weekend conducting seminar at Westminster Choir College ostensibly to clear his head of the classroom, he heard instructor James Jordan speak about similar frustrations conductors face with their ensembles: “love them more” is the only response, Jordan maintained. Possess infinite patience and find a place within yourself to offer more love and understanding and space for those who choose to spend their time and talent under your direction. Don’t stand in front of people and conduct ever more fiercely and directly—no one wants to be told what to do: open your arms in an embrace,

and welcome people into an experience of shaping sound and thought. Nathan recalls being struck by this experience and returned to St. Andrew’s wanting to create a classroom culture in which “students could make mistakes, to not do what you want, be accepted in their mistakes and failures, and warmly guided into doing better next time.”

Nathan, now a school leader, came to St. Andrew’s with a solid understanding of what it meant to be a mentor and teacher. Exercising his curiosity and intelligence, Nathan continues to grow in these roles. Nathan is patient, listens, and has strong morals and values. These qualities and learning to love students more in critical moments have allowed Nathan to become a truly inspiring and admired teacher, coach, advisor, administrator, dorm parent, and friend.

Pranav, a few days after the aforementioned dinner, explained that to be a part of Nathan’s advisory is to understand what an empathetic relationship feels like. It is about learning to develop a sense of balance and perspective. When asked about that brief moment at dinner, the one with knowing looks and no words exchanged, Pranav expressed how much he values Nathan’s presence, simply describing that moment as, “magical.” ■





Seated directly in the center of a small town in Northern Vermont lies a sprawling two-story building coated in layers of peeling white paint. The front door is bordered by two large bulletin boards plastered in posters for lost dogs and county fairs. A sign hangs above a green railing over which children can peer down into the dark and see a roaring river or a timid stream flowing underneath the store, depending on the recent rainfall. This white sign framed by two bold black lines proudly announces: The Willey's Store.

As I open the door a bell rings above my head. Jane, the tall manager of the front of the store, and Shelly, a snarky woman who works at the cash register, smile hello and then return to their customers. To my right, a hallway full of seasonal items leads to a stuffed hardware section and to stairs up to a more or less deserted housewares. As I look forward into the aisles directly ahead, memories of my five-year-old self crawling on the dusty wooden floor searching for spare change wash over me. When successful, I would then reach my hand into one of the jars of unwrapped swedish fish or root beer barrels and strut up to the counter I could barely see over, clutching my hard earned treats.

But that was over ten years ago, when Tom, a talkative man now suffering from Parkinson's, was in charge. These days the store is swept much more often, the shelves are more likely to be fully stocked with fresh products, and the employees are less likely to be slacking off. These changes are largely due to the leadership of a passionate man in his mid-thirties named Robert Hurst. The stained floors, paper bags and warm atmosphere are still present, and yet Robbie certainly does things differently.

Moving further back into the store, I walk past the deli where a line of customers waits for their local meats and cheeses. I turn left before reaching aisles full of grocery items, dairy, and produce, past Steve, a short round faced man, sitting at his desk, and head down the stairs. Past crude shelves overflowing with different beverages and a dusty oversized freezer and cooler is where Robbie's office hides. Within this relatively new, oddly placed office possessing the A/C that the majority of the store lacks, Robbie sits at his desk playing a complicated space game on one of his two desktop computers.

"I have my ship... and I fly around and blow things up..." he says, dragging out the ends of his words like a small child explaining something of great importance. When I joke about his productiveness down in his basement office, he doesn't quite pick up on the sarcasm, continuing right on to explain how he builds things with rocks that he mines and how his corporation belongs to an alliance that engages in fights over territory with people from all over the world. He sits

relaxed back in his swivel chair, casually moving his mouse around with one hand while his other scratches at a tattoo on his forearm and his eyes stare intently at the screen.

At first glance, given my impressions of Robbie simply as a man constantly rushing busily around the store, I thought that what appeared on his computer screen must be a system he had for organizing files related to store business. The game's glowing map of stars with a chaotic background of colors and shapes represents the image one might have in their head of all the different systems and processes that occur in order to keep the store running. Seeing as Robbie spends more than ten hours a day, six to seven days a week, almost every week of the year devoted to the store, it is understandable how one might assume that absolutely everything in his life connects to the store.

Robbie was initially supposed to assume control of the store in 1998, almost immediately after he graduated from Castleton State College of Vermont, but his "grandparents changed their mind, without going too much into family politics," and his return to the store where he grew up was delayed. He went to school for engineering and science, and he "was always good with computers." During those years of delay before he returned to the store, he worked for Central Vermont Public Services with things such as desktops and programs. And yet, saying that he is a computer guy just scratches the surface. He possesses an intense sort of nerdiness, and his qualification with technology reassures you that he could have been successful in many other professions. However, anything that he did prior to this job was "secondary." When asked whether or not he wanted to return to Greensboro, he immediately responded with a confident "Yes." Then when asked if he ever wanted to do anything else, he took a long pause to think, but eventually came up with, "Not really. I mean I wanted to design stuff, but I didn't really have much of

a career plan at that point, I'd always figured I'd be coming back here, that was the whole plan." And then he smiled contentedly.

Although when he returned, it was a bit of a "crapshoot" from his perspective. The store had been having a rough time, I remember hearing people around town wondering if it was even going to make it. Granted, Greensboro is a small town and what doesn't fall into the category of information that people know about others, falls into the category of what they assume they know. But the store really was struggling. "My uncle was unrestrictive and my father was too restrictive, so..." Robbie works such long hours every day because he has had too. The store's situation has been improving every year since Robbie took over.

Robbie devotes most of his time to higher administrative work, but he can do almost every job in the store, with the exception of some more specific duties on the hardware side. "I don't know how to thread pipe. Umm. I don't know how to cut glass. Umm, let's see what else haven't I done, ummm. The hardware is really the only area where I don't know how to do everything. I mean, I've cut steak." He rambles on, adding details not explicitly asked for. Robbie is a busy guy, and expects his employees to keep busy. One would not want to be caught sitting on the counter reading a magazine while working when he rushes past to "put out a

fire" or answer the call of a customer. But at the same time, I do not believe that he has ever failed to immediately watch a funny Youtube video that was suggested to him.

Walking through the store one day towards the end of the summer, I saw Robbie standing by the coffee bar so I approached him. He is not a very tall man and on any given day you will probably find him wearing jeans and either a plain colored t-shirt or a simple polo shirt. He has a scruffy look to him. He is often unshaven and wearing the same pair of dirty, sturdy, Merrell-type shoes. He rocks back and forth when you talk to him, fiddling with his hands, and appearing as though he is looking for something to fill the conversation. We talked about when I would be going

back to school and he cracked a couple of bad but still funny jokes. I started to drift towards the door where my family was waiting for me.

Robbie remained in the same spot, causing me to question whether or not the conversation was really over.

I eventually started to walk away, and after a long pause he finally said goodbye.

Despite his slightly uncomfortable presence in many social situations, people are always looking for him. When the phone rings, if it is not someone asking if the newspapers have come in or what time the library closes, it is likely for Robbie. One of the most frequent questions asked in the





store is if Robbie is around. He grew up in Greensboro and knows so much about the store and the townspeople that every once in a while an older individual will come in and discuss with Robbie what the store was like 50 years ago. Robbie told me once that he loves these conversations. One of his visions for the future is to bring “back some of the classic elements... it’s a fine step of trying to bring us backward, but bring us forward at the same time.” He is on his own planning for the future, for legitimate reasons. “I take help whenever I can get it, but you know a lot of people don’t have... because I’m family, I know it going all the way back to when it first started. Other people don’t have that family knowledge, don’t know what it looked like before.”

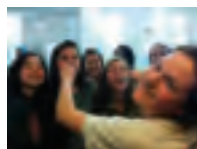
The experience of living in this small, multi-generational town is one that I, comparatively, am still figuring out. Living here for me means being connected in several ways to people you aren’t that familiar with, but still feel goodwill towards. Robbie can articulate this experience very well. “I couldn’t do anything without getting in trouble, because someone saw me somewhere. But it’s my home. I know what people want.” Through owning the store he has learned not only what customers want to buy, but also how

they interact with each other. He knows that the people who live in Greensboro year round and the summer people don’t get along. “They don’t like each other, but they’re mutually exclusive in that they have to rely on each other.” His confidence in what he says radiates.

Robbie speaks a great deal about the past and the future. “When I was growing up... I remember how the store was. I consider that the golden age of the store. I mean, we were busy all the time, you know. My grandparents were in charge and you know, it was a phenomenal business, everything was running smoothly, it was great. That is where I am trying to bring us back.” He says that the store is close to that point now, but when he transitions into talking about what it will take to go even further, he shifts in his seat. “For some reason, my predecessors never believed in maintenance. Ha, so a lot of the equipment, you know a lot of the building, it was just ignored, so it’s my job now to start upgrading the building and bring us to the next level.” This is a hard task because the building

is so old that many aspects of it are grandfathered. For example, it is built over a river and covered in lead paint. As he talks he slouches a bit, giving you the impression that he is being weighed down.

Robbie will sometimes articulate a day-to-day struggle. All summer long when I worked for him, he went home early only twice, because he was sick. He rarely takes vacation, and only has off on Christmas Day and New Years Day, the two days that the store is closed. This is to the frustration of his girlfriend, Bethany, a friendly but melancholy looking woman who works in clothing. Robbie says that he never feels finished, he is always working on new projects and “looking for other areas to branch out to... Living in this area, the diversity of the store is its biggest strength.” Robbie and I end this conversation talking about more projects that he is excited about. As I walk out the door he waves his hand enthusiastically like a little kid, quickly glances at his email screen, and then returns back to his space game.



Caitlin Porrazzo '16 lives on Pell where she stays busy looking after III Form girls. She is from Vermont, Massachusetts, and New Hampshire. She likes cross country skiing more than most things and her favorite food is pretzels. She shares a birthday with Bob Saget.



Mentors & Homecomings

*H*omecoming is a big word, and an even bigger idea. For those of us returning to campus this weekend, St. Andrew's was once, but is no longer our home. After all, we have found or made homes elsewhere. And yet we know that St. Andrew's still is, in some important way, a home, though perhaps we cannot quite reconcile that contradiction. And this contradiction is, I think, at the heart of that 'weird feeling in your stomach' that nearly every alum describes feeling when driving onto campus, coming down the long driveway of this beloved place—it's the feeling of the exile's return: a complicated mix of feelings of belonging and loss.

But as uncomfortable as it can be to be an exile, leaving a place can give you real insight, and a fresh set of eyes on the place you have left. We have all experienced this—alumni, of course but students as well, maybe as recently as this past long weekend if you went home and noticed aspects of your family, of your home that you had never quite seen in the same way before. And for me, even though I have experienced this school from many angles (that of a student, a faculty member—twice—and now a parent,) leaving it these past few years has helped me see it more clearly, or, at least, in a somewhat new light. It has reaffirmed to me—resoundingly—the importance of this school and the education it provides.

This summer, the New York Times published two articles, one entitled "Teaching is Not a Business" by David Kirp, a professor at Berkeley, and another by Thomas Friedman entitled, "It Takes a Mentor." Both articles make the same point: that relationships are at the heart of a successful education. Students do best when they feel understood and cared for, Kirp tells us. And Friedman writes about an extensive Gallup poll that surveyed close to a million students. The results of the research, Friedman concludes, are 'intriguing': the research shows that the key to success is to have a mentor who "cared about them as a person, and who encouraged their students' goals and dreams."

I read these pieces feeling both heartened and somewhat befuddled—heartened to see an important topic addressed, but frankly puzzled that this constitutes 'breaking news.' Here at St. Andrew's, we all know that such relationships are common. But I have been away long enough to see that what we all too easily take for granted here at St. Andrew's is a rare thing, and that it takes a tremendous amount of effort, time, planning, and resources to create such a culture. In fact, this idea of mentorship that Kirp and Friedman celebrate, and the skills and habits of mind that mentoring require, lie at the very heart of the St. Andrew's philosophy and day-to-day life.

As I started to think about mentors, I was drawn back to the early years of coeducation at St. Andrew's. In an article she wrote 10 years ago, Mrs. Roach quotes a number of women who reflect back on their years here. Again and again these alumnae invariably come back to the women who played a critical role in their development—adult women who helped

them find their place, and who widened the space available to them here. And this, of course, makes a lot of sense. I suspect that many female faculty members intuitively understood that these young women entering St. Andrew's needed support and encouragement. But these young girls needed more than that. In order to find their place in an all boys' school, they needed two important things: they needed to feel understood, to be really known—as students, as young girls, as individuals. And they needed to establish relationships with women whom they could observe and study as viable role models for their own future lives.

When I arrived at St. Andrew's in 1982 the School was a good eight years into its new life as a coed school. Many of the adult women on campus understood the importance of their roles and made it a point to go out of their way and connect with female students, and they did so in their own very different ways. I remember Joan O'Brien, who was wife of Headmaster Jon O'Brien and the director of admissions. She was warm, maternal, and gave us the sense that she 'got' us, and that we therefore belonged. And then there was Mrs. Mein who was a formidable force on campus. I never had her for a class, to my great regret, but I was intensely aware—as every female student was, I think it's safe to say-- of her presence on campus.

I used to watch how Nan Mein interacted with other girls, how she carried herself and how she spoke; how she would lean very suddenly forward in her chair, aiming her torso at you, thrusting her head forward as she fixed you with a stern gaze. It was always utterly transfixing and its message seemed clear to me. It meant 'I know I'm terrifying you. I'm not going to coddle you, because you don't need to be coddled or falsely reassured. So, stop cowering, buck up, and speak up.' (Or, at least, that's how I interpreted the look). Years later, when I was hired a new young teacher straight out of Middlebury, I remember being shocked to see Nan bring her knitting to faculty meetings each week. It was, I soon realized, a small but deliberate act. It seemed to me to change the tenor of the lecture room where the faculty met: subtly but effectively, feminizing a space that was still largely a masculine realm as if to

say: 'don't take yourselves too seriously here, people. I'm listening to you, but I'm also knitting. A woman has many jobs to do and I don't have all day, so get on with it.'

But my main mentor was Mrs. Roach. And she has remained my advisor or mentor since then (for 21 years now), as she has done for hundreds of other students. She was my first English teacher, my first truly inspiring teacher period, my advisor my senior year, and my mentor when I came back to teach out of college.

I have observed Mrs. Roach closely, over the years. As a student, and later, as a young teacher, I watched her in the classroom—where I was deeply marked by her insistence on rigor and utter clarity that still is her trademark. You cannot be a fuzzy thinker or writer or conversationalist with Mrs. Roach. If you are, you are no doubt familiar with the long pause, followed by that half smile and insistent, quizzical look. I should hasten to add, though, that the 'Elizabeth Roach look' is different from the 'Nan Mein look'. It's a different genre altogether, but no less effective. Mrs. Roach's look translates into: 'you think you are making a good point. In fact, you are making no sense at all but I'm going to let you arrive at that conclusion yourself so...just keep talking'. (I still regularly get this look. It never fails to send me in a mental leap backwards and scramble to retrace my thought process to find the missing link

in my logic.)

So I observed Mrs. Roach very closely, over the years. I studied the artful way she handled her students, drew them out, and communicated with them. Returning again after my years in graduate school at Columbia, I observed her intently again, studying the way she integrated her role as a mother with her career—the first woman I had ever seen do this with systematic grace—uncompromising on either front, but with endless flexibility. I watched her relationship with Mr. Roach over the years—a marriage of true equals, of deep mutual respect and admiration, of mutual encouragement and challenge (my first year teaching here, I remember, as if it was today, Mrs. Roach saying to me "Tad pushes me to challenge myself" and in that one sentence transformed the way I thought about



Monica Matouk's senior page, 1984 Griffin

marriage). I watched her change the culture of this School, quietly, by example, broadening the day-to-day reality of choices for young women teachers. True to herself, unaffected, entirely lucid about what is most important in life, slipping in and out of her multiple roles, and multiple relationships, without trying to be—or look like—a superwoman. Simply investing fully in every role, in every moment and, in doing so, making a life, and a community for young women (students and teachers alike), seem possible, accessible and infinitely desirable.



In an interesting article entitled “The New Humanism,” David Brooks writes about a pervasive cultural tendency in the west—a legacy of the enlightenment—that we still adhere to. We have a prevailing view in our society that we are divided creatures: there is reason on one side, and emotion on the other. He writes:

When we raise our kids, we focus on the traits measured by grades and SAT scores. But when it comes to the most important things like character and how to build relationships, we often have nothing to say. Many of our public policies are proposed by experts who are comfortable only with correlations that can be measured, appropriated and quantified, and ignore everything else. We had a financial regime based on the notion that bankers are rational creatures who wouldn’t do anything stupid en masse. For the past 30 years we’ve tried many different ways to restructure our educational system—trying big schools and little schools, charters and vouchers—that for years, skirted the core issue: the relationship between a teacher and a student. I’ve come to believe that these failures spring from a single failure: reliance on an overly simplistic view of human nature.

St. Andrew’s commitment to its academic mission, to the life of the mind, speaks for itself. But David Brooks might be surprised by the distinct emphasis this school places on our emotional education: here, all day long, we learn how to negotiate relationships, in the classroom,

on the fields, in the dorm. We learn how to cohabitate; to collaborate; to manage our disagreements. We learn how and when to express our feelings, and how and when to temper them for the sake of harmony with others. We are trained to learn compassion for others; to feel deeply, passionately. We are educated in a way of governing ourselves as emotional beings and demanding the best of ourselves as such.

But it’s not just that St. Andrew’s gives us both an emotional and an intellectual education; it’s the way it integrates the two, or, perhaps, implicitly, dismantles the division. St. Andrew’s teaches us that our emotional life is a rigorous affair, that a full and healthy life requires more than feeling: it demands intelligence and thoughtfulness. And it also teaches us that a

vibrant intellectual life requires more than thought: it entails complex feelings and passion. A St. Andrew’s education asks us to apply critical thought to our feelings, rigorously; to be thoughtful about our passions. And, in the same way, it teaches us that our ideas, our

analyses, our theories are most reaching when tested against their emotional depth.

As I’ve thought about the many roles Mrs. Roach has played in my life, I came to realize that what she stood for, in my mind, above all else, was a fully realized, balanced, and integrated self. I respected, trusted, and admired both the way she lived and felt her personal relationships, and the way she thought, and invested in her intellectual life and identity. There seemed to be a seamlessness to all sides of her identity—who she was as a woman, as a daughter, and a mother seemed intricately connected to her role as a teacher, a reader, writer, a friend, and wife. She felt her ideas deeply, and she brought a kind of hard-nosed rigor to her emotional life. I knew, even as a 17-year-old, that that’s what I wanted to be like. I wanted to emulate her intuitive intelligence, and the deep thoughtfulness she brought to her emotions. And as my teacher and advisor, she invested in both my emotional and intellectual



development, helping me to understand, value, and explore both and cultivate their interconnections. This, in the end, has been the most important, enduring aspect of my St. Andrew's education.

I feel the power of this approach more than ever now, and of the urgent need for this kind of integrated perspective in our world today. It's a rare thing to find. All too often, we read and hear brilliant political analyses that lack the animating pulse of emotional resonance and truth: at best, they are dazzlingly smart but tinny, and shallow; at worst, they are dangerously misleading and manipulative. And, on the other hand, how many times do we encounter emotionally hijacked views that make real discussion and understanding impossible.

This might all sound like a pretty abstract problem, but where I live, the danger of such disconnect is very real. The Middle East is riven by deep grievances and hostility; there is a real crisis in entire populations' inability to understand each other's perspectives and their refusal to understand each other's histories, and suffering. And as the divides grow deeper, the impulse—from all sides—is to churn out arguments calculated to negate half of the other's history, and suffering. Or else, fear and anger dominate the discourse. Either way, the result is a perpetuation of a cycle of miscommunication, misunderstanding and mistrust that we simply can no longer afford.

I want to be clear: I am not making a facile point about the need for people to 'just get along': the world faces serious and systemic problems and inequities that can't be fixed superficially; they require structural change. What I am trying to say is that understanding, especially in troubled parts of the world, is not only desperately needed but very difficult to achieve: it necessitates a rigorous set of skills and habits of mind that are sorely lacking. Because, of course, it is easier to wage war than to do the hard emotional and intellectual work of putting ourselves in the shoes of someone

who sees the world very differently than we do. And, as uncomfortable and unsettling as it may be, there is probably nothing we need to do more urgently than learn to put ourselves in the perspective of someone whose views run counter to, or even seek to negate, our own.

This kind of understanding requires us to learn how to think and how to feel in a different way: to think feelingly, one might say; to become conscious of how our ideas are often grounded in emotional stances that, sometimes dangerously, we might not even be aware of; of the ways that 'irrational' emotions have a logic that need to be uncovered and understood. It seems appropriate to me that the word 'understanding' itself

encompasses both modes of processing the world: intellectually and emotionally. Real understanding requires both modes, simultaneously. And this way of thinking requires practice, and hard work—like most things, it is a skill, a muscle that must be trained, and built up.

Great mentors learn the
seemingly magical ability of
suspending their own biases,
and entering into our position.

For the most part, education has failed us in learning in this manner. Most approaches to education end up truncated in one way or another. Some instrumentalize learning as a mere means to an end—they view it as the necessary step to a lucrative job; some reduce academia to a series of bloodless subjects to be mastered; others err on the side of an anti-intellectual that views academia with suspicion.

But, as David Brooks tells us, "A richer and deeper view is coming back into view... [that] we are social animals, deeply interpenetrated with one another, who emerge out of relationships." This, I think, is what St. Andrew's is all about.

So for me, Mrs. Roach synthesized this vision of what an education really is and means, and as I began writing this talk, I realized that the mentoring process itself asks us to cultivate many of these skills. Real mentoring is not easy: it requires patience—both emotionally and intellectually; it requires taking the

long view. It requires accepting and embracing the messy human contradictions and resisting the urge to reduce people to distorted oversimplifications. Great mentors learn the seemingly magical ability of suspending their own biases, and entering into our position. They listen to us from our perspective and try to understand us on our own terms. They learn to unearth the assumptions behind their thoughts and beliefs, in order not to impose them inappropriately on others. Mentors take responsibility for us; for our well-being and growth; they help us discover who we are, what we think. They don't seek to shape us in their image, but rather guide us to discover who we are, and to find our way.

This kind of mentoring happens every day, everywhere at St. Andrew's. You all do it: you practice it all the time, and it is textured into the very fabric of your lives here. It's not only teachers and adults who mentor students, but students who mentor each other; big brothers and sisters who extend themselves to get to know and help new students: seniors on dorms who develop formative relationships with under-formers. It is a way of learning, connecting, and being that is pervasive and runs deep here at St. Andrew's. It is the foundation of the life you create for yourselves here, and will continue to be an integral part of the way you make sense of the world beyond this community.

