

ST. ANDREW'S MAGAZINE

FALL REVIEW 2016





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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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by Simon Sperl '18



“It was just a simple conversation; we didn’t change each other’s minds or improve anything in the universe beyond our own understanding of each other, but that simple act of reconciliation in our little office felt important, somehow.”

Here in the SAS Communications Office, we work in close proximity to one another—three of us share our 21' x 15' room and sit at open desks, bullpen-style. Happily, we get along well both as coworkers and as friends, and since we spend all day together, we’ve shared the details of our lives with each other: personal histories, family dynamics, stories of our children, everyday struggles and triumphs.

One thing we’ve hardly ever discussed? Politics. In the few instances the subject had arisen, it became clear that we all lived in different places on the political spectrum, but we had also all expressed deep misgivings about both presidential candidates throughout the course of the campaign. So, on the day after the election, I walked into work feeling a certain way about the results, and, despite our divergent views, assumed that my coworkers felt similarly. The outcome was on all of our minds that morning: our unspoken conversational ban on politics dissolved, and we soon discovered that all three of us had voted for different people, and each of us felt different about the results.

I lapsed into silence, shocked. I had been up the entire night before, watching the results roll in on my “preferred” news channels and surfing my Facebook news feed, where 97% of the posts echoed my own feelings. Having been so bathed in my own opinion, and despite the fact that my rational mind knew that half of my fellow citizens had voted differently than I, I now found myself actually physically stunned when face-to-face with living, breathing Americans who professed to supporting my opinion’s exact opposite. How had my friends and coworkers become so incomprehensible to me?

The answer is more complicated than I can do justice to here, but one reason is because I had only been absorbing one story about Americans who were (politically) different than me—the story I had been greedily lapping up from the screens within which I had cocooned myself, even while spending eight hours each day sitting next to and talking with and working with “the other side of the aisle.” And there is a clear and present “danger in the single story,” in the words of Chimamanda Ngozi Adichie, whose novel *Americanah* is one of our English 4 exhibition texts. “I’ve always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person,” Adichie says in her TED Talk on this subject. “The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.” We can make this mistake with race, with sexuality, with gender, with class—and, I learned this week, we can make it politically.

So, I took a deep breath, and I asked my coworkers why: Why did you vote for this person? Why do you support his or her views on X or Y issue? Even in asking the question, I felt better, but the more we talked, the more we understood each other. We spent nearly the entire day in conversation about the election and its impacts and implications, about policy and history and our country. We discovered that we had more in common, politically, than we first realized. Our conversation was an incredible balm for my emotions that morning. I can’t really explain why—it was just a simple conversation; we didn’t change each other’s minds or improve anything in the universe beyond our own understanding of each other, but that simple act of reconciliation in our little office felt important, somehow. Maybe not to anyone else but ourselves, but when you want to fight for goodness in the world, who else can you begin with but yourself?

That day in Chapel, Tad urged us all to find someone whose views are different from our own, to sit down with them, and to ask for their stories. “Could you as a Clinton supporter,” he said, “find a person in our school or over Thanksgiving break who might explain how it felt in their lives and community to be invisible, forgotten in the new economy, forgotten despite their service to their country, forgotten as jobs and opportunities disappeared? Could you as a Trump supporter sit down this morning and hear the story of a student who today feels frightened about her family and her relatives’ ability to be a part of the American community?” (You can read his full remarks from that day on page 10.) I second and highly recommend this suggestion, whether you feel great or terrible about the election and our president-elect. It can’t be that hard to find someone who thinks differently than you. This is America, after all. The great and indomitable melting pot of the world.