As the classicists among you may know, the word 'mentor' comes from the name of a character in *The Odyssey*. He is the wise and trustworthy friend who takes charge of Odysseus' son when, during his absence, the household comes under threat. It seems fitting, to me, somehow, that Mentor stands as a counterpoint to this strife, to these threats, as a figure who provides stability and coherence in a time of chaos.

The Odyssey reminds us that homes can be threatened. Homes are often contested, left behind, taken from us, destroyed. We know this all too well. So I am no longer



certain that places are the things that root us. What I know does root us, ultimately, are the relationships we have, the mentors who guide us through the key stages of our life, who take the time to know us, to interest themselves in us, to care about us, to give us a sense of ourselves as whole, complete, coherent beings. They create a sense of home for us in their presence, and through the skills and sensibility they imbue us with. And, in striving to live up to our mentors, we, in turn, try to communicate this vision to others. This, ultimately, is what St. Andrew's does so well. This beautiful campus exerts a powerful pull, but its meaning and power lies in the reminder of what this space created for us, whether we are lucky to still have those mentors here or not. It is a lasting reminder of a way of being, of thinking, of feeling which, perhaps, in the end, is what we call wisdom.

Monica Matouk '84 P'18 experienced St. Andrew's in all iterations: as a student, as an alumna, as a legendary teacher and advisor for 17 years, as the School's Academic Dean and now as a parent. She graduated Summa Cum Laude, Phi Beta Kappa from Middlebury College as a Literary Studies Major and went on to earn an M.A. and an M.Phil. in Comparative Literature from Columbia University and an M.A. in English Literature from The Bread Loaf School of English at Middlebury College.

Monica is married to John Austin, class of 1983, teacher at St. Andrew's for 19 years and now Head of King's Academy in Jordan. They are parents of Isabel, class of 2018, Alexander and Maia.

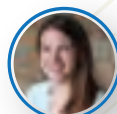
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"My year abroad studying in Madrid and completing my Master's at Middlebury College would not have been possible without the support of the St. Andrew's community. I now have a deeper understanding of the language, a richer vocabulary, a renewed understanding of the Spanish culture, Spanish friends that I can connect with and professors eager to help me succeed as a language teacher. The experience gave me the confidence to continue working hard for my students to give them the best language lesson I can each day."



— Julia Smith, B.A. Davidson College,
M.A. Middlebury College

To learn more on how you can support great teaching at St. Andrew's, please contact [Gordon Brownlee](#), Sr. Director of Leadership Philanthropy at gbrownlee@standrews-de.org or [302.285.4376](tel:302.285.4376)



David Agia '06, Alfons Gunnemann '73 P'07,'09 and Frederic Gunnemann '07 met in Düsseldorf, Germany, last May to celebrate the 45th anniversary of ASSIST, the American-German Student Exchange. The three enjoyed a sunny boat cruise on the Rhine river with other ASSIST alumni. Alfons and Frederic are both former ASSIST students and David was Frederic's ASSIST host brother at St. Andrew's.

George Lewis
92 Crosslands Drive
Kennett Square, PA 19348-2013
610/388-1281

1941

Morgan MacDonald
931 Brittany Hills Drive
Dayton, OH 45459-1520
937/436-9462

1943

Bill Brownlee
3606 Shepherd Street
Chevy Chase, MD 20815-4132
301/652-6351
whbrownlee@aol.com

1944

70TH REUNION
CLASS OF 1945



JUNE 5-7
2015

Bob Schelling
La Vielle Ferme
4685 Capelton Road
Canton de Hatley, QC JOB 2C0
CANADA
819/842-2773
sylviedemogeot@gmail.com

1945

Luther Campbell, Jr.
1033 S. Cedar Crest Blvd.
Allentown, PA 18103-5443
610/965-4804

1946

From Luther Campbell, "You are probably wondering why I did not write anything regarding **Dave Bellis's** death. On December 15, 2013, while writing my Christmas cards I had a mild stroke. After a week in the hospital and a month of rehabilitation hospital then outpatient rehab, I finally made a good recovery. At 85, I retired as a partner in the firm. I guess someone was telling me something.

"**Dave Bellis** and I were attending **Clark Potter's** sister's wedding in Jamestown, N.Y., on Labor Day weekend of 1950, when my draft notice arrived. I never went home to get it but enlisted in the Navy. Tuesday, I was on my way to Boot Camp. Dave followed me about two weeks later. We both served on ships and we both received our commissions from the fleet. At least twice a year, usually spring and fall, we would have lunch together. The last lunch was in the fall of 2013. Dave was on a walker but got around fairly well. We talked about family and old times. He was a wonderful friend and will be missed. I see his son Peter occasionally. He is a medical equipment salesman and advisor. A good young man like his father."

Frank Giammattei, Jr.
104 Heron Court
Glen Mills, PA 19342-3365
610/361-2730
fgiammatte@aol.com

1947

In the spirit of filling the Class's column with good news and at the request of Class Agent **Frank G.**, **Woody Thomas** shares his annual Christmas newsletter from 2013.

"Merrillan and my film *French Bread and Cheese* was accepted for showing at the 55th Rochester International Film Festival, the oldest short-film festival in the U.S. They presented us with a lovely trophy. Soon after, we were on our way to Long Beach for a visit with son Murray, including a trip to the Aquarium and a cruise around the Long Beach and Los Angeles harbors. The next month found us in Tempe, Ariz., for the graduation of our grandson, Nick, from the Honors College of Arizona State University with highest honors. The following month, Merrillan and her Swarthmore classmates celebrated their 60th college reunion."

Woody adds, "On May 18, my granddaughter graduated from the University of Rochester in New York."

Sky Smith, Jr.
7425 Pelican Bay Boulevard, #506
Naples, FL 34108-8585
239/262-8956

1948

Rob van Mesdag welcomed **Bill Brownlee '44** to his home in London last spring. Among the highlights, the two rowed on the Thames together, against a strong current and into a headwind while launches buzzed by and around creating numerous wakes. Needless to say, the row back to the boathouse was a breeze.

Later in the year, Bill visited again and Rob reports that "we visited the first World War (WWI) exhibition at the Imperial War Museum in London. All historically-curious St. Andreans would be interested in this exhibition, opened in July 2014 to commemorate the start of the war in 1914.

Bill and I, both frequent museum visitors, declared that we have never been impressed with any exhibition as much as we were—and are likely to remain—with this one; not only because of the thousands of objects—uniforms, weapons, maps, letters, vehicles, aircraft—on display as by the latest techniques whereby these objects come alive through sound and light effects, texts, drawings or posters, all of which highlighted or enlarged by the touch

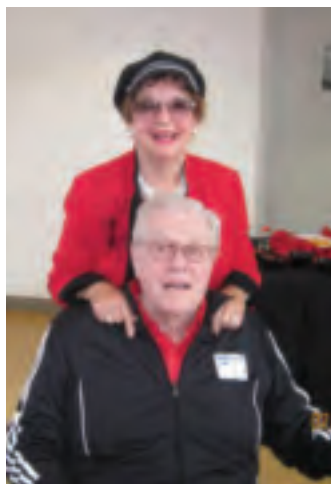
CLASS NOTES



Rob van Mesdag '48 greets Bill Brownlee '44 in his springtime rose garden.



Robert Young '52 with daughters Yvette and Coco at a recent visit to St. Andrew's campus.



Tom '51 and Gaby Osborn going strong in southern California.

of a finger on the screen one is looking at. Real aeroplanes and a '14-18 tank with supporting roar of engines make the visitor feel totally immersed in this tragedy begun one hundred years ago during which 37 million people, military and civilians, lost their lives."

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508/362-6195
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John Hukill
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Barry Register
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Tom Osborn and his wife Gaby are doing well in San Diego and send blessings to classmates and other St. Andreans.

Barry Register completed three consecutive terms on the St. Andrew's Alumni Association Board (AAB) this past spring. This is on top of serving on the Alumni Corporation Board (ACB) and the Alumni Council (AC) as the organization has evolved over the past 50-plus years. Barry was president during the Moss years, served on several standing committees, compiled a living history of the group and most recently chaired the Nominating Committee. Barry has reached the nine year term limit. He will continue to be an ambassador for St. Andrew's—telling the story and reminding alumni that

ongoing participation in the School is important.

Herndon Werth
434 East 58th Street, Apt. 6A
New York, NY 10022-2311
212/421-1916

Robert Young visited campus with his daughters Yvette and Coco as part of their fall Father-Daughter trip. Bob and Yvette traveled from New Orleans and Coco from southern California. The three completed a comprehensive walking tour that included looking at Bob's athletic and the Class's VI Form photos and pulling out the 1952 yearbook. Bob, Yvette, and Coco then continued on to Chadds Ford, Pa., where they had dinner with classmate Bill Howard, telling stories and reminiscing.

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Church Hutton III
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churchill.hutton@pfpa.mil

Church Hutton completed three terms of service on the St. Andrew's Alumni Association Board (AAB) this past spring. Over his tenure he has worked tenaciously on various alumni engagement projects, including the website, professional

networking and student-alumni opportunities. Most notably, Church was instrumental in touring students and faculty through the Pentagon as part of the bi-annual School trip to Washington, D.C., each year.



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"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover." —Mark Twain

And that is exactly what Ken Court did in 1965. He left his Waikiki bungalow and set off to cruise the world on his beloved Mamari. Now almost 50 years later, he is documenting his adventures and writing up a storm. He hopes his English masters are proud! The



(above) Buck Smith '66 (far left) tubing on the Comol River in New Braunfels, Texas, with his wife Cathie, and Cathie's sister and her family. (left) Buck and Angus Davis '66 at St. Andrew's in October.



Mamari book is a collection of vignettes or yarns, and is only just beginning. Ken has also started blogging! "My blog is kencourt2.wordpress.com, and focuses on cruising and other subjects. Check it out!"

George Brakeley III
138 East Avenue
New Canaan, CT 06840-5122
203/801-0665
GBrakeley@brakeleybriscoe.com

1957

Fifty-one years ago **Joe Harned** promised Antoinette he would take her to Sequoia National Park in California. It took him a while to live up to that promise, but they made the trip this year, and Joe sends in this delightful report.

"California gives great tree. The tallest are the Northwest coastal redwoods. The oldest are the 5,000-year-old bristlecone pines of the White Mountains, and then there are the largest of all, the giant sequoias of Sequoia National Park. As I weigh 212 at 6'0", of course I opted for the good company of the largest, by volume.

"If you hanker to see SNP, fly to Fresno, hire a car (preferably a rag-top—think looking up—and drive the 2-1/2 hours to Three Rivers. But NOT before stopping at Sam's Deli (10 minutes from Fresno) to pick up the best sandwiches and widest selection of wines in this part of the world, not to mention all the forbidden-but-it's-a-vacation Italian desserts. Pack 'em in ice, courtesy of Sam, and take off on the relatively short, un-scenic drive to Three Rivers.

"Best guide, bar none, for SNP is Sheila Sanford at Sequoia Sightseeing Tours 559-561-4189. She is knowledgeable, thought-provoking and thoughtful—three qualities seldom combined! Take the full-day tour; a half-day won't hack it.

"Now here we get serious. Well in advance, book the River Villa that belongs to Dennis Villvencio at 559-561-5900. We celebrated our 51st anniversary there, and it was one of the best investments of my life. An A-frame villa with three bedrooms and two baths downstairs, and a loft of seven beds upstairs. The place is magical—30 feet above a white-water river in a valley surrounded by mountains; no one in sight, but three minutes from town and a mile from the best restaurant in the valley. Swim or fish or pan for gold in the river. Deer come to visit each morning. The villa is at 800 feet in altitude, and our excursions took us up to 7,200 feet, so temps in mid-May ranged from 103 to 39 degrees Fahrenheit. Dress accordingly and pack sunscreen. Enjoy!"

Jerry Wigglesworth
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Dwight, KS 66849-0006
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anguswigg@gmail.com

1958

Andy Adams, Jr.
2201 S. Arlington Ridge Road
Arlington, VA 22202-2122
703/521-8178
aa@2201arr.com

1959

Among their many trips this year, Andy '59 and Liz Adams "had a great few days with Moseo '59 and Cindy Price near Smugglers' Notch, Vt.



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1960

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1961

John Craighill
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Annapolis, MD 21401-7822
410/897-1196
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1962

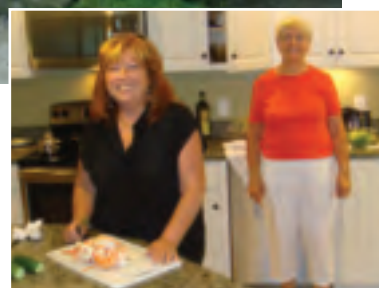
Kent Hughes
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1963

Bill Pfeifer
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John Schoonover
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Dave Loomis sent news that Reverend Jim Cooper of Trinity



Episcopal Church in New York came to his church, St. Michael's Church, in Dallas for Lenten Evensong in April.

Billy Paul, Jr.
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610/827-1718
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1964

Jon Smith
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1965

Lee Tawes III
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Buck Smith
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Humble, TX 77346-4570
302/542-2216
buck@sussexattorney.com

1966

Buck Smith has retired and moved to Texas! He still returns to Delaware for St. Andrew's Trustee and Alumni Board meetings. This fall he met up with **Angus Davis**. Angus was in the area to perform a baptism at St. Clement's Church in Massey, Md.,

CLASS NOTES



Willy Smith '69 loaded George Heiner '67 onto an Amtrak train bound for Houston, Texas.

where his college and seminary classmate is the lay pastor.

Fritz Hoeffcker III

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Alexandria, VA 22306-2459
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fhoeffcker@verizon.net

1967

George Heiner writes from Los Hoyos, Sonora, Mexico, "Many of you have asked about us. If you Google Cathy Heiner, you will pull up Amazon and find out what my wife Cathy has been doing for many years. (I have been tagging along). There is also a book there.



Chuck Olson '74 and his daughter Sylvie Marie Gigi Xe at the Petal Prom Father and Daughter Dance in Burlingame, Calif.

"Here is more information on the book: 'Cathy Heiner grew up living next door to her maternal Italian grandparents and they were a big influence on her life. She learned many things during her formative years about cooking from her grandmother that would influence her own cooking throughout her life. Years later when she was married, she and her husband moved to Sonora, Mexico, and once again she found herself 'studying' the cooking styles of the women who lived in her new town. Cathy brings all of those new experiences into this cookbook, *The Language of Food, Cooking on the Frontera*. This book is full of good recipes and stories about the culture, and the women who graciously allowed her into their kitchens and shared their recipes



St. Andreans at the 2014 Run for Radcliffe Creek School at the Chestertown Tea Party. (l. to r.) Arraminta Ware '82, Tyler Johnson '76, Haydon Judge, Molly Brogan Judge '78, Tom Schreppler '78, Stacy Davis holding Molly's then 2 1/2 year old grandson William, Richard Cookerly '78, Paige Brogan and Garrett Hart '78.

and the different cooking methods they use. She also tells how she used cooking as a way to communicate, since she didn't know the Spanish language very well.'

"So there it is. I hope this fills in some blanks and hope to hear from you if you are so inclined."

Lory Peck

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607/594-2442
lory@hiva.net

1968

Bob Prier, Jr.

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bobprier@comcast.net

Fred Lewis

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5060 Long Point Farm Drive
Oxford, MD 21654-0236
410/226-0355
fslewis3@gmail.com

1969



Bill Strong

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wcstrong51@gmail.com

1970

Andy Hamlin

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Pennington, NJ 8534-2902
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1971

Frank Merrill

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Stewart Barroll

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jogmajor@verizon.net

1972

Jack Maull

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603/772-0826
JMaull@ehr.org

Jerry Rue

7166 Lauren Lane, #1304
Easton, MD 21601
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JRue73@gmail.com

1973

Henry Hauptfuhrer

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215/925-2696
henryhiv@verizon.net

1974

Matt Kramer

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Newton, MA 02459-3025
617/965-8860
f.m.kramer.civ@mail.mil

Chuck Olson writes, "Greetings from Obob! I'm enjoying life with



Vintage Crew Photo: Marshall Barroll '74 recently came across this photo, taken by his roommate Edwin L. Sibert III in 1972. He shared it via email and started a volley of reminiscences of crabs ("not the blue claw crab I am used to") and blood and victory among members of the 1972 second boat: Cox Ralph Neel '75, Stroke Jack Schreppler '74, Henry Hauptfuhrer '74, Bob Dunn '74, Marshall, John Eisenbrey '74, Ned Silver '75, Doug Andresen '73 and Charlie Menefee '73. The picture was taken moments after a mile long race vs Atlantic City High School. St. Andrew's won by over five lengths and was just waiting on AC to cross the finish line. The entire exchange has been cataloged in the School's archives on libraryarchives.standrews-de.org.



Lizzie Clarke '81 caught up with Meg '81 and Adam '80 Waldron, Bret Peters '81, and Bucky Ratledge '81 during one leg of her son's college tours last spring. (left) Lizzie with Scott '81 and Tracy Sipprelle—and Grover Cleveland on another leg of the college tour!



my wife Karen and our daughter Sylvie Marie Gigi Xe. I teach high school chemistry. (I'm passionate about writing your units and dear mathematical communication.) I also run the Chess Club, and enjoy soccer twice weekly. Best wishes and regards to all!"



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Ralph Neel
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Louise Dewar offered up a quick update on her life, "This past year has been very full. I completed my doctorate work in Educational Leadership in the spring and received my Ed.D. in May. My

dissertation was on the impact of Advanced Placement studies on students, teachers, and the institution in a small private school. It was well-received and I hope to publish a few smaller articles based on it in the near future.

"Also, after 13 years as their History Department Chair, I have left Ranney School and accepted the position of Dean of Academics at The American Boychoir School in Princeton (which sends a student or two to SAS from time to time, I understand). It's quite a different challenge—middle school boys who tour about a third of the school year. My mandate is to craft a curriculum that is challenging, flexible, and portable! It's... exciting.

"Finally, my daughter Margaret has just completed her third year post-cancer and is doing wonderfully. She is living in Chicago and working as a stage manager. I know many of my classmates prayed and kept their fingers crossed and thought good thoughts as we went through her medical ordeal and I wanted you all to know that she, Al, and I are supremely grateful for all of that."

Louise adds, that she is looking forward to "our fourth tenth reunion."

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1976



Triathlete Mike Berrigan '79 and his family.

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Richmond, VA 23234-3323
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ssalter@council.bbb.org

Chuck Walton
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Garrett Hart
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Several St. Andreans teamed up for the annual Run for Radcliffe Creek School at the Chestertown Tea Party. **Molly Brogan Judge**, RCS founder and school director, said, "It was great fun. **Louisa Hemphill Zandt** couldn't be there but pledged her support for each runner from our class. There were four from 1978 this year—**Garrett Hart**, **Tom Schreppler**, **Richard Cookerly** and me, as well as **Tyler Johnson '76** and **Sissy Brogan '79**, and **Arraminta Ware '82**. Hopefully the 2015 Run for Radcliffe will bring more SAS alum to race!"

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Janet Brownlee Luke writes that she caught up briefly with **Mike Berrigan** this past summer. He lives in California and, after ten years

1977

at NASDAQ, he now works at a software startup. His hobby is triathlons—he has competed in 12! "I've already forewarned him that I'll be exerting pressure to get him to the next reunion."



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Judi (Skelton) Spann
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Lizzie (Bleke) Clark
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Lizzie Clark visited with several classmates during her son Robert's college tours last spring.

Paul Eichler
866 Monroe Terrace
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302/734-2992
ike653@hotmail.com

Rosalind Griffin Hugley sends this update, "I love to travel! Last April, I went on a 29 day cruise and had a chance to visit India, Singapore, Sir Lanka, Thailand, Cyprus, Israel, Jordan, the Dead Sea and Sumatra.

1980

1981

1982

CLASS NOTES



One of Rosalind Griffin '82's spring adventures!

I have always wanted to visit the Taj Mahal and it was magnificent!

"I have lived in Hawaii for 17 years. I finished nursing school and then retired from the Army. I have a master's degree in nursing education and have been a nurse for 14 years. I teach nursing school at Hawaii Pacific University and I am a nurse educator for AstraZeneca. In my free time, I love to sew. I make a mean quilt!"



Kevin Grandfield '82 hosted classmate JW Clements and his son Luke who was looking at Northwestern University, interested in theater.

Steve Billhardt

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781/373-1979
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Amy J. Burnham-Brown

797 Harrison Road
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amyburnham@comcast.net

1983



Kevin Grandfield '82 met with Janet (Washburn) Acker '82 in Portland, Maine, and "we had a great chat. She had to go back to work at her 'office.' She works with a sailing program, pictured here."

Denise (Collins) Waite

520 Mount View Road
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denisewaite@comcast.net

Dan del Sobral

18 Bartkus Farm Road
Concord, MA 01742-5218
617/721-8421
ddelsobral@gmail.com

1984



CALLING ALL BLAZERS, TIES, CARDIGANS, DRESSES, AND GOWNS!
HELP OUR STUDENTS DRESS FOR SUCCESS, BY DONATING TO
THE ST. ANDREW'S CLOTHES CLOSET.

ALL PROCEEDS BENEFIT THE ST. ANDREW'S SCHOLARSHIP FUND.



FOR MORE INFORMATION, CONTACT CHESA PROFACI '80, DIRECTOR OF ALUMNI
RELATIONS, AT 302.285.4260 OR EMAIL CHESA@STANDREWS-DE.ORG



Steve Gratwick '87 sent this photo from a summer party on Long Island with Pier Friend '84. "Long time friends and alums still enjoying the SAS connection!"



Class of 1988 Spring Reunion in Duck, N.C.: Bill Sibley, Greta Cuyler, Susan Ancarrow Richmond, Mark Dimmick '82, Earl Walker '90, Jonathan Banks, Kathy Bunting-Howarth and John VanderMyde.



Kathy Bunting-Howarth '88 and Mary-Carson Saunders Stiff '04 discovered their SAS connection at a Mid-Atlantic Sea Grant Network dinner in Corolla, N.C., in April!



Gary Clarke

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Hugo Heriz-Smith

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1985

Academy and my daughter will be a freshman at The Buxton School in September. Where has the time gone? Hope everyone is doing well!"

Class Agent Needed

1987

Matthew Castano announces, "I have been appointed as a Circuit Court Judge by Wyoming Governor Mead thus fulfilling Mrs. O'Brien's prediction that I would likely have substantial involvement in the criminal justice system."

last April. "I was sitting at a Mid-Atlantic Sea Grant Network dinner in Corolla and somehow the woman sitting next to me and I figured out that we had both graduated from St. Andrew's. Although Mary Carson-Saunders Stiff '04 and my graduation years were not close, it was fun to have so many shared memories of classes, crew events and dorm life."

Rick Hall

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Zibby (Hammond) Pyle

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1989

Webb Armentrout

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awa226@yahoo.com

Reynolds Lockhart

P.O. Box 1882
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reynolds@livingoaklandscaping.com

1991

Quincy (Brown) McCoy

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847/501-2836
quincybrown@yahoo.com

1992

Carolyn (Wirth) Anderson

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DPO, AP 96521-4023
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1993

Keri Brenner

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Frank Crawley, Jr.

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321/674-1559
fcrawleyjr@gmail.com

Meg (Peters) Glenn

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Stanley Roberts

604 Gardiner Road
Richmond, VA 23229-6921
804/775-4759
SRoberts@mcguirewoods.com

1994



Joy McGrath '92 and Ashby Hardesty '04 attended the wedding ceremony of Hugo Beekman '04 and Emily (Parker) Beekman in Annisquam, Mass. Joy officiated the wedding ceremony.

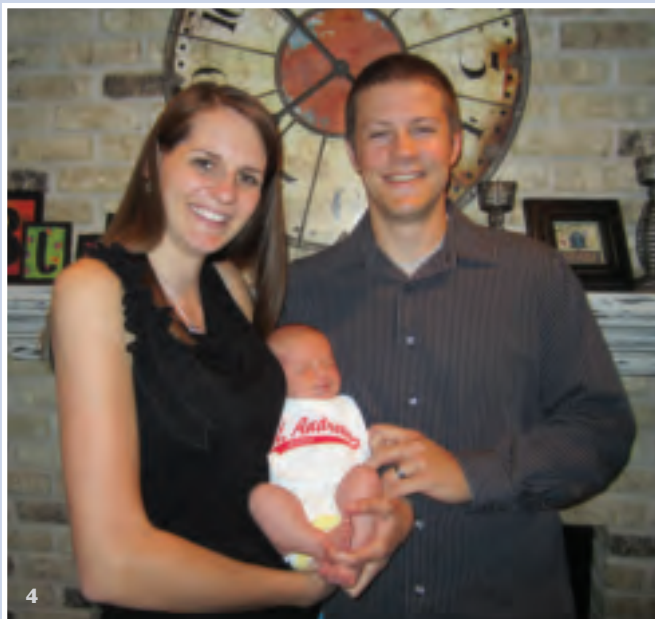


Brian Leipheimer

12351 Pinhook Road
Rockville, VA 23146-1515
804/749-4894
bleipheimer@collegiate-va.org

1990

Andrew Dennis writes, "I was honored to be part of the Alumni Arts Festival, bringing my wife Rebecca and our then two-month-old, Roselyn, in tow."



BEAUTIFUL BABIES

1 Chad '02 and Caroline (Duke) '02 Ballard welcomed their second son, Carter Reynolds, on July 5, 2014. **2** Big brother Chad Ballard. **3** Jennifer (Pilson) Merchan '95 and her husband Dave welcomed their second child, Tucker Elijah, on May 4, 2014. Tucker was born at 11:45 a.m., weighed 7 lbs., 13 oz. and was 20.5 inches long. Mom, Dad and big sister Elena are thrilled! **4** Luke Michael McDonough was born on Mother's Day to Nick '99 and his wife Michelle. **5** Luke Michael McDonough. **6** Ben Kennedy '97 proudly announces, "Gibson Lewis Kennedy arrived at 9:53 a.m. on Monday, August 4. He weighed 9 lbs., 9 oz. and measured 21.5 inches long. Mom Christina and baby are both healthy and enjoying some rest!" **7** Robbie Pennoyer '01 and his wife Polly joyfully announce the birth of their baby daughter, Victoria Whittinghill, on May 12.



Craig (Weaver) Friedrich '95 and Bullets Campbell '94 get together every summer with their families. Finally, they have a picture to share!



Jennifer (Joseph) Laporte '95, Craig (Weaver) Friedrich '95, Bruce McEvoy '95 and Ulla (Rickert) Saleh '95 caught up at their 15th Princeton Reunion last May. All are looking forward to seeing each other and the rest of the Class of '95 at St. Andrew's Reunions in June!



Pat Durkin P'97, Charlie Durkin '97, Will Maerov '15, and Kristen Durkin this summer.



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Lindley Kratovil
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1995

1996

Anne (Riley) Merrill
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Michael Everhart
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1997

1998



Genevieve Cadwalader
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Annie (Taylor) Douthit
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Caroline (Salas) Gage
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Matt Wolinski
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Erin Hall
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Lindsay Payne
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Robbie Pennoyer
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1999

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Sam duPont
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Liza Green
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2000

2001

2002

Tommy Burns
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Ashley Gosnell
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Anna Hickman
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2003

Priscilla (Press) Gildart
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Margaret Hoffecker
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2004

Richard DeSalvo
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Marten Elder
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Brooke Farquhar
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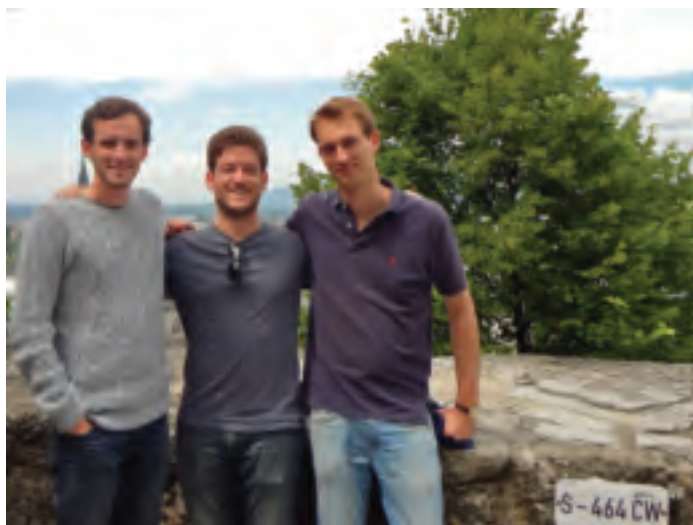
John Lupton IV
john.lupton4@gmail.com

Clark du Pont writes, "On July 27, as I was standing on the side of the road at the Lake Placid Ironman competition, I heard, "Hey, Clark!" from a biker whizzing by at twenty some odd miles an hour. I found out later that it was **Nik Karbelnikoff** competing in his first Ironman. I met up with him at the finish to congratulate him on his accomplishment. He wasn't able to come to the ten year reunion because he was racing a half Ironman in Cambridge, MD that weekend. It was totally bizarre to be recognized out of thousands of spectators after swimming 2.4mi and biking for over 100mi before beginning a full marathon by someone whom I hadn't seen in over five years going by over 20mph. I

CLASS NOTES



Frederic Gunnemann '07 and Penn Daniel '07 on a Hiking trip at Lake Lucerne, Switzerland.



Frederic Gunnemann '07, Penn Daniel '07 and Christopher Hildebrandt '08 above the city of Salzburg, Austria.



Henry Toothman '07 reported in from San Francisco, "We had a great time at the San Francisco Coast to Coast Toast!" Look for information on the 2015 Toasts coming soon!



Nik Karbelnikoff '04 competing in his first Ironman, approaching the finish line in the Olympic circle.

cheered in true St. Andrew's fashion later as Nik ran by 12.5mi. into the race. He gave a strong fist pump acknowledgement and went on to finish 66th overall out of over 2400 competitors. Congratulations to Nik. Saints keep going."



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Nici Fleischer
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Rachel Hickman
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Matt Russell
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Shabazz Stuart
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This August, Steph Chubb started at the Tufts Vet Program and MPH!

Frederic Gunneman sends this news, "In June, Penn Daniel came and visited me in Europe. Together with Christopher Hildebrandt '08, we explored parts of Southern Germany, Austria and Switzerland. We three had so much fun, hiking, swimming in cold mountain lakes and discovering cities like Munich, Salzburg and Zürich."

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Mackenzie Lilly
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Beth Martin
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Mary Shea Valliant
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Caitlin Forsthoefel
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Grace Gahagan
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Margot Waldron '10 attended the Toast at King's Academy and reported, "It was a lovely time."

Marcus Bailey
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Maya Cave
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Grace Benjamin
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Carolyn Dalrymple
carolynd@live.unc.edu



Mary-Carson Saunders '04 and Joshua Stiff were married on October 5, 2013, in Suffolk, Va. St. Andrews in attendance were (l. to r.): Elizabeth Hardwick '04, Erica Landskroener '04, Sarah (Unger) Biggs '04, Brooke Farquhar '04, Cory duPont '04, Julia Donaldson '04, Maggie Bryan '04, and bridesmaid Stephanie Pfeiffer '04. The couple met at William & Mary Law School and live in Norfolk, Va., where Mary-Carson is an environmental policy consultant and Josh practices bankruptcy law.

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Libby Lakeman
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William Maas
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Kara McDonough
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Ann Satine
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Maddy Thomas
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Katie Toothman
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Mary Wilson
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George Toothman '06 writes, "Katie Toothman competed in the women's 1v NCAA Div I championship May 31st as a sophomore 2 seat on the Stanford team."

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Alexandra Porrazzo
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Liza Tarbell
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Emily Troisi
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Lucy Slack
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2013

2014



British Cheers from John MacIntosh '12, Katie Toothman '12, and Emerson Whitney '12.



The 2014 Jordan Toast: (back, l. to r.) John Austin '83, host, Jeff Lilley '82, and Meg's friend, Ali from Jordan. (front, l. to r.) Lynn Lilley, Monica Matouk '84, and Meg Waldron '10.

Guidelines for Submission of Class Notes

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

Submission

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

Guidelines

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

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

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

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

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

In Memory

Peter Megargee Brown '40



Stonington - Peter Megargee Brown died a good death of natural causes at home in his sleep on Thursday, September 25, 2014, with his wife of 40 years at his side. He was 92.

Peter was born in Shaker Heights, Ohio, on March 15, 1922. He is the son of Miriam (Megargee) Brown and George Estabrook Brown.

He was married to Alexandra Stoddard on May 18, 1974, at St. James Episcopal Church in New York City, by their mutual mentor and dear friend, John Bowen Coburn.

Peter headed the litigation and ethics departments at Cadwalader Wickersham & Taft in New York City until 1982, where he had worked for more than three decades. He was assistant U.S. Attorney for the Southern District of New York from 1953 to 1956, special assistant to the Attorney General of New York State and assistant counsel to the New York State Crime Commission under John Marshall Harlan from 1951 to 1953. He was an orientation specialist and journalist in the U.S. Army from 1943 to 1946.

Peter is the author of "The Art of Questioning," published by Macmillan and later reprinted as a classic legal text by the Lawbook Exchange LTD, "Flights of Memory: Days Before Yesterday," published by Benchmark Press, "Rascals: The Selling of the Legal Profession," published by Benchmark Press, "One World At a Time: Tales of Murder, Joy and Love," published by Benchmark Press, "Village: Where to Live, How to Live," published by Benchmark Press, "Guide Select Gastronomique," published by Benchmark Press, "Figure it Out: A Book of Wisdom," published by The Lawbook Exchange, LTD. The Peter Megargee Brown papers, comprising of his principle lawsuits over 50 years of practice in the U.S. Supreme Court and appellate courts are available for the use of students and scholars and can be found in the "Manuscript and Archives" section of the Yale University Library in New Haven.

Peter was president of the Episcopal Church Foundation, president and

trustee of the Riot Relief Fund for 50 years, chairman of the Design and Arts Society, warden and vestryman at the Church of the Heavenly Rest in New York City, where his father served in the same capacity, a member of the Board of Regents of the Cathedral of St. John The Divine, a knight of the American Society of The Order of St. John.

Peter earned his education at the Browning School in New York City, St. Andrews School in Middletown, Del., Yale University and Yale University Law School. He is the recipient of the Yale Class of 1944 Distinguished Service Award, the Chairman's Award of the Yale Alumni Fund, the Headmaster's Award to Alumnus of St. Andrew's School for Public Service, and the public service award from the Federal Bar Association of New York, New Jersey, and Connecticut.

After a life of accomplishment and study, Peter, who loved to read, took up painting seascapes when failing eyesight made it too difficult to read. He lived by the words of the Sanskrit: "participate with joy in the sorrows of the world." He also counseled Ralph Waldo Emerson's teaching that we are all "still learning." The joys for which he is eternally grateful are his family, especially his wife Alexandra. In his words, she brought him "flowers to winter days; pure water to a desert place; cheer and happiness in the morning sunlight." In addition, his classmates from Yale's Class of 1944 are among his best friends.

Peter is survived by his wife, his sister, Barbara Stetson, and four children, Peter Megargee Brown Jr., Blair Tillyer Brown Hoyt, Andree de Rapalyee Brown, and Nathaniel Holmes Brown. He is also survived by four stepchildren, Alexandra Brandon Stoddard, Brooke Goodwin Stoddard, Leslie Davis Kohl, and Wallace McRae Davis; five grandchildren; and four step grandchildren.

Peter's wife and children want to express their deepest gratitude and appreciation to the Center for Hospice Care of Southeast Connecticut.

Samuel M. Rinaker '42

Samuel Mayo Rinaker, Jr. passed away March 28 at the age of 91, and was laid to rest at El Camino Memorial in Sorrento Valley. Born in Chicago, he attended St. Andrew's School in Delaware and served in the U.S. Army Air Corps

during World War II. Best known in San Diego as anchor for TV News broadcasts on Channel 10 (1960-1975), he was Director of Public Policy at San Diego Gas & Electric until 1984, and belonged to the downtown Rotary Club and the La Jolla Beach & Tennis Club. He was predeceased by his daughter Laura and is survived by daughters Elizabeth "Libby" and Mary, son Sam, ten grandchildren, three great-grandchildren and long time friend, Betty.

Henry S. Baker, Jr. '44



Henry S. Baker Jr., a retired banker and community leader, died Saturday from complications of a tumor at Keswick Multi-Care Center in Baltimore, Md. The longtime

Monkton resident was 86.

The son of Henry S. Baker Sr., treasurer of the Johns Hopkins University, and Frances Innes Robinson, a registered nurse who worked for Dr. Howard A. Kelly, a founder of Johns Hopkins Hospital, Henry was born in Baltimore and raised on St. Georges Road in Roland Park. After graduating in 1944 from St. Andrew's School in Middletown, Del., Mr. Baker enlisted in the Navy. He served at Pearl Harbor on landing craft as a boatswain's mate and later in Manila. Discharged in 1946, Henry enrolled at the Johns Hopkins University, where he earned a bachelor's degree in 1950.

Henry began his banking career in 1950 as a management trainee at the old Baltimore National Bank, and in 1957, he graduated from the Rutgers University Stonier Graduate School of Banking. Henry was senior executive vice president and director of Maryland National Bank at the time of his retirement in 1985. He then joined the newly formed Bank of Maryland and served as chairman of its board until it merged in 1990 with Carroll County Bank.

Henry was president of the Maryland Bankers Association, director of the Maryland Casualty Co. and chairman of Redwood Capital Management Co. From 1983 to 1990, he was chairman of the Automotive Club of Maryland. He was

president of Keswick Multi-Care Center's board for 20 years, where he had been a member for 40 years. In recognition of his years of work at Keswick, the hospital named a new \$12 million building after him on the grounds of its Roland Park campus in 2004.

Henry was general campaign manager of the United Way of Central Maryland in 1979. He served on the board of St. Paul's School for Girls from 1968 to 1977, and was treasurer and board member of Garrison Forest School from 1962 to 1988. He also served as treasurer of Kennedy Krieger Institute. He was a communicant of St. James Episcopal Church.

Surviving are his wife of 64 years, the former Marian Stockton Townsend; a son, Stockton Townsend Baker of Denver; two daughters, Frances Robinson Baker of San Diego and Sandra Stockton Baker of Bethesda; a brother, Dr. R. Robinson Baker of McDonogh; and three grandchildren.

William C. Howlett '45



William Crossman Howlett, 87, died on Wednesday, September 10, 2014, at his cabin beside the home of his son and daughter-in-law, Christopher Howlett and Amy

Gerhardt, in Lovettsville, Va. He was born on March 26, 1927, in Philadelphia, the son of Col. Walter M. Howlett and Harriet Cowling Howlett. He was married to the late Eleanor Newell Howlett and they were longtime residents of Great Falls, Va., Scherr, W.V. and Vieques, PR.

He attended St. Andrew's School in Middletown, Del., and graduated in 1949 from MIT. He was for many years the president of Union Iron Works, later the Union Land & Management Company, in Herndon, Va. He had been an early resident of Reston, Va., and was active there with Eleanor in civic organizations, including the Reston Town Players.

Bill lived in many locations while growing up — Duluth, Minn.; Calgary, AB; Ardsley, N.Y.; and Shushan, N.Y.; — and he never lost his interest in travel. He and Eleanor traveled widely, usually on adventurous treks to exotic locations. He loved a challenge, from puzzles to mountain hikes to corporate restructuring; he relished the rigor of solving a knotty problem. He prided himself on his mastery of traditional

building skills such as hand-set stone walls, drawing his inspiration from the books of Eric Sloane. From his childhood until the end of his life he was an ardent fan of 40's music — big bands and especially vocalists; his knowledge of the music and the artists was impressive.

But among his many interests and aptitudes, it was his business acumen that secured Bill Howlett his standing in the community. In the 1960s, he masterminded the transformation of the century-old local iron works into a wide ranging real estate and management firm. He was ahead of his time and he changed with the times, keeping the company he forged vibrant and successful enough to survive long beyond the absence of his guiding hand.

Bill was a man of strongly held beliefs and a keen awareness of his family and its ancestry. While he was deeply interested in documenting his family's past, for his own legacy he left *Gleanings from Grandfather*, a book that collected many of the valuable lessons and observations he had gathered throughout his long and eventful life.

He is survived by his children, Evie Rickley of Concord, N.H.; Jennifer Howlett of Williamstown, Mass.; Christopher Howlett of Lovettsville; Jane Hankey of Sterling, Va.; Rob Hankey, also of Sterling; Elizabeth Roberts of Cranston, R.I.; Anne Houser of Manchester, Vt.; and Louise Howlett of Middletown, Del. He also leaves 15 grandchildren and six great grandchildren. His many descendants have grown into diverse individuals, each of them possessing qualities that they have inherited from this truly remarkable man.

Richard M. Appleby, Jr. '47



Dick Appleby passed away at Christiana Care in Newark, Del., on Thursday, April 18, 2013. He was 84 years old and a resident of the Country House in Greenville.

Dick was the son of Pauline Steele Appleby and Richard Morrison Appleby. After graduating from St. Andrew's School, where he played sports and rowed crew, he went on to crew for Cornell University while studying civil engineering until he was drafted into the U.S. Army during the Korean War. He

trained as a ski trooper with the 196th Regimental Combat Team in Alaska.

After his Army service, he returned to New Castle and the family construction business. He ran Brandywine Construction Company before moving to George & Lynch Construction Co., where he served as President and Chairman until his retirement in 2003. He continued to serve on the board of G&L until 2012. He was inducted into the Delaware Contractors Association Hall of Fame.

Dick was a Life Member of the "Trustees of New Castle Common", an organization founded by William Penn in the 1600s. He served terms as its President and Treasurer and recently played a key role in the renovation of the New Castle Public Library. He was a Trustee on the board of Liberty Mutual Life Insurance Company and also a Trustee and Elder of New Castle Presbyterian Church. He served for many years as chairman of the New Castle Planning Commission and was one of the founders of the New Castle Jaycees.

Dick's many interests included summers in Rehoboth Beach, extensive travel, golf, and his home in Jackson Hole, Wyo. He was a member of Wilmington Country Club and Teton Pines Country Club.

He was predeceased by his first wife, Frances Massey Appleby, the mother of his three children: Dr. Richard M. Appleby III, and wife Dorothy, Karen M. Antonio and husband Frank, and Deborah S. Appleby, all of Lewes, Del. He is survived by his wife of 38 years, Virginia Appleby, her three children and their families: Ken and Laura Gibbs and daughters Katie and Emily; Karen Gibbs; Amy and Drake Heller and son Alex and daughter Julia; and his brother Robert S. Appleby and wife Joan.

James M. F. Short '48



James Millard Fillmore Short, 84, of Rehoboth Beach, Del. passed away Tuesday, June 10, 2014, in the Delaware Hospice Center. He was born December 24, 1929, in Lewes. He

grew up in Georgetown and graduated high school from St. Andrew's School in Middletown.

After 1938, James spent his summers in Rehoboth and thereafter the beach

IN MEMORY

always drew him back. He graduated from the University of Delaware and spent his military service in the U.S. Coast Guard. There again—the “salt air.” He lived in the Wilmington area before coming back to the beach where he stayed.

In March 2012, he moved to Brandywine Assisted Living in Rehoboth. He was much loved at Brandywine and at Harbor Healthcare where he had rehabbed several times. He was a gentle soul and loved people. His final days at Delaware Hospice Center were very peaceful.

James always loved his church and singing in the church choir. While attending St. Martha's Episcopal Church in Bethany Beach, he was very active in the Vestry at the time they were expanding. In his later years, he was a member of All Saints' Episcopal Church in Rehoboth.

James loved trains his whole life and he loved England. He read about both and traveled on train trips and to England several times.

James is survived by a brother, Richard C. Short of Georgetown, Del.; a sister Sandra S. Lord and her husband Dr. William L. Lord, Jr. of Rehoboth Beach, Del.; one niece Megan Lord Madigan; two nephews William Leighton Lord III and John Barrett Lord and six great nieces and nephews.

Phillip H. Butcher '55



Phillip Hurxthal Butcher died Wednesday, December 4, 2013, in Bossier City, La. He was born February 14, 1937, in Muskogee, Ok. In 1939 his family moved to

Shreveport.

From early school days and through high school, Phillip excelled at athletics. While attending St. Andrew's School in Middletown, Del., he received varsity letters in track, football, basketball and baseball. His passion was everything about golf. After one year at University of Arkansas, Fayetteville, he entered the U.S. Marine Corps. He returned to Shreveport and graduated from Centenary College where he was a member of Kappa Alpha order.

Phillip later was an active member of the Humane Society. His first job was as an investigative reporter for Dunn

& Bradstreet covering the New Orleans French Quarter. He later moved to Little Rock, Ark., to manage the office of Robert K. Butcher & Associates. Phillip participated in many golf tournaments throughout the state of Arkansas and Louisiana; winning his share. He is predeceased by his parents Robert K. & Joanna S. Butcher, and special dog Franko. He is survived by his twin brother, John K. Butcher and his wife Kay.