Liz Torrey
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LASTING LATIN

I'm finally writing to you about an article in the Fall '15 *St. Andrew's Magazine* issue, and in particular, about Latin at St. Andrew's. The classics course taught by Giselle Furlonge '03 brought back memories of my sitting with my classmate Mike Donovan '60 in Mr. Voorhees' Latin III and IV classes—only the two of us, so every day was a participation day. We eventually worked our way through *The Aeneid*, a work featured in the course and article. In fact, I had to re-read it in college at Princeton when I took a course in Latin literature, taught by the very Robert Fagles whose translation was also featured in the article. There used to be the George Emlin Hall Latin Prize [at St. Andrew's], but I haven't seen it mentioned for some time. It is rare to see Latin taught anywhere in the U.S. these days, but the language foundation that I got from it has helped me learn several other languages. I hope that Ms. Furlonge will continue to open up this part of Western civilization to students.

Bob Faux '60

**■ 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, St. Andrew's School, 350 Noxontown Road, Middletown, DE 19709**. Letters should refer to material published in the *Magazine* and may be edited for clarity and length.

RECREATING SAS

I wanted to thank you personally for all of your office's efforts that go into reaching out to alums, including the Friday News from Campus and *St. Andrew's Magazine*. News of all of the recent endeavors and accomplishments at the School is so inspiring, and the magazine does a fantastic job of passing along so many important messages about the mission of the School. It's hard to believe that it's been four years since I was a senior in Will Rob's Global Studies class. I miss SAS so much!

When I was writing my essays for law school applications this past year, thinking back to my experiences at St. Andrew's really did remind me about where I come from and help me to accurately voice who I am in my writing—I know that sounds so cheesy but it really is true. Anyway, on behalf of all alumni I'd like to say thank you for recreating a part of St. Andrew's for us. If only the environment of tolerance, inclusion, and compassion for others that emanates throughout the St. Andrew's campus could be replicated in the real world :) Thanks again for everything that you do!

Kara McDonough '12

SEEKING SERENITY

In response to the essay by Garrett Hanrahan '16 on page 78 of our Spring Review issue:

I am sure that most St. Andrew's students back in my day had a place that they could go to to get away from the stress, hustle and bustle of student life.

My favorite was during my IV Form year. My room was on the third floor facing out toward the quad. It was over in the corner where the IV Form and V Form corridors met. Was very easy to go out the window to the right and then up to the peak of the roof.

Very quiet and peaceful late at night after the lights and electricity were turned off. I spent many an hour up there. A very peaceful and serene view. I will admit in the winter that the slate tiles proved very mighty cold on one's posterior.

It was difficult to match that personal hideaway.

Randy Mobley '61





Avi Veluchamy '17 and Rachel Sin '17, along with all 310 of their classmates (plus faculty and families), took part in the annual Opening of School Square Dance on Sunday, September 4. It's been the way we've capped off Opening Day since the early 1990s, when then-Headmaster Jon O'Brien started the tradition. "His idea," explains Associate Headmaster Will Speers, "was that a square dance was a unifying event, without hierarchy, something we could all do together. It was also a way for seniors to be leaders, to get new students out and become part of the community." In its early years, students danced to the musical stylings of The Country Grass Band, led by longtime SAS maintenance staff member Davey Staats, who still lives near Noxontown Pond. This year, we danced thanks to Pat Cannon's Foot and Fiddle Dance Company. In the words of Lord Byron: "On with the dance! Let the joy be unconfined."

Another Opening of School “landmark” is the first all-School Sunday Chapel service, which is always held at Old St. Anne’s Church in Middletown, just a quick walk through the cornfields from main campus. The parish was established in 1704, and the current brick church building was constructed in 1768. Seen here in the lower pulpit is Simon Sperl ’18, giving one of the readings, with Headmaster Tad Roach in the upper pulpit. In his homily, Tad spoke about the School’s shared summer reading book, *Just Mercy* by Bryan Stevenson, and asked us to consider how we can make the phrase “it’s going to be okay” a true commitment to the care of others. You can read his homily, titled “A Letter to Bryan Stevenson,” at standrews-de.org/notesfromtad.