Powell Hutton wrote, “‘Butch,’ as we first knew him, came to St. Andrew's as a IV Former in 1952 and made more of a mark on the athletic fields than he did in the classroom. He was a co-captain of varsity basketball as a VI Former, and justly so, as a playmaker who passed the ball on to teammates better positioned than he. His jump shot was beauty in motion. As right halfback on the varsity football team, he was often the go-to man for extra yards or the needed touchdown, cutting left behind the left half and fullback as they drove right into the line. He lettered in track and played JV baseball.

“Some of his energies went elsewhere as well; he was less deterred by the School's rules than others, which often found him earning ringers beyond the usual allotment. He carried these burdens lightly, and no one could dispute the fact that he wanted to get the most out of life.

“After St. Andrew's, Phil tried the University of Arkansas at Fayetteville for a year, but felt better prepared for the U.S. Marine Corps in which he found the satisfaction of service. Once out of uniform, he went back to college at Centenary College in Shreveport from which he graduated and where he was active in the Kappa Alpha Order. Early employment as an investigative reporter for Dunn & Bradstreet took him the New Orleans, where he enjoyed covering the French Quarter.

“When his father left the *Shreveport Times* to set up a new advertising business with branch offices in Baton Rouge and Little Rock, Phil moved to Arkansas to take charge of that office. In spite of subsequent hard times, Phil's athletic interests and abilities were never far from the surface, and he found an outlet in golf, playing with a passion and success in regional tournaments that continued throughout his life. He had always had a love for animals, and

the Humane Society became a cause in which he devoted much time and effort.

“He is survived by his twin brother, John. We will miss Phil's special brand of exuberance, humor, and energy. RIP, Butch.”

C. Stephen Baldwin wrote, “He called me late at night before the last reunion I helped organize, essentially to complain that people like him, Charles Mooney, and Derek Hulick, were not being honored enough in memory. It was a sad chat.

“We all remember how the three of them set the stage for a burgeoning appreciation of music that, then, was considered exclusively ‘black’—except, perhaps, for the colored-suede-shoes trinity themselves. They were our class bad boys, although that honor was tightly disputed at all times, as we also all know.

“Even me—Scotty Turner and I spent a lot of Saturdays hunting snakes in the bird sanctuary, with Jim Beam's help...”

Michael Brown '62



Michael's obituary was reported in the Summer 2014 issue; however, more recollections have been received.

Classmate Richard Baer

wrote, “My

sophomore year at Carolina DJ appeared as a frosh newbie. For part of Christmas break that year of 1963, we took a road trip from Chapel Hill to Edenton (my home) to D.C. and to Philly. When we were in D.C., James Brown and The Flames were playing at a nightclub. We were hot to see them, and DJ assured me the club was cool and safe. When we found our way to a table, I looked around and compared our appearance to two pieces of rice in a bowl of fried, black beans. DJ said ‘Just order beer’ and ‘Only drink from the bottle. Don't use the glass.’ When the tall Buds arrived, I picked up my glass, saw that it was hard for light to pass through the glass and sucked those Buds down from the bottle as instructed. James Brown was on fire (as usual); and the crowd was oozing hi-amp adrenaline. It was an eye-opening experience for this country boy.

“When we left for Philly, we decided to stop at SAS to see whomever. DJ was driving my Corvair Monza and was balling-the-jack over the Maryland backroads between the Chesapeake

Bay Bridge and Noxontown Pond. Sure enough a Smokey pulls us over for speeding. When he asks for DJ's license and the car registration, DJ starts babbling in French and hands him an international driver's license and his diplomatic passport. Catching on in the moment, I leaned over and asked the Smokey if I could translate for him. DJ and I spoke fluent French so we proceeded to spin that DJ's father was a member of the Moroccan Embassy (we didn't clarify that Dean Brown was an American in the 'U.S.' Embassy in Morocco) and that DJ was a new visitor to the States and unfamiliar with our highway rules. After much BS (of which Mike Brown was THE master), the officer waved him on; and we drove to SAS just like Santa Claus in his sleigh laughing all the way."

John Gullett wrote, "Mike's father Dean was in the U.S. Foreign Service and lived in Georgetown while we were at SAS. He collected antique glass bottles. I do not remember anything about his mother.

"When Mike was a kid in Paris, he got a job doing voice overs of a soundtrack on a French film, I think it was called "On the Road," or if not, it was a road trip film about a couple of kids."

Jud Bennett wrote, "A funny story about Mike and me: When Maria and I were in Nice, I called Mike. He and Sarah were unable to meet us, however he told us about a fabulous restaurant in a place called Ezz—a brief cab ride from Nice. He said, 'It is very high up, at the top of a small hill!' Maria and I decided to take the train, because we were told that Ezz was a stop on the way to Ventimilla (just over the border in Italy). We left at 10 a.m.

"At 10:30 a.m., we got off the train at what we thought was Ezz. In reality it was Ezz Su Mer (Ezz by the Sea in English). Guys, I don't speak French. I asked some French guys where Ezz was—they pointed towards a rocky cliff where at the top you could see some buildings. They pointed to a path. I remembered Mike saying it was at the top of a hill. So Maria and I started up this path.

"Mountain climbing in those days was not my thing. Although always an athlete, you've got to be in a special kind of shape to do it. Let me tell you that the higher we got the more precarious the path became—in some instances there were only three feet between us and a chasm—with certain death only inches from the

edge. Finally, at 6:00 p.m.—exhausted, frightened, and frustrated—poor Maria and I arrived at Ezz.

"We drank a bottle of wine, had dinner in Mike's fabulous restaurant, and then took a 15-minute cab ride back to our hotel in Nice. I called Mike the next day and told him the story. He said, 'You dummy, I meant the restaurant was in Ezz, not Ezz Su Mer and on that path, people get killed every year.' Oh well, that's my Mike Brown story. God bless him. He was indeed a good fellow."

Michael "Fax" Leary wrote, "I recall a certain road trip from SAS down to Nags Head just after graduation. DJ was in the car directly in front, and his underwear was hanging out to dry on the antenna. He claimed that he had spilled a beer on himself. After that I don't remember much other than the Big E stuck the old Merc in the sand and destroyed the clutch.

"I also remember Mike's mother as being an exceptionally attractive blonde. As III Formers the Browns took DJ and me down to the Granary and upon our return some schoolboys gave Mrs. Brown a lot of wolf whistles. They all thought she was Mike's sister."

Class Agent John Craighill wrote, "DJ was very much a part of all of our SAS experiences. He was always spinning the latest tunes and keeping us up to date with the outside music world. I remember also when I was struggling with some first year French grammar in III Form, Mike walked in and looked at the assignment and said, "Hey, that's easy," and in perfect fluent French read off the foreign words to my amazement. Sad to see another classmate gone."

Robert C. Donlick '83

St. Andrew's Alumni Office has learned that Bobby Donlick, who attended St. Andrew's School for III Form, passed away in January 2011.

James T. McKinstry

James T. McKinstry, longtime friend of St. Andrew's, passed away on October 25, 2013, in Wilmington, Del. at the age of 87. Born in Westfield, N.J., on June 14, 1926, Jim lived in Albany, N.Y., San Antonio, Texas, and Nashville, Tenn., before settling in Wilmington, Del., in 1939. He was a graduate of P.S. duPont High School in 1943. Jim started college at the University of the South and left to serve

the U.S. Navy in WWII as a quartermaster in the South China Sea.

Jim completed his education at Washington and Lee University, and graduated law school from the University of Pennsylvania. Jim ran for the U.S. House of Representatives in 1960, and while he was not elected, he won 52 years of marriage with his wife Jane, whom he met during his campaign. His law career in Wilmington at the firm of Richards, Layton and Finger lasted 49 years until he retired at age 70. He was a champion for pro-bono work and mentoring lawyers.

Jim was an avid golfer, squash player, and connoisseur of choral music. He was dedicated to his family and grandchildren and enjoyed many family vacations on the Jersey shore.

A lifetime Rotarian, he served as the Wilmington Rotary Club president in 1985-1986. Jim was a founding member of the Blood Bank of Delaware in 1954, and was a lifetime member of the YMCA where he played handball and squash. He was a vestryman at St. John's Cathedral and diocesan delegate to several Episcopal conventions. Jim served on several boards throughout his life and, in retirement, volunteered for the Red Cross and FISH.

Jim channeled his love of history and his dedication to the state of Delaware by being Delaware's founding member of the Bicentennial Council of the Thirteen Original States, along with serving as the second Chairman of the Delaware Heritage Commission for the Bicentennial.

He was a member of the Sons of the American Revolution, the General Society of Colonial Wars, the George Washington Society, the Wilmington Club, and the Wilmington Country Club.

Jim was predeceased by his parents, The Right Reverend Arthur R. and Isabelle Van Dorn McKinstry, and sisters Isabelle Stadler, Margaret Maull, and Barbara Lawton. Jim is survived by his wife Jane, and three children: Tom (Pamela), Susan, and Karen (Erik). He was especially proud of his six grandchildren: Samuel, Michael, Megan, Jack, Thomas, and Andrew. He is also survived by his brother Arthur S. McKinstry (Elaine).

The family is very appreciative of the thoughtful and tender care given to Jim at the Milton and Hattie Kutz Home.



Eliza Wainwright '15

Before coming to St. Andrew's, I thought of myself as just Eliza. I wasn't entirely sure what I wanted to do with the life I'd been given, and I figured, why not test out a few options at St. Andrew's? So I learned a revolutionary way of reading, and writing, and thinking. I learned how to write a paper—not a summary. I could be a scholar. Or I could be an athlete. So I played field hockey, basketball, and lacrosse. I trained during every season, shot countless free-throws and ran countless sprints. But, I wasn't sure if that's what I wanted to be either. So I joined the Noxontones. I could be a singer! I practice for an hour and a half on Tuesdays and Sundays. Or maybe I could try a different art form. I could try sculpting—so I took ceramics as a major course. I find myself in the studio more than four times a week just trying to get that one eye to look like the other. But what about a helper? I could do that. So I joined community service, and I mentor a fifth grade boy named Joey every Tuesday at Brick Mill Elementary. But even after all of these endeavours, I wasn't sure if I'd found exactly what I was supposed to be.

It took me an embarrassingly long amount of time to realize I wasn't here to figure out what I was supposed to be, or the sole thing I was meant to do with my life. I was here to be everything I could possibly be. Who is to say that I can't be all of those things? I am a scholar, athlete, singer, artist, and helper, and if you ask anyone else at St. Andrew's, they might say the same thing. Or they could say something entirely different, which is the beauty of St. Andrew's. Timid 14-year-old boys and girls come to St. Andrew's not knowing what they want to be. But they leave St. Andrew's knowing all that they can be.

The opportunities are endless and unrestricted, and not only is that a result of the students' hard work and determination, but the continued support and encouragement of all of the people behind the scenes. That's all of you. The parents of these young scholar-athlete-artists who have and continue to nurture, the alumni who have walked down these very halls and contributed more than just a name in the yearbook, and the trustees who place their faith and trust in every single student who takes the field, leads the discussion, or acts as a catalyst for positive energy and learning at St. Andrew's. So we all thank you, from the seniors to the freshmen. From the Field House to Engelhard. From Middletown to New Delhi. From all of us, to you. You've made this place a school, a gallery, a stadium, a stage, and a home for many young people, and for that we are beyond grateful. Thank you.

Eliza Wainwright, senior co-president of the Class of 2015, grew up in Middletown, Del. She serves as the captain of the girls lacrosse team, is the alto section leader of the Noxontones, and can usually be heard throughout campus by means of her distinctly loud laugh. She plans to study biology next year at Swarthmore College.



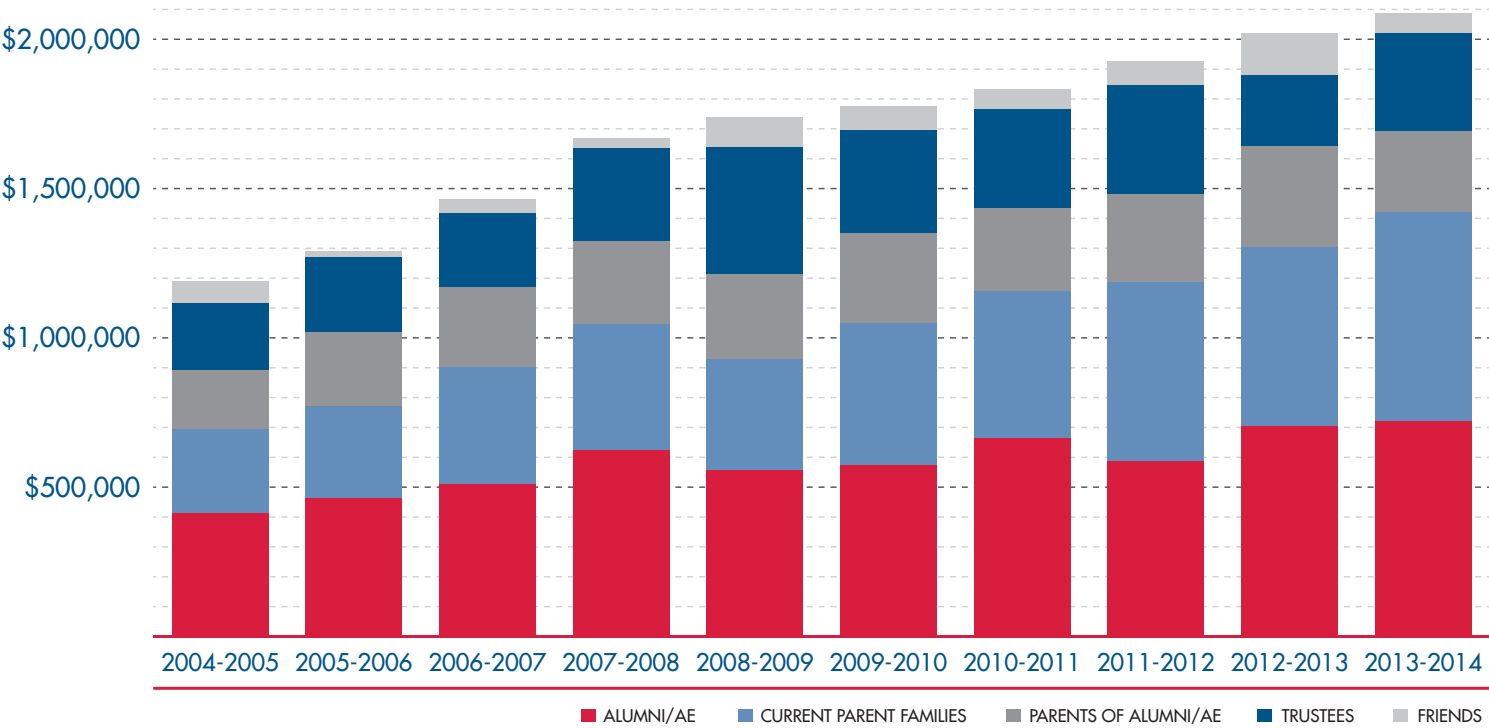
Message from the Headmaster

Daniel T. Roach, Jr., *Headmaster*

At St. Andrew's, we celebrate the generosity that makes this extraordinary school possible. We have called faculty from all across the country to join the best boarding school teachers in America; we have welcomed a student body that is diverse, talented, kind, and compassionate, united in their desire to make their version of St. Andrew's the most ambitious and audacious model yet.

Your gifts of over \$2 million to the 2013-2014 Annual Fund sent the unmistakable message to me that St. Andrew's must stay on the offensive in its pursuit of educational excellence in the 21st century. You gave me the confidence, the energy, the encouragement, and support to make St. Andrew's distinctive, unique among the world of private schools. Thank you!

10-YEAR ANNUAL FUND HISTORY BY CONSTITUENT



SUMMARY OF GIVING

TOTAL GIVING SUMMARY FOR FISCAL YEAR 2013-2014

ANNUAL FUND

Unrestricted	\$1,906,539
Restricted	\$180,482
Total	\$2,087,021

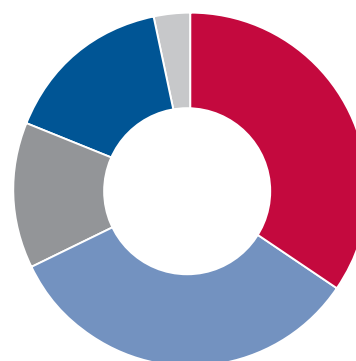
CAPITAL

Building Fund	\$2,427,773
Endowment	\$900,530
Scholarship Golf Tournament	\$20,000
Current Use	\$0
Total	\$3,348,303

Total Giving	\$5,435,324
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SUMMARY OF ANNUAL FUND GIFTS

■ Alumni/ae	\$721,927 *
■ Current Parent Families	\$697,518 **
■ Parents of Alumni/ae	\$273,490
■ Trustees	\$327,540
■ Friends	\$66,546 ***
Total	\$2,087,021



* \$848,059 when including alumni Trustees

** \$702,555 when including alumni & Trustee parents

*** Includes gifts from friends, grandparents, former & current faculty, staff and foundations.

NUMBER OF DONORS AND PARTICIPANTS

	2013-2014		2012-2013		2011-2012	
Alumni/ae	1,518	43%	1,615	47%	1,469	43%
Current Parents	182	67%	210	68%	198	73%
Parents of Alumni/ae	371	31%	350	30%	340	31%
Trustees	31	100%	31	100%	35	100%

2013-2014

Report on School Finances



Richard B. Vaughan '88, *Chair, Board of Trustees Finance and Audit Committee*
Diane L. Winiarczyk P'15,'17, *CPA, Chief Financial Officer*



During the 2013-2014 fiscal year, St. Andrew's School continued executing on its dual fiscal goals of 1) operating its first class independent school program with disciplined and thoughtful management and 2) protecting and growing its endowment. Achieving these fiscal goals requires the commitment and leadership of all of the School's stakeholders: a top-notch and seasoned faculty, staff and administration; a highly engaged and generous group of parents, alumni and friends; and an active and dedicated Board of Trustees. Included in this report for your review are the audited Statement of Revenues and Operating Expenses and Balance Sheet for the fiscal year ending June 30, 2014.

The School's net annual tuition (i.e., less financial aid payments) increased 1.7%, slightly outpacing annual operating expenses which increased 1.5% from the prior year. The annual operating budget totaling \$19,016,339 was covered 52.5% by net tuition, 11.0% by the Annual Fund and 36.5% via a draw from the endowment. Our goal is to continue to decrease the School's dependency on the endowment to fund its annual operating budget – a goal which it has achieved in each of the last three years. Future success in achieving this goal depends upon continued growth in the Annual Fund, securing new financial gifts to fund financial aid and scholarships and on-going discipline and efficiency in managing the School's operations.

After collective salaries for faculty, administration and staff, financial aid is the School's largest annual expense. In this past fiscal year, the School paid \$5,417,659 in financial aid, representing 28.8% of total operating expenses. Financial aid supported 134 students with an average grant of \$38,527.

As of June 30, 2014, the School's endowment was valued at \$195,934,718. For the fiscal year ending June 30, 2014, the School's draw on endowment for operating purposes was 4.18% of the endowment's average investment value during the trailing twelve quarters. The Finance and Audit Committee seeks for the endowment to achieve long term investment returns in excess of endowment draws plus inflation. For 2013-2014, the endowment met this goal, generating an investment return of 14.7%. The endowment currently has meaningful exposure to global long-only equities, global long/short, private equity and credit, fixed income and real assets.

The School currently has \$39,187,226 in municipal debt outstanding. During the 2013-2014 fiscal year, we are pleased that Moody's affirmed its Aa1 rating with a stable outlook, and Standard & Poor's affirmed its AA+ rating with a stable outlook on the School's outstanding revenue bonds.

The Board is committed to St. Andrew's School providing the best boarding school education experience in the United States. We are focused on being careful stewards of the School's assets and mission of excellence, faith and learning and positioning the School to continue its noble work for decades to come. The deep financial and personal contributions of alumni, parents and friends are critical to the current and future success of the School. We thank you for your continued support.

BALANCE SHEET

as of June 30, 2014

REVENUES

Tuition	\$15,321,250	80.6%
Less: Financial aid grants & remission	(\$5,417,659)	-28.5%
Net Tuition Received	\$9,903,591	52.1%
Support from Endowment	\$6,933,078	36.5%
Annual Giving	\$2,087,021	11.0%
Other Income	\$92,649	0.4%
Total	\$19,016,339	100.0%

OPERATING EXPENSES

Mission and Leadership	\$759,350	4.0%
Educational Program and Support	\$3,805,492	20.0%
Student Life Program and Support	\$2,432,712	12.8%
Technology	\$386,052	2.0%
Admissions	\$472,058	2.5%
Advancement/Communications	\$890,733	4.7%
Institutional Support and Operations	\$945,572	5.0%
Physical Plant		
Operations and Maintenance	\$2,568,862	13.5%
Utilities	\$847,491	4.5%
General and Special Equipment	\$234,360	1.2%
PRRSM*	\$1,124,604	5.9%
Benefits and Retirement Support	\$2,858,126	15.0%
Auxiliary programs, net	\$99,503	0.5%
Debt Service	\$1,591,424	8.4%
Total	\$19,016,339	100.0%

*Provision for Repair, Renewal and Special Maintenance

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$4,038,252
Accounts receivable, net	303,660
Contributions receivable, current portion	1,122,048
Inventories	92,670
Prepaid expenses and deposits	1,060,603
Total current assets	\$6,617,233

LONG TERM ASSETS

Investments	\$196,021,095
Assets held in charitable remainder trusts	1,275,250
Contributions receivable (net)	1,092,002
Land and improvements	8,028,754
Buildings and equipment	112,441,101
Construction in progress	597,284
Other long term assets	768,031
Total long term assets	\$320,223,517

Total assets	\$326,840,750
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LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses	\$1,227,788
Student tuition deposits	2,198,416
Note Payable	0
Deferred income	134,010
Total current liabilities	\$3,560,214

LONG TERM LIABILITIES

Retiree insurance obligations	\$609,042
Underfunded pension liability	2,232,008
Long term debt	39,187,226
Liability on interest rate swap agreement	808,936
Liability under charitable remainder trust	159,103
Total liabilities	\$46,556,529

NET ASSETS

Unrestricted	\$225,048,876
Temporarily unrestricted	6,991,887
Permanently restricted	48,243,458
Total net assets	\$280,284,221

Total liabilities and net assets	\$326,840,750
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ENDOWMENT FUND SUMMARY

The following endowment funds have been established to provide for the perpetual support of some aspect of St. Andrew's mission—financial aid, faculty support and other components of the School's program. They are named by classes, alumni, parents and other individuals to recognize and honor people who have been important and influential in their lives. Those individuals who have made contributions to endowment funds this year are listed in the capital section of this Annual Report. The information in this section is meant to show how the thoughtful generosity of donors to the endowment—both today and in the past—has created a cornerstone of capital and a flow of operating support for the School.

FACULTY ENHANCEMENT FUNDS	New gifts received in 2013-2014	Market value as of June 30, 2014	Draw for 2013-2014
Albert Nalle Memorial Fund Created with memorial gifts for Albert Nalle, a trustee and parent of the School.		\$91,800	\$4,230
Bishop Philip Cook Fund Established in 1991 by his son John Cook '45 in honor of Bishop Cook, one of St. Andrew's Founders.		\$1,746,900	\$80,520
Blackburn Hughes, Jr. Fund Created by Cap Roberts '62 in honor of English teacher and beloved St. Andrew's master, Blackburn Hughes, as part of the Toward the 21st Century Campaign.		\$72,700	\$3,350
Colburn Director of Athletics Endowed Chair Established in 2004 by alumni, parents and friends of St. Andrew's, in honor of Bob Colburn's unprecedented leadership and service to St. Andrew's. The Colburn Chair helps support the work of the athletic directors at St. Andrew's School.		\$515,100	\$23,750
Corridor Masters Weekend Fund Provides endowment to underwrite the stipends of faculty in residence on dormitories.		\$35,100	\$1,620
Davis A. Washburn Fund Established in 1992, in honor of Dave's retirement from St. Andrew's, in recognition of his service to the School.		\$70,100	\$3,230
Dean of Faculty Endowed Chair Established in 2004 in appreciation of William S. Speers to honor his work as dean of faculty and to celebrate his 25 years on the faculty. This Chair provides income to support the work of the dean of faculty.		\$1,171,000	\$53,980
Distinguished Masters Fund Created in honor of George Broadbent '41, one of St. Andrew's great masters, by Billy Paul '64.	\$15,000	\$89,100	\$3,410
Faculty Enhancement Fund Established by parents and parents of alumni with gifts to Cornerstones: A Campaign for the 75th Anniversary, this fund celebrates and supports the dedication of St. Andrew's faculty to their students.		\$747,300	\$34,500
First Girls Fund Established by the Class of 1975 to commemorate their role as the first co-educational class in St. Andrew's history, the First Girls Fund provides faculty support at St. Andrew's.	\$560	\$38,100	\$1,730
G.C. Voorhees Memorial Fund Established by an anonymous donor as part of the Toward the 21st Century Campaign, in honor of faculty member Coerte Voorhees.	\$10,000	\$59,900	\$2,300
Melvin H. Peters Fund Established by Phyllis W. Peters P'66 to honor her husband, Melvin H. Peters P'66. This fund provides income for faculty enhancement.		\$208,700	\$9,620
Merrill M. Stenbeck Headmaster's Chair Established in 2010 by Cristina '95 and Alexander Fitzgibbons to allow the Headmaster "to foster an extraordinary culture of loyalty among our faculty and continue to retain the very best teachers to guide our students during these crucial years of their lives." The Merrill M. Stenbeck Headmaster's Chair honors the memory and legacy of Cristina's mother, Merrill M. Stenbeck.		\$3,199,500	\$147,480
Robert Stegeman Professional Advancement Fund Established upon the retirement of Bob Stegeman, former dean of faculty, to provide income for faculty summer study.		\$114,300	\$5,270
Susan Battin Endowed Chaplaincy Fund Established in 2005 by B. Norris Battin '54 in memory of his wife, to support the professional development of our chaplains and religious studies faculty.	\$1,000	\$86,700	\$3,950

ENDOWMENT FUND SUMMARY

FACULTY ENHANCEMENT FUNDS	New gifts received in 2013-2014	Market value as of June 30, 2014	Draw for 2013-2014
Stuart Chair in English Established in 2010 by Robin and Sandy Stuart P'09 to honor and strengthen the tradition of great teaching at St. Andrew's. The Stuart Chair provides support to attract, retain and nurture the professional development of the English faculty.		\$1,232,700	\$56,820
W. Hollingsworth Whyte III '35 Fund Established by Penny Wike P'86,'89 to honor the accomplishments of distinguished scholar and urban planner Holly Whyte '35.		\$370,200	\$17,070
Walden Pell II Memorial Fund for Faculty Summer Study Established to honor Dr. Pell upon his retirement, this fund supports the summer study of faculty working toward their M.A. or Ph.D.		\$699,800	\$32,260
FINANCIAL AID ENDOWMENT FUNDS			
Allan J. Henry Memorial Scholarship Fund Established in honor of Allan J. Henry, one of the School's original trustees.		\$101,600	\$4,680
Alumni Memorial Scholarship Fund Established to honor alumni who served their country during World War II, this is now the general alumni fund for financial aid.		\$390,400	\$18,000
Amelia and Henry Herndon Scholarship Fund Created by Henry Herndon '48 in honor of his parents as part of the Toward the 21st Century Campaign.	\$300	\$62,100	\$2,850
Bishop McKinstry Scholarship Fund Established in 1992 by Jack Maull '72. Bishop McKinstry was one of St. Andrew's founding trustees and a leader of the Episcopal Church in Delaware.	\$500	\$67,000	\$3,060
Bradford A. Mills '72 Scholarship Fund Established by Bradford A. Mills '72 and his wife Carol to support financial aid at St. Andrew's.		\$127,200	\$5,860
Class of 1950 Scholarship Fund Endowed anonymously by a member of the Class of 1950 as part of the Toward the 21st Century Campaign.	\$500	\$41,600	\$1,900
Class of 1954 Scholarship Fund Established by the Class of 1954 to support financial aid at St. Andrew's.	\$100	\$52,900	\$2,430
Class of 1957 George B. "Buff" Weigand Scholarship Fund Established by the Class of 1957 at their 50th Reunion in honor of their class advisor Buff Weigand.		\$47,000	\$2,250
Class of 1961 Endowed Scholarship Fund Established by the Class of 1961 on the occasion of its 50th Reunion to support financial aid at St. Andrew's.	\$4,000	\$78,000	\$3,410
Class of 1964 Scholarship Fund For support of financial aid, established with a gift from Harry Parker '64 in memory of his father and now supported by the class of 1964.	\$140,500	\$302,600	\$7,470
Class of 1971 Scholarship Fund Established by the Class of 1971 at their 35th Reunion to support financial aid at St. Andrew's.		\$48,100	\$2,220
Class of 1975 Scholarship Fund Established in 2011, the Class of 1975 Scholarship Fund celebrates co-education at St. Andrew's, which began with the Class of 1975. The Fund is awarded to an incoming V Form girl for her final two years at St. Andrew's.		\$1,153,700	\$53,180
Class of 1977 Scholarship Fund Established in 2009, the Class of 1977 Scholarship Fund is the first class scholarship fund that will cover the full tuition need of a student to attend St. Andrew's. The Fund is awarded to an incoming V Form student for his/her final two years at the School.		\$1,002,800	\$46,220
Class of 1991 Scholarship Fund Created by the Class of 1991 at their 15th Reunion in honor of their class advisor Dave DeSalvo.	\$18,000	\$122,800	\$4,830

ENDOWMENT FUND SUMMARY

FINANCIAL AID ENDOWMENT FUNDS	New gifts received in 2013-2014	Market value as of June 30, 2014	Draw for 2013-2014
Class of 1997 Scholarship Fund Established in memory of Brad Barnes '97 by his classmates during their 15th Reunion. The Fund will support, in perpetuity, the financial needs of students at St. Andrew's who share Brad's qualities of a strong conviction and independent spirit.	\$5,272	\$64,700	\$2,740
The Cobb Family Endowed Scholarship Fund Established by Bradley D. Cobb '81 to support financial aid at St. Andrew's.	\$30,000	\$432,100	\$18,530
Cristin Colleen E. Duprey Scholarship Fund Created in memory of Cristin Duprey '04 by alumni, parents, trustees, staff and friends to support financial aid at the School.	\$995	\$1,323,200	\$60,950
Edward and Virginia Brinton Scholarship Fund Endowed by Randy Brinton '64 as part of the Toward the 21st Century Campaign.	\$58,095	\$351,100	\$13,510
Elizabeth M. and Daniel T. Roach, Jr. Endowed Scholarship Fund Established in 2013 to honor the extraordinary devotion of Elizabeth and Tad Roach to the founding principles of St. Andrew's School. The Roach Scholarship Fund provides future generations of St. Andreans with the opportunity to embrace the full potential of a St. Andrew's education and go on to effect meaningful change in the world.	\$221,800	\$667,900	\$20,560
Elsie Louise Patterson Fund		\$106,700	\$4,920
Fathers' Club Scholarship Fund One of the earliest fundraising efforts in St. Andrew's history, the Fathers' Club ventured to raise one full tuition annually.		\$114,400	\$5,270
First Graduate Scholarship Established in honor of Frank Townsend '34 by his wife Lil to commemorate the fact that Frank was the first person ever to receive a St. Andrew's diploma—the result of a lottery among the first graduating class in May 1934.		\$71,800	\$3,310
Frank E. Williams, Jr. '39 Memorial Scholarship Fund Established in memory of one of St. Andrew's earliest graduates by three generations of his St. Andrew's family.	\$4,000	\$297,400	\$13,520
George Fry '46 Memorial Fund Established by a bequest from his mother Mildred Hart, this fund supports financial aid at St. Andrew's.		\$265,600	\$12,240
Golf Tournament Scholarship Fund Established by the Alumni Corporation Board in 1991, the proceeds of the annual Scholarship Golf Tournament support this fund.	\$20,000	\$355,800	\$15,480
Gordon Dovell '41 Memorial Scholarship Fund Established in 1997 by a bequest from the estate of James '41 and Helen F. Kay, in honor of his fallen classmate Gordon Dovell, who was killed in Okinawa, April 1945.		\$131,200	\$6,050
Hardwick Family Endowed Scholarship Fund Created in 2011 by Monie and Chan Hardwick in honor of their daughters, Thayer '02, Liz '04 and Kate '07.	\$20,000	\$63,800	\$2,020
Hindle Family Scholarship Fund Established by the Hindle family, David '58, Marcia, David, Jr. '85, Michael '88 and Jill '93, to support financial aid programs at the School.	\$500	\$60,500	\$2,770
Howard Schmolze Memorial Scholarship Fund Established upon the death of beloved faculty member Howard Schmolze by alumni and friends.		\$48,500	\$2,240
James A. Berrigan Memorial Scholarship Fund Established in 1990 upon the death of Jim Berrigan, father of Mike '79 and Tom '74.		\$45,400	\$42,090
James M. Webb and Robert J. Shank '57 Memorial Scholarship Fund Created by Bob Shank '57 upon the death of his stepson, James Webb, and added to upon his own death, to support financial aid at St. Andrew's.		\$60,800	\$2,800
Jay H. Blum Scholarship Fund Established by his father and members of the Blum family in memory of Jay H. Blum '84, so that other deserving students may have the same opportunity to attend St. Andrew's.		\$81,400	\$3,750

ENDOWMENT FUND SUMMARY

FINANCIAL AID ENDOWMENT FUNDS	New gifts received in 2013-2014	Market value as of June 30, 2014	Draw for 2013-2014
John L. Ray '42 Scholarship Fund Established in 2010 by John Ray '42, in gratitude for his opportunity to attend St. Andrew's on financial aid, so that other deserving students may have the same opportunity.		\$117,800	\$5,430
Murray Scholarship Fund Created by William T. Murray '50 P'92 as part of the Toward the 21st Century Campaign.		\$64,000	\$2,950
Norris S. Haselton, Sr. Scholarship Fund Established in 1953 by Mr. & Mrs. Norris S. Haselton P'54 for students whose parents are career foreign service officers, in recognition of St. Andrew's history of educating such students. In the event that there are no foreign service families at St. Andrew's, funds are used for general financial aid.	\$100,950	\$4,034,500	\$181,320
Pfeiffer Family Endowed Scholars Fund Established by the Pfeiffer family, in honor of Victoria '95, Rachel '97, Emily '00, Stephanie '04 and Andrew '09, to support financial aid at St. Andrew's.		\$308,200	\$14,210
Powell Pierpoint '41 Scholarship Established in a bequest by Powell Pierpoint '41 upon his death in 1999.		\$132,600	\$6,110
Randolph W. Talley '74 Memorial Fund Created in Randy's memory by his parents upon his death in 1996.		\$20,200	\$930
Robert T. Jordan '86 Scholarship Fund Established by his classmates, family and friends in memory of Rob Jordan who died September 11, 2001.	\$700	\$47,400	\$2,150
The Seraph Scholars Fund Established by The Seraph Foundation to support financial aid at St. Andrew's School.		\$368,800	\$17,000
Thelma Rowland Scholarship Fund Established by former Board of Trustees President Hick Rowland '58 in honor of his mother as part of the Toward the 21st Century Campaign.		\$180,100	\$8,300
Walter Hutchison Lee, MD Memorial Scholarship Fund Established by David and Ginny Butters P'91 in memory of Ginny's father, long-time Middletown physician, Dr. Walter H. Lee.		\$70,400	\$3,240
William Cameron Memorial Scholarship Fund Established in 1972 upon the death of beloved master Bill Cameron. A scholarship fund was the chosen memorial because the committee decided, "No bronze plaque could be large enough, no dedicated room spacious enough, and no memorial tower high enough, to perpetuate his memory. A living memorial in the form of a student scholarship--this was the final decision."	\$125	\$582,200	\$26,830
William Randolph Hearst Scholarship Fund Endowed by a multi-year grant from the William Randolph Hearst Foundation. The gift was unrestricted, but meant to encourage diversity at St. Andrew's.		\$270,400	\$12,470
William S. Speers Endowed Scholarship Fund Established in 2013 in honor of Will Speers, legendary teacher, coach, advisor, Dean of Faculty and Associate Headmaster. The Speers Scholarship Fund honors Will's devotion to the founding principles of St. Andrew's School and makes possible the gift of a St. Andrew's education to future generations.	\$50,361	\$50,361	
SPECIAL ENDOWMENT FUNDS			
Amanda Leyon '95 Memorial Fund for Creative Writing Established by her family and friends, this fund helps underwrite the creative writing program and provides an annual prize for outstanding student work in creative writing.	\$500	\$23,200	\$1,050
The Belk Endowment in Global Studies Established in 2010 by the Belk Family to support innovations in academic courses, including Advanced Study in Global Studies, and to develop new courses designed to help students examine their role as global citizens. The Endowment will also underwrite outside speakers and leaders in residence to bring important global perspectives to our students.		\$534,300	\$24,630

ENDOWMENT FUND SUMMARY

SPECIAL ENDOWED FUNDS	New gifts received in 2013-2014	Market value as of June 30, 2014	Draw for 2013-2014
Charles H. Welling '45 Prize Fund Established by his classmates in memory of Charlie, a great writer, this fund supports writing programs and provides an inter-departmental prize awarded each year to the student who excels at interdisciplinary, non-fiction writing.		\$42,000	\$1,940
Class of 1990 Endowed Fund Established by the Class of 1990 during the Cornerstones Campaign, this unrestricted endowment fund provides annual support for general operations.		\$151,200	\$6,970
Crew Endowment Fund Established by parents, alumni and friends to create perpetual support for St. Andrew's crew program and to assure funding for team travel and modern and safe equipment.		\$320,700	\$2,150
Davis A. Washburn '44 Endowment for Noxontown Pond Established by the Class of 1956 at their 50th Reunion in honor of their class advisor, to promote the long-term health of Noxontown Pond.		\$46,700	\$14,780
Distinguished Alumni Fund Created by the Class of 1959 on the occasion of its 50th Reunion, to bring the recipient of the Distinguished Alumnus Award to campus during the following School year to engage with students.	\$3,523	\$57,600	\$2,490
Ernie Greppin '85 Memorial Crew Fund Endowed in memory of Ernie Greppin '85, an avid rower, to provide additional income for the crew program.	\$500	\$70,800	\$3,240
Haroldson Music Fund Established in 2012 by Katherine and John Haroldson in honor of their daughters, Sarah '09 and Katherine '12. The Fund supports an annual master class and guest performance by renowned string ensembles, designed to enhance the skill and understanding of our student musicians and to broaden appreciation for music among all students.	\$2,500	\$104,700	\$4,710
Mary Durkin Fund for Student Life Established in 2013 to celebrate the life of Mary Durkin, a devoted mother who nurtured generations of St. Andrew's students. The Mary Durkin Fund for Student Life provides funding for special trips, on-campus events and student activities that provide future St. Andreans an opportunity to laugh, dance and cherish friendships.	\$108,050	\$711,800	\$27,830
Michael Loening '50 Outdoor Fund Created in 1981 in memory of Michael Loening '50 with a gift from the Chichester duPont Foundation, to be used for student outdoor recreation and off-campus activities.		\$337,500	\$15,550
The Rooney Library Fund Established in 1990 by the estate of James R. Rooney and his son James R. Rooney, II '45, and augmented by general gifts to support the Library.		\$181,900	\$8,380
William H. Amos Life Science Fund Established in 2004 by the Class of 1974 to honor their advisor, this fund underwrites expenses associated with teaching Life Sciences at St. Andrew's.	\$2,000	\$123,200	\$5,580
ENDOWED LECTURES			
Levinson Lecture Fund Endowed by David N. Levinson '53 and his family to provide an annual lecture in history, politics, economics or related social science fields.	\$24,190	\$238,900	\$9,900
Mein Ethics Lecture Fund Endowed by a group of donors in honor of the retirement of the Rev. Canon P. Simon Mein, this fund provides a bi-annual lecture for the faculty on ethics.		\$14,300	\$660
William A. Crump, Jr. '44 Endowed Physics Fund Endowed by William A. Crump, Jr. '44 to provide an annual lecture by an eminent physicist and additional funds to improve the physics program.		\$1,529,800	\$70,510

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Annual \$250.00
Participation 33%
***** William H. Corddry

1940
Annual \$450.00
Participation 60%
John H. Boyden, Jr.
***** Thomas Donaldson, Jr.
***** J. Ross Macdonald

1941
Annual \$400.00
Participation 50%
***** John C. Ball, Jr.
**** George B. Lewis

1942
Annual \$2,000.00
Participation 20%
***** John L. Ray

1943
Annual \$800.00
Participation 50%
***** Morgan B. MacDonald, Jr.
***** Charles B. Straut

1944
Annual \$9,910.00
Participation 100%
***** Edward J. Armstrong
***** Robert T. Boyd III
***** William H. Brownlee
***** William F. Davis, Jr.
***** H. Lawrence Parker
***** Henry G. Parker III

1945
Annual \$5,750.00
Participation 85%
***** James A. Bacon
***** Alexander R. Beard
***** William S. Hearn
***** William C. Howlett †
***** Gaston V. Jones, Jr.
**** Arthur P. Laws
**** Edward K. Libby
**** Levin M. Lynch
* Joseph R. Marshall
*** Richard G. Patch
***** Robert F. Schelling

1946
Annual \$4,275.00
Participation 60%
***** Barry A. Benepe
***** Luther R. Campbell, Jr.
***** Donald D. Haynsworth
James H. U. Hughes
***** James M. Perry
***** Mark Reeve

1947
Annual \$14,038.65
Participation 58%
***** Richard M. Appleby, Jr. †

***** Francis Giammattei, Jr.
***** John R. Hodgdon
***** C. Russell Keep, Jr.
***** Daniel W. MacDonald
***** Timothy C. Mann
***** Edgar R. Miller, Jr.
Franklin B. Olmsted
*** James O. Stokes
**** Woodlief Thomas, Jr.
John M. Witheford

1948
Annual \$22,668.88
Capital \$250.00
Participation 47%
***** James F. Adams
**** Craig Alderman, Jr.
*** Robert S. Cornell
***** Henry N. Herndon, Jr.
***** Edwin A. Hoey
***** Paul J. Register, Jr.
***** Richard S. Smith, Jr.
***** Robbert H. van Mesdag
Herbert D. Vogel, Jr.

1949
Annual \$8,307.68
Participation 45%
**** Gerry W. Cox, Jr.
**** Robert B. Evans
**** Edward H. Fielding
**** Philip Johnson, Jr.
**** Patterson Keller
** Allerton Marshall
**** Purnal L. McWhorter III
*** Peter B. Obbard
***** Constantine N. Tonian

1950
Annual \$6,100.01
Participation 50%
***** Robert S. Appleby
***** William DeF. Bathurst
**** Henry L. Constable, Jr.
Richard D. Constable
***** O. Wells Foster
David B. Harned
* Thomas G. Hughes
***** John D. Hukill
***** Clarence H. Keller
***** William T. Murray III

1951
Annual \$3,875.01
Participation 84%
***** David C. Bryan
**** Richard J. Corbin
*** Hall Downes
**** John B. Fiedler
***** Alan C. Good
** David R. Guthrie
***** John S. Halsted
***** Roland F. Hartman, Jr.
***** David Lindsay
***** Matthew J. McDermott, Jr.
** William F. Murphy III
**** W. Barrett Register

***** G. Leonard Shea
***** Frederick B. Starr
***** Daniel Trimper IV
***** Noel B. Wright, Jr.

1952
Annual \$1,512.00
Capital \$350.00
Participation 38%
***** Douglas S. Brodie
***** James B. Bullitt III
***** John D. Creadick †
**** Matthew J. M. Ellis, Jr.
***** Theodore L. Hill, Jr.
**** C. Henry Roth II
***** George C. Werth
***** L. Herndon Werth
*** Richard W. Williams, Jr.
***** Robert E. Young

1953
Annual \$19,075.00
Capital \$89,000.00
Participation 52%
***** W. Howard Hart
***** Frederick E. Klutey, Jr.
*** David N. Levinson
***** William D. Luke, Jr.
** David T. McCune
***** Lawrence D. Milligan, Jr.
***** Robert T. Oliphant, Jr.
***** Charles T. Pickett
***** Thomas F. Quirk
***** Richard R. Schulze
*** G. Stephen Voorhees II
** Arthur St. C. Wright

1954
Annual \$2,899.54
Capital \$1,698,393.02
Participation 67%
***** Charles M. Barclay
**** William B. Barnett
**** B. Norris Battin
**** George J. Baxter
***** David P. Campbell
**** Anthony W. Clark
***** A. Clements Crowe
***** G. Jeremy Cummin
**** Norris S. Haselton, Jr. †
***** Anthony W. Hathaway
***** James H. Healy, Jr.
***** P. Churchill Hutton III
***** Walter L. Liefeld
***** Ian C. MacInnes
Sterrett C. Peterson
** M. Alex Philippi, Jr.
** David T. Ralston
** Lawrence E. Wood

1955
Annual \$3,084.70
Participation 61%
*** Lawrence F. Bateman, Jr.
*** John C. Ferguson
William M. Hayman
Thomas H. Heist III
***** C. Powell Hutton
*** Harry A. Jarvis, Jr.
* Peter K. Kadzielewski
***** Howe Lagarde, Jr.

* James B. McGiffert
***** George B. Mitchell
*** Robert M. Nuckols
***** Robert H. Robinson
*** David D. Thombs
***** John I. Watson, Jr.

1956
Annual \$4,020.00
Capital \$500.00
Participation 54%
Stover L. Babcock II
***** Kenneth E. Court
*** William A. Cox
* Stephen B. Duke
*** John G. Gregory
*** Leland T. James
***** Roy E. Kimmel
***** Reynolds LeBus
***** Thomas B. O'Rourke
***** C. Richard Orth
* Henry A. Price
** Jehu D. Quillin III
W. B. Peter Rodgers

1957
Annual \$8,982.00
Capital \$100.00
Participation 56%
** Michael K. Bateman
***** Timothy J. Bloomfield
***** George A. Brakeley III
*** William O. Britt
***** John M. Cogswell
Pierre Goiran
** Joseph W. Harned
***** John F. Kramer, Jr.
**** William M. Nuckols
**** Michael L. Quillin
*** Thomas N. Rightmyer
***** Newell R. Washburn
*** William S. Wood II
Samuel H. Wyman

1958
Annual \$10,115.00
Capital \$500.00
Participation 51%
*** Bulent I. Atalay
***** John P. Burkett, Jr.
*** Elliott G. Fishburne III
***** Joseph H. Gibson
***** Lawrence R. Harris, Jr.
***** David D. Hindle
***** Charles V. Hulick, Jr.
** Frank R. King, Jr.
**** Charles F. Miller III
***** Douglas M. Pell
***** H. Hickman Rowland, Jr.
William M. Shettle II
** Erling D. Speer
**** James P. Thomas
***** W. Moorhead Vermilye II
Stephen S. Washburne
***** James J. B. Wigglesworth
***** J. Donald Woodruff, Jr.

THE FOUNDER'S CUP



The Founders Cup was established in 2005 and is given to the Reunion Class with the highest overall total gifts during the current fiscal year, regardless of designation.

This year's winner was the Class of 1964 with \$244,295 in Annual Fund gifts and Capital Fund gifts and pledges.

1959

Annual \$44,480.00
Capital \$1,522.80
Participation 63%

***** Andrew J. Adams, Jr.
Joseph Appleyard, Jr.
Remsen C. Barnard
***** Coleman P. Brown II
***** Russell W. Chesney
***** Robert R. Craighill
** Philip D. Goiran
** William H. Grubb
***** Hunter B. Harris, Jr.
**** Arthur E. Haycock, Jr.
***** G. William Helm, Jr.
* John P. Jaeger
*** Randolph Marshall II
**** Walter D. Phillips
***** Benjamin N. Powell
*** Warner W. Price
***** David M. Shields
Dennis C. Sweeney
G. Holland van
Valkenburgh

1960

Annual \$34,387.49
Capital \$2,000.00
Participation 40%

* Gordon Appell
*** Carl B. Bear
***** Asbury Coward IV
* Laurent C. Deschamps
**** Jesse R. Dowd, Jr.
**** Robert J. Faux

**** Brian D. Fisher, Sr.
*** Laurence L. Fitchett, Jr.
William S. Gallagher
***** D. Randolph Johnson
*** Carl B. King
***** Harry L. Murray III
**** Henry S. Pool
* Stephen C. Walke, Jr.

1961

Annual \$5,575.00
Capital \$5,350.00
Participation 66%

James C. Burrows
***** John C. Davie
*** Peter M. Delo, Jr.
Andrew H. Fairfield
* Thomas H. Field
***** Charles E. Hance
Henry R. Hillenmeyer
***** Richard A. Houghton III
** Allan F. C. Hubbard
Kenneth D. McCullough
***** Allen B. Morgan, Jr.
***** John M. Pinney
***** William M. Pope, Jr.
M. Kenneth Richards, Jr.
Paul F. Scholla, Jr.
Peter H. Smith
***** Howard M. Snyder III
*** C. William Waechter, Jr.
Richard B. Worthington II

1962

Annual \$4,952.66
Capital \$3,000.00
Participation 37%

***** Richard P. Baer III
** James C. Beverley
***** James M. Bullock
***** Lawrence M. Court
*** Marshall W. Craig
***** John S. Craighill
***** Ernest Cruikshank III
*** Chase C. Gove III
**** Charles D. Murphy III †
* John L. M. Roberts
* William E. Stevenson

1963

Annual \$3,555.00
Participation 44%

*** Eric N. Burkett
***** Rushton T. Capers
Alan Crichton
*** George W. Forbes III
***** Harold B. Gordy, Jr.
*** John M. Gustin
***** J. Ogden Hamilton
***** Kent S. Hughes
***** David L. Loomis
***** C. Brent McCaghren
***** William Pfeifer III
Ashmead F. Pringle III
***** John R. Schoonover
** George W. Shuster

ALUMNI GIVING

***** Robert W. Soderberg, Jr.

1964

Annual \$18,400.00
Capital \$169,895.00
Participation 61%

Rignal W. Baldwin IV
*** Dennis C. Blair
***** James R. Boyd
***** Randolph W. Brinton
Curtis M. Coward
**** Alfred K. Day III
*** R. Samuel Dillon III
* William P. Hammond IV
Thomas S. Lackey
Thomas A. E. Moseley III
***** Stephen H. Munroe
Stephen E. Ockenden
** John C. Parrish
***** William B. Paul, Jr.
Jackson H. Pope
Stephen D. Rutter
***** Barry M. Sabloff
* Thomas S. Snyder
Richard E. Spies

1965

Annual \$28,275.00
Capital \$1,000.00
Participation 57%

Julian T. Burke III
***** Frederick W. Coleman
***** James D. Harris
***** R. Anderson Haynes
***** John P. Herndon
J. Christopher Hunt
* Clelland P. Hutton
** David A. McWethy
** Christopher S. Michel
* John F. Morton
Daniel B. Smith
***** Jonathan C. Smith
***** O. Lee Tawes III
***** Loudon S. Wainwright III
***** David H. Walker
* Terry Wild

1966

Annual \$56,794.00
Capital \$35,027.50
Participation 61%

** Theodore Burton IV
* Gardner A. Cadwalader
*** William J. Comstock
** John M. Evans
** James M. McClaugherty, Jr.
Bryan F. Morris
*** Clifford J. Nuttall III
***** Anthony R. Parrish, Jr.
***** Timothy W. Peters, Sr.
John G. Reeve
Stevenson A. W.
Richardson
Andrew D. Ringle
James K. Rogers

***** Winthrop Schwab, Jr.
**** George B. Smith
Hal H. Strickland III
***** Edward M. Strong
Edward Thornton
** Peyton R. Williams, Jr.

1967

Annual \$7,155.00
Capital \$2,125.00
Participation 43%

*** William C. Amos
Wynne S. Carvill
John E. Cole
D. Wesley Corson, Jr.
***** Jerry Fogle
***** Joseph L. Hargrove, Jr.
George M. Heiner, Jr.
** Frank S. Hoeffcker II
* Walker A. Long
** Henry duPont Ridgely
** Edward B. Sloan
Franklin Y. Smith
Stewart S. Smith
John J. Tolson IV
David B. Winter

1968

Annual \$5,075.00
Participation 46%

Edwin C. Diller III
Robert L. Hunt
Bernt Nordset
**** Taylor Peck
***** William R. Prier, Jr.
***** Christopher P. Reeve
***** Andrew W. Reynolds
* William Z. Rogers
* Stephen K. Sawyer
***** R. Marshall Thompson
**** Edward R. Trippe III
**** Arthur Vandenberg
*** Peter D. Washburn

1969

Annual \$5,589.80
Capital \$3,750.00
Participation 31%

***** Peter D. Caloger, Jr.
***** William F. Herr, Jr.
Timothy M. Iliff
Richard T. Lambert, Jr.
* Stephen R. LaMotte
David L. Lyon
Peter H. McGowin
***** Brian P. Randall, Jr.
***** Nicholas R. Scheller
* Robert L. Sides
***** Albert Simons III
*** William B. Smith

1970

Annual \$13,422.25
Capital \$26,000.00
Participation 27%

***** William H. Barney III
**** William R. Brownfield

ALUMNI GIVING

Allen Chesney
**** David H. Davis
***** Arthur M. Miller
Bruce M. Moseley
*** Toby R. Roberts
***** Joseph L. Seiler III
**** Alan C. Sibert
* William C. Strong
***** J. Kent Sweezy

1971
Annual \$3,625.01
Capital \$50.00
Participation 31%

*** Richard G. Colbert, Jr.
** Andrew C. Hamlin
*** Steven C. Hartsell
***** Michael A. Hill
***** Thomas H. Hooper III
***** James S. McBride
***** Frank H. Merrill
*** Gilbert E. Metcalf
***** Charles H. Shorley
Andrew H. Washburn
***** Richard C. Wieboldt
** John W. Wright

1972
Annual \$16,450.00
Participation 14%

***** R. Stewart Barroll
* Edwin J. Bernet, Jr.
***** David B. Harms
John M. Maull
**** David D. Mills

1973
Annual \$4,907.76
Participation 28%

*** Craig Barrows
William D. Cantler II
***** G. Mitchell Edmondson
*** Michael D. Gouge
*** Alfons Gunnemann
Samuel R. Marshall
***** Everett R. McNair
* Henry M. Richards
Gerald G. Rue

1974
Annual \$2,895.00
Capital \$2,000.00
Participation 41%

Stephen H. Amos
***** Russell E. Boyle
*** John R. Eisenbrey, Jr.
***** John L. Glenn IV
Donald M. Harting
***** Henry Hauptfuhrer IV
***** Francis J. Hickman
* Eric C. Howard
***** F. Matthew Kramer
William P. C. Ku
** Allan D. Marshall
***** Edgar R. Miller III
* Charles B. Olson
Cotesworth P. Simons
Robertson H. Wendt, Jr.

1975
Annual \$9,650.01
Participation 41%

**** Lars P. Allfather
**** Robert C. Amos
***** Alfred D. Barbour
*** Susanne Brogan
***** Gordon E. Brownlee
** Louise H. Dewar
** James K. Gerrish
**** Rafael J. Guastavino, Jr.
Terry L. Hartsell
* David K. Hurka
* Paul T. Keyser
* Marcia M. Moore
***** Ralph D. Neel
Elizabeth Duggins Peloso
J. Thomas Savage, Jr.
William H. Shields III
* Dewees F. Showell III
*** Richard A. Snyder
*** Christopher J. Walsh

1976
Annual \$7,250.00
Participation 31%

Michaela Penny Cole
***** C. Douglas Evans
F. Tyler Johnson
Valerie Snow Klinger
***** Michael K. Kuehlwein
* David N. Low, Jr.
***** Patricia K. McGee
** G. James McNaughton III
*** Susan M. Moon
Paul B. Rada
Russell D. Salter
*** John M. Seabrook, Jr.
**** Dwight D. Sipprelle
***** Bryan A. Skib
Thomas E. Washburn
**** Joan Dickerson Woods

1977
Annual \$10,975.00
Capital \$2,028.40
Participation 29%

***** Steven H. Brownlee
* Brian M. Crow
***** Mark S. Govatos
***** James M. Hudson, Jr.
Robin Eisenbrey La Perle
***** Carolyn M. Matthews
**** Tamara Z. Maull
* Janice E. Nevin
***** Robert S. Palmer
*** Alexis Foster Reed
*** Daniel W. Rogerson
** Steven A. Salter
Marc G. Taylor
***** Catherine M. Wendt
** Jeffery B. Wilgis

1978
Annual \$59,340.00
Capital \$20,000.00
Participation 38%

***** Axel G. Amaya

**** Anne Rhodes Amos
**** Gay Kenney Browne
*** Scarlett Halsted Carey
Daniel A. Ferrulli
**** Paul A. Hannah
***** Garrett J. Hart
***** R. Paul Kress, Jr.
Hansen Lau
**** William C. Mott, Jr.
Alison Amos Muller
***** Ellen O'Shaughnessy
Nelson
*** Kevin P. Nerlinger
** C. Harry Orth, Jr.
***** Ashton W. Richards
***** Cathy B. Shields
Aubrey C. Smoot III
Keith D. Stoltz
***** Brennen L. Thompson
L. Elizabeth Westcott
** William T. White III
***** Louisa Hemphill Zandt

1979
Annual \$5,215.59
Participation 40%

** Susan Martin Andrien
***** Virginia Olson Ashpole
David B. Brown
** Richard A. Chubb
***** Keely M. Clifford
*** James P. Grandfield
**** Robert K. Jones, Jr.
**** Kevin T. Kuehlwein
***** Margaret M. Lawton
** Christopher A. Leone
*** Janet Brownlee Luke
*** William D. Luke III
Matthew J. Ruggiero
James R. Schreppler
Anne E. Starr Denny
* Elizabeth Beard Stillings
***** Carrie B. Waters
***** Herbert E. Wilgis III
**** Robert F. Zach
**** Suzanne Seger Zach

1980
Annual \$2,315.00
Participation 30%

***** Kate Rentschler Ausbrook
**** Robert D. Colburn
* Anthony J. DeMarco
*** Letitia Hickman Green
** Richard J. Green, Jr.
*** Edward J. Lake
*** Robin Gage Lilly
Claire Nevin-Field
Daniel A. Nolte
***** Franchesa M. Profaci
***** Mary Alves Sella
*** Judi Skelton Spann
***** Martha Richards Valciukas
*** Adam A. Waldron

THE GIVING BOWL



The Giving Bowl celebrates the Reunion class that raises the most money in support of the current year's Annual Fund. This year the Class of 1959 raised \$37,230 for their 55th Reunion gift. As is tradition, the whole Class shared in sipping champagne from the Bowl.

1981
Annual \$25,736.10
Capital \$40,000.00
Participation 30%

**** Daniel P. Bennett
**** Elizabeth Bleke Clark
** Bradley D. Cobb
***** John W. Cullen IV
** Amy Dilsheimer Currie
***** Gillian T. Davies
***** Eric A. Ellisen
***** Michael K. Gewirz
** M. Katherine-Line
Thompson Kelly
Charles E. Marvil III
*** Church M. Matthews III
***** William M. McClements
***** John W. Paradee
Donald S. Ratledge, Jr.
** Khalil G. Saliba
*** Scott M. Sipprelle
***** Susan Guernsey
Szechenyi
*** Margaret Wenzell Waldron
Katherine Kunz Wilkinson

1982
Annual \$7,910.00
Participation 34%

***** Richard J. Beach
Maria Antonow Bensch
***** John A. Buda
**** James W. Clements
**** Craig W. Cullen, Jr.
***** Paul W. Eichler
*** Margaret A. Fitts

ALUMNI GIVING

*** Andrew C. Florance
 ***** Kevin J. Grandfield
 *** Frederick S. Groves
 Theodore E. Johnson
 **** Shannon H. Kuehlwein
 ***** Jeffrey B. Lilley
 **** Eric J. Olson
 * Peter H. Orth
 **** Christian B. Profaci
 John C. Schwab
 Andrew L. Seymour
 **** D. Van Smith, Jr.
 J. Bailey Smith
 ***** Arraminta A. R. Ware
 C. Perry Yeatman

1983

Annual \$8,680.83
 Capital Participation 44%

John P. N. Austin
 **** Yong-Son Woo Basta
 ***** Stephen L. Billhardt
 * Margaret Horan Bond
 ** Michael B. Brenner
 ***** Bentley H. Burnham
 ***** Matthew H. Herndon
 ** Andrea L. Kelly
 ***** Jennifer M. Kern
 Cynthia Laux-Kreidler
 Katherine E. Magill
 Jean Woodward Maher
 *** Jacqueline Paradee Mette
 Frederick M. Middleton
 * Treava Y. Milton
 ** Andrew E. Oliphant
 ***** Karl H. Pupke
 * Jill Phillips Rogers
 ***** Anne Percy Sargent
 ** Brian D. Shockley
 ***** Marnie M. Stetson
 Sarah S. Stivers
 Hunter Fite Torres
 *** Plummy K. Tucker
 ** Timothy G. Wainwright
 ** Lori Velasco Yanez

1984

Annual \$30,140.06
 Capital \$1,519.84
 Participation 85%

***** Stephanie Jones Ahl
 ** Alan C. Aikens
 ** Michael K. Atalay
 Elizabeth Butcher Baird
 *** Elizabeth O'Brien Berl
 David A. Boswell
 **** Mara E. Burnett
 * Timothy L. Cohn
 Norman E. Collins III
 * Daniel M. del Sobral
 *** Beth Williams Ellingwood
 * Jonathan B. Fairbanks
 ***** Pierson Friend
 Eric R. Gamble
 Harold B. Gordy III
 ** Matthew P. Gurin

Stephane Guy
 Bradley T. Hamilton
 ***** Nada Saliba Hart
 * Bonnie Hillman
 Maylene K. Hugh
 ***** Mary Buffington Wallace
 Jenkins
 Spencer G. S. S. Jones
 Elizabeth Lindley
 MacNairn
 Monica C. Matouk
 Sandra L. McCauley
 David H. McNaughton, Jr.
 Kathryn Nevin
 P. Philip Oechsle
 James O. Patterson III
 Anne Horton Pius
 **** Markus Pottgiesser
 Peter D. Pretzler
 Peter T. Price
 Joan Albert Ray
 Alfred H. Rayne
 Charles J. Schumacher
 **** Gregory B. Stevens
 Valerie Smoot Stevens
 Deborah Kingsley
 Taminger
 Robert C. Thomas
 *** Eric B. Twombly
 ** Kathleen K. DeMarco Van
 Cleve
 Christa C. von der Luft
 ** Jason J. Walker
 Michael J. Whalen
 Gail E. Wright
 *** William L. Wrightson III
 * Mary Ashton Roberts
 Yarmy
 * Michael C. Zimmer

1985

Annual \$13,338.88
 Capital \$100.00
 Participation 27%

***** Ann Sawyer Chilton
 ** Gary D. Clarke
 ** Viviana Rodriguez Davila
 Michael R. Denworth
 Pauline T. Dolan
 * Stacey Williams Duprey
 Heather Morrow Egan
 ** Dale A. Forbes
 **** Steven B. Gewirz
 ***** Hugo M. Heriz-Smith
 Aimee E. Herring
 G. Paul Keeley
 Pieter B. Kooistra
 **** Barry J. Ohlson
 Austin Reed
 ***** Robert Q. Scacheri
 ** Kenneth A. Simpler, Jr.
 Clayton C. Steele
 ***** Erica A. Stetson

1986

Annual \$8,404.96
 Capital \$14,600.00
 Participation 35%

*** Edward H. Amaya
 ***** Amy L. Barto
 *** Robert C. Beams
 ** William P. Brakeley
 Suzanne DeMallie Cullina
 Gregory H. Dorn
 ** Kimberly Spire Folts
 Anita Pamintuan Fusco
 **** Stefan Granito
 * Edward H. Hammond III
 **** Marie Nash Hardy
 Dawn A. Hillman
 * J. Breffni Kehoe
 Craig S. Kiker
 ***** Laura L. Loessner
 **** Michael S. Meers
 *** Andrew K. Meyer
 Anne H. Montesano
 Laurence Stewart Sawyer
 ** Alexander C. Stancioff
 Matthew W. Traina
 * Charles E. Wheelock
 David A. Wike
 * M. Lucile Zimmer Wilson

1987

Annual \$11,258.34
 Participation 30%

*** Stephen S. Arms
 *** Laurie A. Burnett
 ***** Jill Willock Caron
 ** Maria C. Colon
 * Kenneth J. Friedli
 **** Sherry A. Gamble
 Stephen D. Gratwick
 Matthias Lilienthal
 * Lawrence H. Martin III
 ** Robert E. O'Connor III
 **** Vicki Klumb O'Neill
 * Trevor F. Ortman
 Michael D. Pogue
 *** Karen E. Pupke
 Brad J. Rathbone
 * Annette L. Rickolt
 ** C. Hamilton Sloan
 **** Harry R. Tear III
 ** Emily Eden Trotman
 Elisabeth L. Woody
 ** Mary Blair Dunton Zakaib

1988

Annual \$25,532.42
 Capital \$22,317.00
 Participation 31%

***** Susan Stoops Ancarrow
 *** Jennifer Jones Arms
 Jonathan L. Banks
 Anne Margaret Baxley
 Katherine Bunting-
 Howarth
 ***** Arthur C. Butcher
 **** Elizabeth Baxter Butcher

*** John C. Chamberlin, Jr.
 * Matthew T. Crowley
 **** Kellie Mitra Doucette
 ***** Alice P. Duffee
 Julia W. Elliott
 Alexander P. Houghton
 Daniel S. Hurdis
 David C. Johnson
 *** Brandon S. Mathews
 Ishneila Gubb Moore
 ***** Jennifer Hurtt Mullins
 ***** William L. Sibley
 ***** Whitney Lockhart Siddons
 **** Elaine C. Thomas
 ** Jeffrey S. Trabaudo
 Alexander C. Varga
 ***** Richard B. Vaughan

1989

Annual \$32,288.68
 Capital \$10,000.00
 Participation 68%

Grace An
 *** James P.M. Borghardt
 *** James J. Bruin
 * Corinna C. Calhoun
 ** Orland L. Campbell
 * Kwok-tai Chiu
 Teresa Morgan Cordova
 * Kelly Garrett Curtiss
 *** Charles C.P. Dietrich
 Ari K. Ellis
 ***** Robb W. Ellis
 *** Richard E. Hall
 * Allison Hamilton-Rohe
 John Andrew Hill
 Peter M. Hoopes
 Lee McGill Jennings
 **** Gregory M. King
 *** James M. Lai
 **** Marlies Patzman Lissack
 ** John S. Little
 **** Alexander M. McCandless
 * Trevor L. Middleton
 *** Patrick W. Montgomery
 *** Howard Moorin, Jr.
 ** Megin Adams Myers
 Sara E. O'Connor
 *** Timothy R. Ortman
 Mark L. Padden
 *** Thomas Pinckney
 Chauncy Gardner Pogue
 *** Catherine Soles Pomeroy
 * Elizabeth Hammond Pyle
 Kyung E. Rhee
 *** William D. Shay III
 Jennifer Beams Sheppard
 ***** Jennifer Hanna Spencer
 ***** William B. Spire
 Adam R. Stegeman
 Nancy Tom
 *** Victor P. van Buchem
 Sophia von Rundstedt
 Rebecca Wendell Watters
 *** Thomas C. Whitmoyer
 ***** Susan Willock

ALUMNI GIVING

***	Christopher C. Zimmer		
1990			
Annual	\$16,095.30		
Capital	\$750.00		
Participation	46%		
****	Elizabeth Wallace Becker		
	Nicholas C. Blum		
**	Christina Robbins Cain		
***	Taylor F. Cameron		
**	Linda Schneider		
	Cowperthwaite		
***	Steven A. Dean		
	Andrew C. Dennis		
	Elizabeth Dunton Faison		
**	Michael L. Fallaw		
*	Pailin H. Gaither		
	Timothy D. Gibb		
**	Joaquin W. Gubb		
***	Michael P. Harrell		
****	Sarah Savage Hebert		
***	Gretchen Bensinger Hurtt		
***	William C. Hurtt III		
****	Carey McDaniel		
***	Brian E. Leipheimer		
**	Rolando G. Marquez		
***	Robert C. Mattson		
****	Caroline Davies Robinson		
***	Sunita Barhan Sierros		
	Nikole Y. Smith		
	Elizabeth Pierce Varhus		
	Amanda Woods		
	Wasserstrom		
	Austin W. Wheelock		
***	Carter Meyer Wilcox		
***	McClelland W. Wilcox		

1991			
Annual	\$10,600.00		
Capital	\$15,850.00		
Participation	32%		
	Jonathan D. Alexander		
**	Kathryn S. Anschutz		
****	Aubrey W. Armentrout		
*	John L. Budetti		
****	Christopher P. Chesney		
****	Robert F. Fogelman II		
***	John C. Harrington		
****	Elizabeth Hance Iossa		
***	Peter R. Lockhart, Jr.		
	Haven Hartley Long		
****	Thaddeus R. McBride		
****	Timothy W. Peters, Jr.		
****	Alexandra von Raab Raby		
*	David L. Rich		
	Mary Neidig Silver		
	Anna Vocino		
	Jocelyn Whitmoyer von Arnim		
*	William H. Weber		
	Edwin D. Williamson, Jr.		
***	Jason L. Woody		
****	Edith S. Wun		
	Zachary A. Zehner		

1992			
Annual	\$8,695.00		
Participation	31%		
**	James F. Armstrong		
****	Anne Bond		
	Archie Bonpain		
	James E. Butler, Jr.		
	Hugh W. Cameron		
	Joshua R. Charlton		
*	Christina M. Court		
	Roberto J. Downs		
*	Sarah P. Hammond		
*	Elizabeth P. Hickok		
	Jennifer E. Hughes		
***	Tyson C. Kade		
	John Paul G. Lopez		
***	Quincy Brown McCoy		
***	A. Joy McGrath		
	L. Heather Williams		
	Mitchell		
	Sara Wilson Orton		
	James V. Penza		
****	George L. Simpson IV		
	Randy Slaughter		
*	Samuel J. Whittenburg		
***	William A. Worth		

1993			
Annual	\$23,185.08		
Participation	32%		
***	Carolyn Wirth Anderson		
	Alyssa M. Bowers		
***	Richard P. Carrell		
****	Margret Musser		
	Chamberlin		
****	Francis W. Crawley, Jr.		
****	Elizabeth Rivinus Denny		
****	James F. Edwards		
***	Timothy A. Fallaw		
*	David P. Foley		
	Manuel J. Fullana		
****	Megan Peters Glenn		
**	Robert G. Hargrove		
	Adrian A. Keevil		
	Katherine S. Keltner		
**	Douglas C. Kiker		
***	Abigail B. McBride		
****	Leigh G. McCandless		
***	Lisa Rich McIvor		
***	Abigail White Moon		
	Michael E. Pignatello		
****	Halimah DeLaine Prado		
***	Elizabeth S. Reynolds		
	David S. Skaff IV		
***	Anne Harrington Staniford		
	Elizabeth P. Wood		

1994			
Annual	\$13,243.00		
Capital	\$200.00		
Participation	56%		
*	Anne Keller Bolno		
**	Erin I. Burnett		
	Matthew W. Cranmer		
***	Patricia Evans Denz		
****	Edward S. Digges III		
****	Kenneth H. Ditzel		

**	Samantha K. Doherty		
	David D. Edelen, Jr.		
****	Heather L. Evans		
	Kathleen J. Forrestal		
	Jonathan K. Frank		
****	Anne W. Hance		
	Jonathan G. Hauptman		
	Caroline I. Hoogenboom		
	Niegel D. LaBorde		
*	Andrew W. Mahlstedt		
	Joseph S. McDaniel IV		
	Megan R. Forney		
	McGilvray		
	John L. Morgan III		
*	James P. Nelson		
	Kathleen D. Padden		
**	Elizabeth Reynolds Peltz		
***	Alethea Papson Platto		
**	Dionne Thomas Pulcinella		
***	Virginia C. Purrington		
****	Emily Snyder Queenan		
	Alexander M. Rainert		
	Rachel Burnette Rankin		
*	Stanley A. Roberts		
	Dominic A. Seiterle		
	Grant H. Shuman		
***	Anna M. Stancioff		
	Andrew H. Techet		
	Oliver L. Turner		
	Jennifer Cheek Wade		
	Jonathan P. Williams		

1995			
Annual	\$28,504.53		
Capital	\$1,000,000.00		
Participation	61%		
	Victoria W. Achenbach		
***	Desiree E. Bliss		
	Paul C. Bramble		
**	Gabriel C. Brooks		
***	Jack A. Comstock		
*	Jason D. Diefenthaler		
***	Wilson C. Everhart III		
*	Cristina Stenbeck		
	Fitzgibbons		
	Kelly Schimmel Flanagan		
****	Jane Weaver Friedrich		
	Noelle Richards Frieson		
**	Jeffrey P. Harris, Jr.		
	Shelley Haley Huntington		
**	Edward A. Jones		
**	Jennifer Joseph Laporte		
	Heather Kordish Marrone		
***	E. Bruce McEvoy IV		
*	Jennifer Pilson Merchan		
	Victoria Pfeiffer Metz		
**	Jonathan L. Newcomb		
*	Brian J. Palacios		
	Erin Burnam Palmer		
	Anush M. Parikh		
*	Nicholas L. Paul		
*	Oliver T. Petzold		
*	Frederick C. Pinch		
*	Christopher A. R. Reiger		
***	Andrew M. Reynolds		
***	Nicki Hill Rose		
***	Ulla Rickert Saleh		

FISHERS OF MEN AND WOMEN PLATES

The Fisher Plates are given to the Reunion classes in the first half and second half of the School's history with the greatest alumni participation in the Annual Fund during Reunion Weekend.

This year's recipients are:

Pre-1971 Winner
The Class of 1944
100% Participation

Class Agent
Bill Brownlee

Post-1971 Winner
The Class of 1984
64% Participation

Class Agent
Dan del Sobral

Congratulations and thank you to both classes for their amazing alumni support.

**	Kirstin Hill Schrag		
	Daniel W. Sheats		
*	Christoph K. Stutts		
***	D. Matthew Surles		
*	Andrew D. Sykes		
	Erin E. Tarasi		
	Joshua S. Tayloe		
	Jocelyn B. Torio		
	Elizabeth Dwyer Van Sickle		
*	Talley D. Wettlaufer		
	Andrea Mulholland Whitaker		
**	Joshua P. Wilson		

1996			
Annual	\$12,524.96		
Participation	42%		
***	Nicholas A. Barker		
***	Joseph E. Calder		
***	Melissa C. Cull		

ALUMNI GIVING

*** Katherine Harrington
Dickie
* River M. Elliott
Richard C. Everts
** Joseph D. Freeman
Virginia C. Hamner
Alexander H. Handy, VI
* Reginald J. Hargrove
*** Emily Jensen Judd
* Lindley Kratovil
** Timothy L. Laramy
* Megan Bozick Leslie
Cormac D. McCarty
** Mary W. D. Nicklin
* Douglas S. Parker
** Emily McAlpin Rauch
** James G. Reeve
* Jessica M. Reid
*** Elizabeth McCann
Rickerson
*** Jonathan B. Rickert
Hadley C. Robin
** Doris Short
*** Katherine Sidebottom
Simpson
** Andrew H. Slater
*** Allison Thomas-Rose
** Lindsey J. Willis
*** Brian W. Wright

1997
Annual \$11,075.00
Capital \$8,022.01
Participation 53%

*** Moira Forbes Anderson
*** Margaret Alexander
Ashooh
** Holly Fling Austin
** Rachel Pfeiffer Bee
** Meredith L. Blake
*** Alexandra L. Cox
*** Charles P. Durkin III
* Elizabeth B. Ferrell
*** Morgan E. Foster
** J. Carter Grant
Logan F. D. Greenlee
** William W. Hamilton
*** William F. Herr III
Elizabeth Laffitte Hutton
* George S. Hutton
* Harvey R. Johnson
** Sarah Siebert Juarez
*** Benjamin G. Kennedy
*** John K. Landay
*** Serena H. Lehman
*** Thomas R. McEvoy
*** Anne Riley Merrill
** Joseph Payne E. Miller
*** Megan Wright Nowak

** Mary Katherine Keeley
Picco
** Natalie A. Reese
** Lindsay R. Dormer
Robinson
*** William B. Robinson III
** Eva S. Sayre
** Andrew M. Smith
** Thomas B. Stephens
* Katherine E. Thomson
* Timothy J. Trumbauer
*** Robert H. Veghte
Vita W. Waters

1998
Annual \$15,597.30
Capital \$140,000.00
Participation 44%

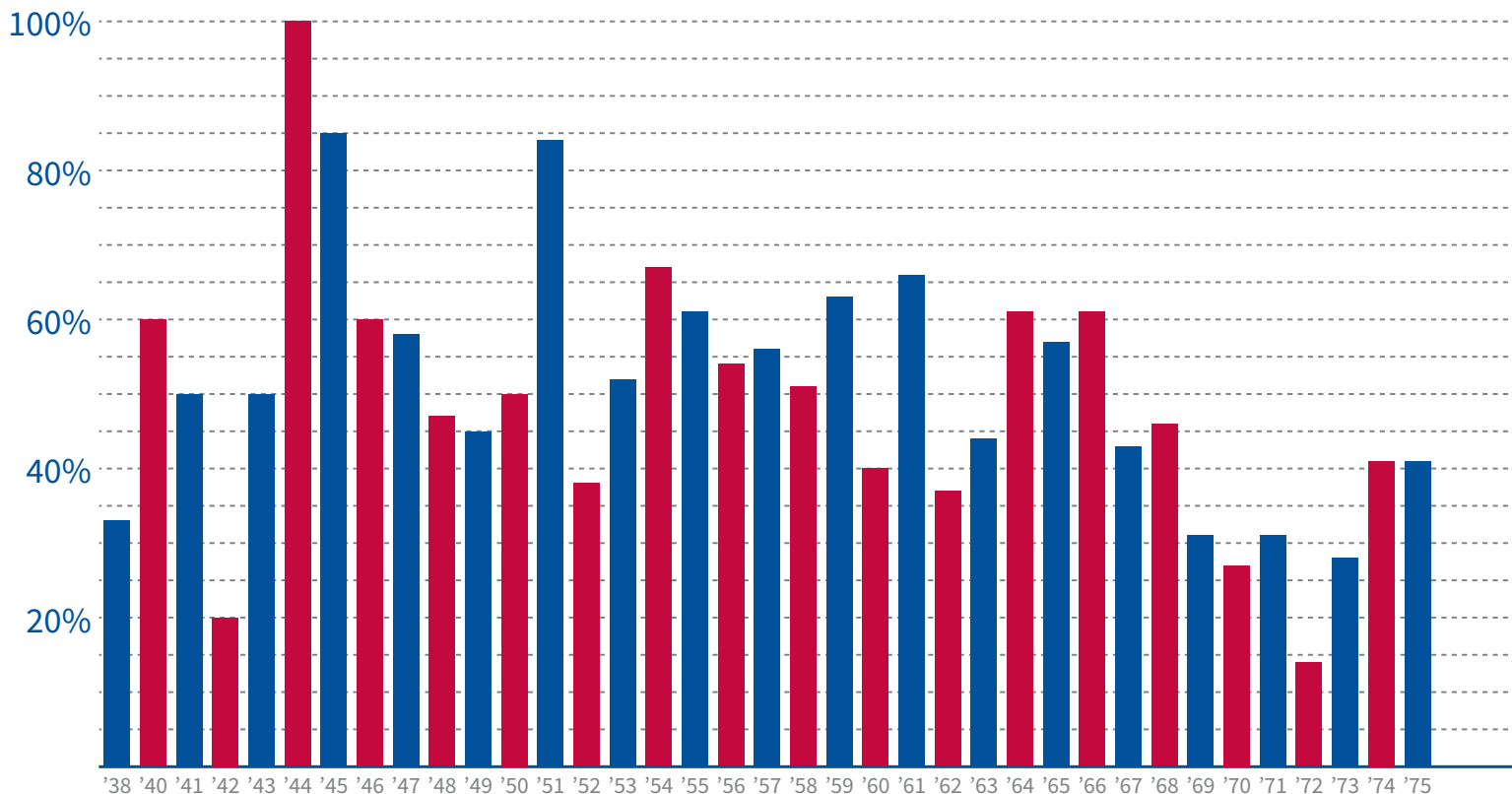
** Luke S. Baer
* Meredith Forney Beach
Elizabeth E. Budwig
Ross C. Burnam
** James W. Carrington
* Kenneth J. Chopek
** Anne P. Close
Elizabeth T. Cohan
** Michael C. Cordeiro
Geoffrey C. DeWire
*** Michael J. Evans

*** Michael L. Everhart
** Peter S. Frantz
Patrick T. Hazelton
Bradley B. Hirsh
* Max M. Hofer
** Anne Willis Howe
** Pringle Claypoole Jackson
*** James T. Jenkins, Jr.
** Henry N. Keyser IV
*** Mary Penn Graves Lunger
* George E. Lynskey III
*** Tucker Ballard Mahoney
*** Nikki D. Mowbray
** Jeffrey M. I. Rosenthal
*** May B. Satterfield
* Sophie M. Stenbeck
** John B. Stephens

1999
Annual \$5,102.03
Participation 49%

Claire Foster Avett
* Robert F. Baldwin III
*** Cynthia A. Barker
** Jessica Walter Brelsford
*** Elizabeth Pilkington
Brown
** Laura Zarchin Comstock
** Stephen P. Comstock

ANNUAL GIVING BY CLASS FOR GIFTS MADE TO



ALUMNI GIVING

** Ryan P. Connell
Meredith Q. Counts
Heffernan Karl W. Crow
*** M. Bernadette Devine
** John P. Dolan
*** Samuel C. duPont
* Liza Jane Green
*** Robin T. Juliano
* Alexander I. Kinsey
* Elizabeth Tucker Koch
** Charles E. Leonard IV
** Nicholas R. McDonough
** Christopher W. Moneta
Miriam M. Nicklin
* R. Christopher Owens
*** Mark D. Phillips
* Cody G. Pietras
* Pamela A. Royer
Lindsay Iowa Roznowski
Ranee Saunders
*** Meaghan Keeley
Schwartz
Julie Holderness Shaw
* Molly Laramy Tran
Patricia Bugg Turner
** Louis J. Vassalotti III
* Robert L. Ward
*** Laura R. Westfall
** Jessica B. Wieland

2000
Annual \$14,990.90
Participation 40%

** Alexander D. Baer
** Laurence H. Birdsey
** Genevieve A. Cadwalader
* Nicholas J. Conell
** Anne Barber Davis
Abigail C. DeLashmutt
* Andrew DeSalvo
** Emily Constantine Doren
* Lucy Long Doswell
** Annie Taylor Douthit
** K. Clay Farland
Ingrid C. Fogle
** Maria Fortiz-Morse
** Caroline Salas Gage
** Meredith Goeller Gerbron
** Elizabeth M. Grant
* Sarah Bowers Hensley
** Joseph A. Hickman
Geeyeon K. Kim
David R. Nebel
David G. Patterson
* Emily Pfeiffer-Russell
* Joseph B. Rhame III
* Morgan B. Scoville
Kodi J. Shay
* Katherine Morris Stanley

Tara Gilbreath Todd
** Michael D. Warner
** Matthew E. Wolinski

2001
Annual \$12,743.07
Participation 51%

* Christian S. L. Andersen
** Anne Farland Arwood
* Julia Robinson Collins
* Richard L. Counts IV
Tyler C. Covington
Georgeanna S. Devereux
* Andrew F. Devlin
* Jessica W. Dillon
** John R. Eisenbrey III
** Melissa Calder Eisenbrey
* Charles M. Ellison
* Emily Graham Nolan
** Erin F. Hall
James S. Heckman
** Richard W.B. Hutton
** Clementine J. James
Sarah M. Jay
** Scott L. Kennedy
* Michael L. Larkum
Yi Liu Liu
* Minta E. Madeley
** Autumn McGrath

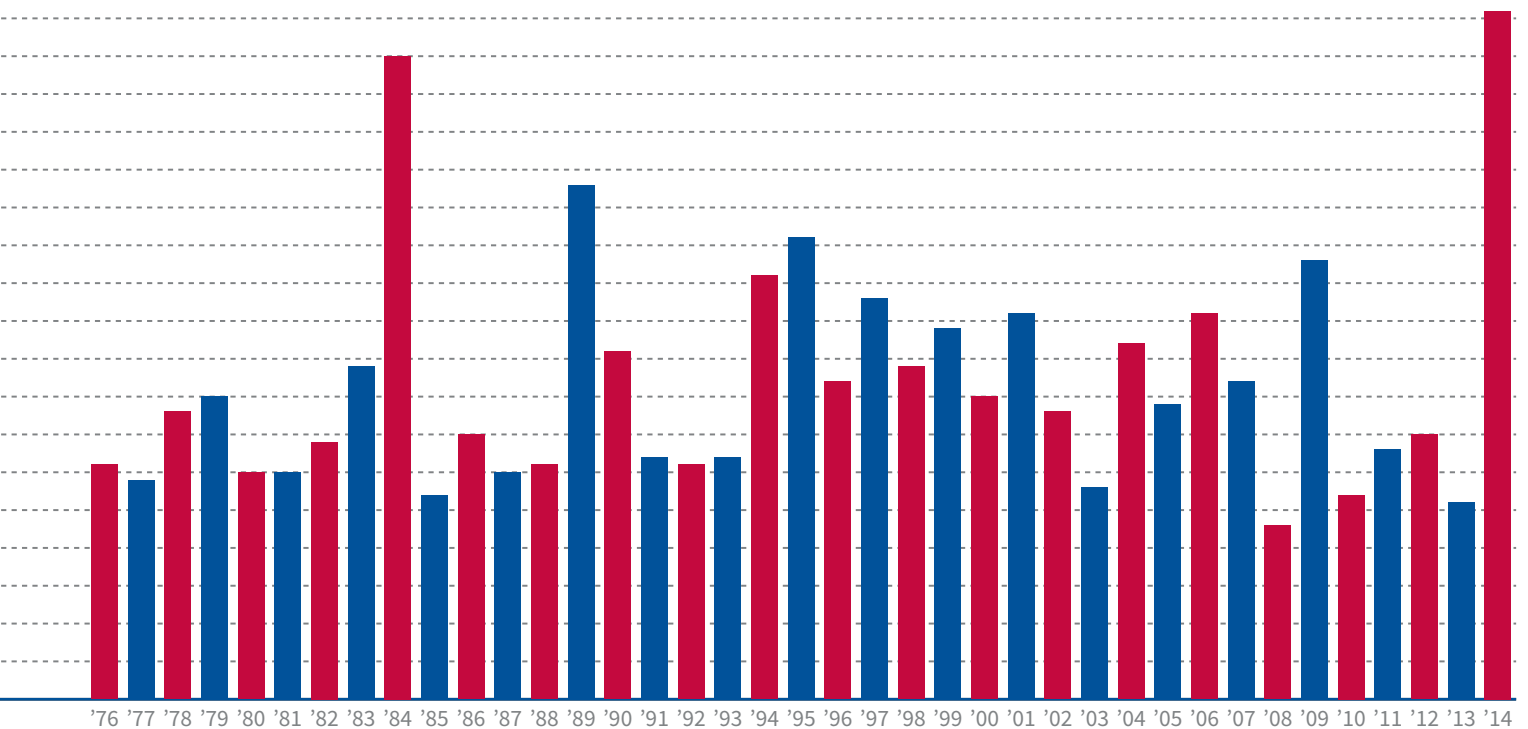
** Lindsay C. Payne
** Robert M. Pennoyer II
Katherine E. Pingree
Caitlin E. Rackish
Kevin H. Rosenthal
Jennifer E. Sanders
Megan E. Schuller
** Sarah Graves Schwartz
Michael B. Stephens
** Chloe Taft Taft Kang
* John E. Turcik
** Wenjun Jing Weinstein
** Emily Behl Wells
* Ann Woods Worth
Alexander W. Wright

2002
Annual \$4,571.43
Capital \$10,000.00
Participation 38%

* Caroline Duke Ballard
** Carroll C. Ballard III
** Emily A. Bostian
* Kathryn E. Budwig
** Thomas J. Burns, Jr.
* Emily Salas Crowley
* James B. Dolan
** Ashley P. Gosnell
Margery T. Hardwick

THE 2013-2014 ST. ANDREW'S ANNUAL FUND

The 2013-2014 Annual Fund raised \$2,087,021.



ALUMNI GIVING

** Anna L. Hickman
* David M. Knott, Jr.
* Meaghan Rathvon Lisman
* Christopher M. Matthews
* Lucinda D. Moorhead
Jane W. B. Parshall
* Edward K. Reynolds
* Susan Pfeiffer Reynolds
** Frances H. Symes
* Daniel W. Troutman
* Elizabeth Lea Troutman
* Edward R. Unger
* Erin Zolnick Unger
Kathryn M. Wolinski
Kara A. Zarchin
Emily C. Zazulia

2003

Annual \$6,625.00
Participation 28%

* John R. Allen III
Carter S. Brady Bassett
Alec W. Bear
* Gardner O. Cadwalader
* Frederick W. Dumas
Adam T. Finn
Giselle Furlonge
** Priscilla Press Gildart
Angel R. Gonzalez
Margaret Farland Griffin
* Margaret H. Hoffecker
** Heningham L. Kennedy
* Paul J. Koprowski
* Michelle A. Madeley
** Danielle C. Morello
* William D. Muir
* Troy R. Nold
Michael N. Smith

2004

Annual \$2,225.00
Participation 47%

Elizabeth Z. Baer
* Sarah Unger Biggs
* William F. Blue III
Marjorie E. Bryan
* Christopher J. Carey
Peyton E. Coles
* Edwin F. Cuervo
** Peter M. Daniel
Janet B. Daniels
John G. Darby
* Richard G. DeSalvo
Megan L. Dieterle
Clark B. duPont
Cornelia I. duPont
* Sara P. duPont
* Brooke M. Farquhar
Warren N. Gordon
** Benjamin A. Hardesty, Jr.
** Elizabeth Hardwick
Kornheiser
Erica H. Landskroener
Kyubin Lee
Tarlton H. Long
* John M. Lupton IV
Alexander E. Matthews
David W. Page

Daphne D. Patterson
Kara E. Phillips Patterson
* Stephanie K. Pfeiffer
Amanda C. Purcell
** Matthew L. Roach
** Margaret S. Scholer
* Griffen C. Stabler
Natalie H. Stewart
* Mary-Carson B. Saunders
Stiff
* Claire Teigland Stokes
* Tyler H. Struzinski
Andrew J. Williams III

2005

Annual \$5,036.51
Capital \$50.00
Participation 39%

* Richard S. Baroody
* Lindsay W. Brownlee
* Elizabeth T. Burns
Abigail E. Cain
Flora E. Campbell
* Betty G. Cox
Eloise R. Goelet
* Kirkland Mitchell Hagerty
** Francis E. Hickman
* Thomas C. Hoffecker
Morgan M. Jacobs
* Duncan L. Kirby
* Peter R. Kulka
* Katherine G. Lea
* Jessica M. Lehner
** Micah N. Levinson
Monique M. McDermoth
* Sallie Wright Milam
* Joan W. Payson
* Gautam Punukollu
Alicia M. Repeczky
* Courtney Streett Reynolds
* Peter G. Salas
Elisabeth Schwartzberg
* Chad M. Shahan
* Kathryn L. Steele
* Blair W. Swift
* Anthony D. Timberman
** William L. Williams
* Taylor R. Wilson-Hill
* Peter M. Zimmerman

2006

Annual \$4,605.18
Capital \$50.00
Participation 51%

* David M. Agia
Joseph Appleyard III
* Samuel C. Arnold
* Fitzgerald P. Barth
* Paige R. Bayless
Adelaide L. Belk
* Alexander T. Brown
* Elizabeth G. Court
Jennifer L. Cuervo
* Dana A. Daugherty
* John J. R. Devereux
Andrew M. Devlin
Lillian J. Doyle
* Katelyn R. Fanto

Elizabeth A. Forbes
* David B. Fowler
Katlin A. Garvey
* Nancy C. Graves
Thomas W. Hotchkiss
Brook K. Jackling
* Mark A. Kavulich
Pierce D. Lopez
* Christopher H. Lyons
Douglas F. McCallum, Jr.
* Peyton E. Newquist
Ashley E. Panichelli
* John E. Reynolds
* Sarah E. Rohrbach
Allison R. Stewart
* Kelsey I. Taylor
* George E. Toothman
Elizabeth S. Tooze
* John G. Wang
* Laura L. Wertz
Molly C. Whiteman
Phillip N. Wilson

2007

Annual \$1,506.07
Participation 42%

* Mina M. Aiken
* Emily E. Bierwirth
* Cantey S. Brown
Stephanie M. Chubb
Byron R. Cooper
* William P. Daniel
Jessica L. duPont
* Christopher B. Edge
* Chauncey D. Elsas
Nicola D. Fleischer
Frederic Gunnemann
* Katherine C. Hardwick
* Rachel M. Hickman
Mary Pell Lea
Frank J. Leach II
Suk J. Lee
Bonnie B. Madeley
* Lark E. Mason III
* James R. McNinch IV
* Kathryn R. Orfuss
Charlotte M. Rajasingh
* Eloise M. Repeczky
* Hadley E. S. Roach
* Matthew P. Russell
Christopher S. Speers
Shantanu S. Tata
Talbot J. Taylor, Jr.
* Henry G. Toothman

2008

Annual \$900.00
Participation 23%

* Grant H. Bauer
Elizabeth B. Bowers
* Katherine G. Cornish
Henley C. Cox
Martha P. Heath
Christopher Hildebrandt
Esi K. Hutchful
Jooyeon June Koo
Conrad M. Lee
* Schafer L. Newman

Brandon E. Ogbolu
* Nina Punukollu
Grace I. Reynolds
* Sydney Tooze Taylor
Julia M. van der Vink
Justin B. Weidner
Abigail H. Westcott
Ella P. Yates

2009

Annual \$1,805.00
Participation 58%

Amara J. Aja
* Corrine C. Armistead
Katherine M. Belk
Peter W. Brownlee
Katherine D. Christiansen
William E. Cooper
Katherine E. Craddock
Mary D. Craig
Hannah J. Darling
* Louise H. Dufresne
Elizabeth R. Dutton
Christina M. Fleischer
Alexander P. Flynn
Mia A. Fry
Tyler G. Gehrs
James L. Gerrity
Emily T. Gowen
* Laura W. Hain
* Eliza S. Hamilton
Ian S. Harding
* Sarah B. Haroldson
Henry P. Holbrook
Samuel R. Jeffries
Sara A. Khan
* Mackenzie B. Lilly
Tania T. Maatouk
* Elizabeth A. Martin
* Laura K. McCready
* Sarah Anne McShan
Margot R. Mellon
* Timothy L. Merlino
Samson W. Patton
Andrew S. Pfeiffer
Michael S. Quist
* Vivian J. Smith
Joshua T. Speers
Douglas Stuart
* Hayley S. Swan
Valerie Titus-Glover
Mary Shea Valliant
Michael F. Van Fossan
Taylor S. White
Lee H. Whitney
* Elizabeth G. Wolinski
Peter G. Zendt

2010

Annual \$1,409.40
Participation 27%

* Ryan J. Bickley
* Samuel G. Broer
Francis H. Cadman
Emily N. Calkins
Emily A. Delaplane
Devin J. Duprey
Caitlin M. Forsthoefel

ALUMNI GIVING

Grace H. Gahagan
Catherine L. Geewax
Kelvin D. Green
Garrett J. Hart
Daniel V. Hasse
Charles N. Hughes
Benjamin D. McDonald
Margaret E. Miller
* Paige A. Newquist
* Rebecca E. Ogus
* Andrew Rippel
Benjamin J. Wainwright
Susan M. Waldron
Leah J. Weston

2011
Annual \$860.00
Participation 33%

Marcus S. Bailey
Madison E. Beres
Forrest G. Brown
Ella R. Cahill
Elizabeth S. Dalrymple
Meagan D. Green
Frances E. Gurzenda
John A. Hain
Anthony R. Harding
Claudia C. Heath
Alice H. Johnson
Katherine M. Keating
Aurora L. Leibold
Nancy H. Lilly
Margaux K. Lopez
Sophia E. Maguire
Charlotte M. Mara
Cameron J. McDonald
Alexandra G. Mott
Mackenzie M. Peet
William M. Rehrig
Georgina F. Rupp
Jerome K. Wright, Jr.

2012
Annual \$682.01
Participation 35%

Ikechukwu C. Amakiri
Margaret E. Belk
Grace M. Benjamin
Courtney J. Chang
Khary E. Dennis
Kevin F. Dowling
Joseph G. Dworkin
Francesca C. Fleischer
Clifford L. Fox
Haley R. George
Emily M. Grohs
Katherine L. Haroldson
Alexander E. Hill
Lucy C. Iselin
Nina M. Labovich
Mason R. Leonard
John T. MacIntosh
Kara D. McDonough
Elisabeth K. Pomeroy
Jeffrey D. Rogers
Margaret D. Rogers
Grace R. Saliba
Casey W. Schuller
Grace L. Seekins
Madeline C. Thomas
Katherine J. Toothman
Emerson R. Whitney
Parker H. W. Williamson
Mary J. Wilson

2013
Annual \$1,714.00
Participation 26%

Agatha C. Barnowski
Kelsey L. Barolak
William P. Bowditch
Jiani Chen
Susannah B. Donoho
Everett L. Durham
Charles M. French

William N. Hughes
Elizabeth S. Neill
Joan E. Oates
Anne R. Pohl
Alexandra P. Porrazzo
Irene R. Rajarigam
Daniel T. Z. Roach
Abigail T. Smith
Carter P. K. Speers
Elizabeth W. Tarbell
Lhagyari N. Trichen
Emily A. Troisi

2014
Annual \$1,504.00
Participation 86%

Kirstin E. Anderson
Victor A. Arriaza
Brandon C. Baker
David H. Ball
Benjamin Bentil
Charlotte R. Bristow
Malcolm H. Brown
William H. Brown
Colin M. Brownlee
Asia Y. Cadet
Eliza N. Calkins
Aaron M. Chang
Josué Chavez
Ryan Chiu
Ellen R. Copper
Ysabel M. Coss
Sara D. Coyne
Kelvin S. Cuesta
Lillian E. Curran
Yongwook Dan
Janee' S. Dennis
Daniel A. DeVeau
Dominique K. Duncan
Samuel T. Fox
Elizabeth L. Garner
Mollie B. Gillespie
Samuel C. Gowen
Taylor M. Graves

Christopher S. Hanrahan
Megan P. Hasse
Brenna M. Jeffries
Gabrielle M. Lawson
Jaehun Lee
Sung Min Lee
Coulter L. Loft
James R. Loftis III
Daniel A. Maguire
Louise O. Marks
Alexander M. McIlvaine
Douglas M. McLaurin
Jackson R. McLaurin
Elsa C. McLean
Evan N. Merriwether
Boulton K. Miller
Isabella M. Miller
Roberta B. Miller
Nam K. Nguyen
Emory S. Nolte
Jamie L. O'Leary
Oriana M. Pando
Brian E. Peart
Ryan B. Price
Moriah C. Richardson
Noah I. Rickolt
Jordan W. Rogers
Alyse R. Saliba
Austin J. Salley
Sang Won Shim
Lucy C. Slack
Woojeong Song
Gray E. Stewart
Anand D. Sundar
Charles S. Taylor
Henry C. Tennis
Evan S. Thomas
Thomas W. von Oehsen, Jr.
Allison M. Wendt
William M. Wetter

2015
John P. Finnegan

PARENT GIVING

CLASS OF 2014 PARENTS

- Eric J. & Sandra L. Anderson P'14
 Scott & Susan Baker P'14
 Maynard M. & Barbara K. Ball P'14
 Gail Boulton P'14
 Peter M. & Claire Bristow P'14,'17
 * G. Lindsay Brown & Louise Howlett P'11,'14
 John L. & Marianna F. Brown P'14,'16
 ***** Gordon E. '75 & Pamela U. Brownlee P'05,'09,'14
 * Hugh Calkins & Beth Gregory P'10,'14
 Vicki Cassman P'14
 * James & Pamela Chang P'12,'14
 ChiaChyi & Pei Chiu P'14
 Gregory S. & Emily M. Curran P'14
 Ronald E. DeVeau & Catherine Doyle P'14
 G. Michael & Christine B. DuFour P'14
 Frederic H. & Katherine D. Garner P'14
 Edward & Cathy Gillespie P'14
 * George F., Jr. & Karen J. Gowen P'09,'10,'14
 * Paul T. & Rodanthe Hanrahan P'10,'14,'16
 * Paul & Victoria Hasse P'10,'14
 David A. & Katrina Kujan P'14
 Peter, Jr. & Debra Loft P'14
 James R. Loftis, Jr. P'14
 * Michael & Paula Maguire P'08,'11,'14
 Richard D. III & Marjorie D. Marks P'14
 Charles C. & Anne B. McIlvaine P'14,'16
 Thomas B. & Claire W. McLaurin P'14,'14
 Peter K. McLean & Carol Ann Pala P'14
 Donald & Carole Merriwether P'14
 ***** Arthur M. Miller '70 & Roberta Connolly P'14,'14
 Kenneth Miller P'14
 Stokes & Laura Nolte P'14,'16
 Mark R. O'Leary P'14
 Jose Antonio Pando & Catherine Welton-Pando P'14,'17
 Edwin W. & Zelfher Peart P'14
 David, Jr. & Julie Price P'14
 Earle E., Jr. & Belinda E. Richardson P'14
 Joseph & Chanel Richardson P'14
 William F. & Gretchen Z. Richardson P'14,'16
 * Annette L. Rickolt '87 & Mark Epstein P'14,'16
 Jill Phillips Rogers '83 P'12,'14
 ** Khalil G. '81 & Marcy Saliba P'12,'14
 Steven F. & Linda A. Salley P'14
 Dennis T. & Jamie R. Scurletis P'14,'16
 ** Henry & Sarah Slack P'07,'14
 Robert & Kimberly Stewart P'14

- T.R. Sundar & Anne Rech-Sundar P'14
 Edgar & Karen S. Taylor P'14,'17
 * Calvin C. Tennis III & Madeleine Hewitt P'11,'14
 Thomas W. & Jane F. von Oehsen P'14,'16
 Robertson H., Jr. '74 & Priscilla Wendt P'14
 James H., Jr. & Alison M. Wetter P'14

CLASS OF 2015 PARENTS

- ***** Stephanie '84 & Peter Ahl P'15
 Anita H. Alexander P'15
 Anne Andersen P'15
 Devin & Liz Bates P'15
 Wayne M. & Christine M. Batson P'15
 Richard M. Baumann & Katharine Kinsolving P'15,'17
 **** Daniel P. '81 & Nancy S. Bennett P'15
 Mortimer III & Amelia M. Berkowitz P'15,'15
 Janet Bonner P'15
 Silas W. Campbell & Letitia Neal P'15,'17
 * G. Sonny Cave, Esq. & Stefanie Workman P'11,'15
 Joseph W. & Mary L. Cece P'15,'17
 ** Bradley D. '81 & Gudrun Cobb P'15,'17
 Alexander C. & Laura E. Cutler P'15
 David & Maria Douglas P'15
 * James & Lisa F. Dworkin P'12,'15
 Stephen W. & Keri W. Fausey P'15,'17
 Joseph & Tracy Finnegan P'15
 * Dave & Lee George P'12,'15
 * Andrew J. & Christie B. Grabis P'13,'15
 Gordon B., Jr. & Bella V. Gsell P'15
 * J. Travis & Lise Hain P'09,'11,'15
 Joseph F. III & Barbara B. Hallow P'15
 Thomas G. Hentoff & Sarah Sloan P'15
 * Philip M. & Eliot Jacobs P'05,'15
 Joseph L. Jorizzo & Irene Carros P'15
 Yoon Chul Jung & Han Young Yoo P'15
 Ik Hwan Kwon & Ji Yeun Son P'15
 JeMyung Lee & Mi Jung Jwa P'15
 Frederick J. & Marcy T. Long P'15
 Lance Maerov P'15
 Glenn C. & Shannon P. Mayo P'15
 * John T. IV & Sarah McShan P'09,'15
 * Robert J. & Sarah Miller P'10,'15
 Neil & Elizabeth Mufson P'15
 Ned R. & Lucy P. Murray P'15
 Albert & Laura B. Navarro P'15
 William M. & Liza J. Nichol P'15
 Margrett O'Brien P'15
 Sang-ki Park & Suyeon Kim P'15
 * Paul C. & Melynda Peet P'11,'15
 * Michael E. & Julia O. Porrazzo P'13,'15,'15
 * Donnan E. & Anne Priester P'12,'15
 Julio A. Ramirez & Millie Chiu-Ramirez P'12,'15
 ***** Joseph L. III '70 & Melissa Seiler P'10,'15
 James W. & Michelle G. Shindell P'15
 Harsh P. & Mamta Singhanian P'12,'15
 Nancy & Todd Stansbery P'15
 Tony G. & Kelly M. Stephens P'15
 Howard R. & Alexandra P. Sutherland P'15
 Mark T. Turnage & Natalie Bocock Turnage P'15
 * George & Catherine Wainwright P'10,'15
 * Diane & Benjamin H. Winiarczyk P'15,'17
 Carleton B. Wood & Michele Raphoon P'15
 Zhangxin Zhong & Jun Ma P'15

PARENT PARTICIPATION (BY FORM)

CLASS OF 2014	66%
CLASS OF 2015	70%
CLASS OF 2016	80%
CLASS OF 2017	73%

*For this calculation,
 parents are counted in each class
 in which they have a child.*

CLASS OF 2016 PARENTS

- * Angela Amakiri P'12,'13,'16
- Ken & Denise Baldeosingh P'16
- ** Thomas M., Jr. & Sarah Belk P'06,'09,'12,'16
- Sarah Brown-Adams P'16
- John L. & Marianna F. Brown P'14,'16
- William & Rachel Covell P'16
- William M. & Karen R. D'Allaird P'16
- Hasseltine R. & Dorsey G. deButts P'16
- * Anne & George M. Egan P'13,'13,'16,'16
- * Thomas Forsthoefel P'07,'10,'16
- Patrick & Nicole Fry P'16
- Frederick J. & Carla M. Geiersbach P'16
- Jeffrey & Amy Glenney P'16
- *** Frederick S. Groves '82 & Deborah Rhodes
- Robert R. Grusky & Hope Eiseman P'16
- * Paul T. & Rodanthe Hanrahan P'10,'14,'16
- John T. & Trevania D. Henderson P'16
- Thomas M. & Carolyn E. Hines P'16
- Ziqian Hu & Hongyu Li P'16
- Eric & Jenny Huang P'16
- Elmer & Yamileth Ildefonso P'16
- Marc & Susan Jaffe P'16
- Yesenia Jaquez P'16
- ** Therese M. Jornlin P'07,'10,'16
- Yoon S. Kang & Sung Choe P'16
- * James E. & Amy Keating P'11,'16
- R. Ruffin & Adelaide W. King P'16
- Benjamin F., Jr. & Felecia R. Kornegay P'16
- Kyle R. & Carol S. Krebs P'11,'16
- Albert P. III & Eleanor W. Lindemann P'16
- Mark & Renee Lorberbaum P'16
- Dean & Nancy Lurker P'16
- J. William & Elizabeth McArthur P'16
- Shannon McGrath P'16
- Charles C. & Anne B. McIlvaine P'14,'16
- Lowell J. & Jennifer E. Millar P'16
- William M. & Missy Miller P'16
- Thomas & Jeanine H. Murphy P'16
- Erik H. Neil & Maria Luisa Adelfio P'16
- Stokes & Laura Nolte P'14,'16
- John E. & Catherine Parrish P'16,'17
- Ghulam M. Rahman & Nabila Bibi P'16
- William F. & Gretchen Z. Richardson P'14,'16
- * Annette L. Rickolt '87 & Mark Epstein P'14,'16
- ***** Robert Q. '85 & Jennifer E. Scacheri P'16
- Dennis T. & Jamie R. Scurletis P'14,'16
- Robert H. III & Marianna M. Sheridan P'16
- Michael L. & Melissa Shipley P'16
- James W. Siders, Jr. & Bobbi Montgomery P'16
- Wai Sang Sin & Andrea Leung P'16
- Jeffrey & Marcie Sohm P'16
- Madison & Brooke Spencer P'16
- Manfred & Molly Sternberg P'16
- Jean & Michael Terrien P'16
- Fritz Thomas & Elizabeth Martinez P'16
- John W. & Valerie L. Thomas P'16
- Aaron F.M. & Diane C. Torrance P'16
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 * Peter L. & Jeannie Whitesell P'04,'06,'12
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Frederick J. & Marcy T. Long P'15

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Through their matching gifts programs, the following corporations contributed to St. Andrew's School's this year. They are among the more than 500 corporations that will match gifts made by their employees to independent schools. For information about whether your employer has a matching gifts program, please contact Mary Cameron, Gift Management, at 302/285-4267.

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REPORT ON PLANNED GIVING

Throughtout its history, St. Andrew's School has been nurtured by its endowment. The generosity and foresight of the founder, A. Felix duPont, provided a financial foundation that has allowed the School to remain true to its mission.

The Cornerstone Society recognizes individuals who have made known their intentions of a lifetime commitment through deferred gift arrangements to the School. The School is pleased to recognize their stewardship and faith in St. Andrew's future.

BEQUESTS REALIZED

Norris S. Haselton , Jr. '54 †

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Moriah Richardson

Taylor Cameron '90 for his service to the School

Stephen Andrew Shriver '83

Joshua T. Speers '09 and the great class of 2009's reunion

This gift is in lieu of Christmas presents for Brother Sandy and my nephew Douglas

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*The following individuals and foundations generously made capital gifts to St. Andrew's School in the 2013-2014 fiscal year.
We recognize here gifts and pledges received this year.*

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Established by the Alumni Association Board in 1991, the annual Scholarship Golf Tournament raises money each year for the Golf Scholarship Fund. The 2014 tournament raised a total of \$20,000 for this fund. We recognize the tournament sponsors with gratitude.

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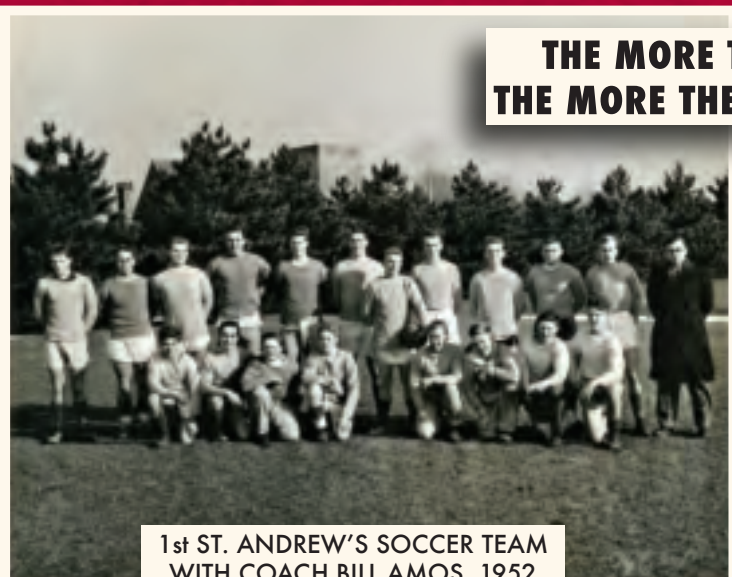
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2014 VARSITY SOCCER TEAM

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