On October 29, Saints girls varsity field hockey played Wilmington Friends before a huge Parents Weekend and Homecoming crowd. Midway through the first half, Gillian Simpler '18 (far left), with an assist from Alex Cameron '18 (second from right), made a beautiful touch into the cage, putting the Saints up 1-0 over Friends. Forwards Hannah Sailer '17 and Isabelle Tuveson '17 are also seen here, celebrating. Though the game ultimately ended in a 2-2 tie, Coach Viviana Davila cited the contest as their season highlight. "To see the Saints dominate and literally outrun the opposing team," she said, "is a key reflection of our 'money in the bank' conditioning prep—and we spent it wisely on the field on that day. Going into sudden death overtime against a team that had only lost one game all season was a true indicator for us that this was a winning season for all our players. We walked away feeling that we won that game, because it was extremely well-played, and it won't soon be forgotten." For more fall team highlights, visit page 36.

One of the most powerful aspects of our lives together



in this community is the opportunity to experience history together. For generations, St. Andrew's students, faculty, and staff have come together at moments of great historical complexity, tragedy, and celebration to think, reflect, pray, and cultivate a new way forward. In the spirit of our School, we gather this morning to express unity, civility, and hope in the aftermath of our 2016 Presidential election.

As you all know, the election came to an end last evening/early morning with a gracious phone call from Secretary Clinton to Donald Trump. At around 3:00 a.m. this morning, Mr. Trump thanked Mrs. Clinton for her service to the country over her lifetime, and he asked all Americans now to join him in healing the wounds and divisions of a very long and lacerating campaign.

Over the next few weeks, months, and years, we will have opportunities to study the elements of this distinctive and disturbing election, one that surprised and confounded the media and political experts and scholars.

Today is a day of emotion, exhaustion, and questions, and we are so fortunate to live together, think together, listen together, collaborate together, witness together, pray together. Whatever your emotion this morning (happiness, sadness, joy, despair, confusion, clarity, fear, safety), you will have the love, support, and affirmation of this community of scholars, citizens, and role models.

One thing we know already, even in these early moments of reflection and contradiction: we must find a way forward to unite American citizens whose worldviews, philosophies, perspectives, hopes, and fears are so different, so inextricably linked to their own place in the American economy, American history, American identity.

We can find this common ground by suspending our own perspectives, presumptions, and narratives and

exploring the American experience of those whose reality does not conform to ours. This is the work of an academic village and the work of our democracy. We need to define, clarify, and honor a middle way.

In my lifetime, I have witnessed the changes history makes in the principles, priorities, and assumptions of leaders: whatever a leader says as a politician in a campaign, the responsibility and democratic tradition of representing all Americans brings with it a new approach, a new appreciation for the complexity, difficulty of governing.

Whatever you thought of Mr. Trump or Mrs. Clinton during the Campaign, the responsibility of the office of the President brings awesome responsibility and urgent calls for integrity, balance, and humanity. We heard this new opportunity and burden of responsibility in Mr. Trump's call last night for healing.

I watched in my own middle school years as President Johnson joined the nation's struggle for civil rights and led the war on poverty in America. Leaders change; history makes new and urgent demands—the dignity of the office elevates a leader's vision.

We think today with respect and empathy for the views, experiences, concerns, frustrations, and dreams of this diverse nation. We think of those whose voices and votes were heard loudly last night: those citizens left behind in the technological revolution, economic disruption, and rapid changes in a global world.

We think today too of those in our nation who found themselves humiliated, targeted, stereotyped by our candidates based on their race, their political beliefs, their ethnicity, their gender, their ability.

We as citizens call for an end today of the politics of division, suspicion, and fear. Never again should our democracy be poisoned by the fires of vitriol, contempt, elitism, and prejudice. We call upon all sides to represent this country with dignity and civility.

I plan to talk next Friday about the election, but in light of the events of last evening and the emotions of our nation today, I want to speak a moment sharing the vision shared on Saturday in *The Wall Street Journal* by Dr. Jonathan Haidt and Dr. Ravi Iyer. Their essay is entitled “Transcending Tribes.”

The writers argue that we as human beings are wired to form teams, units, groups, tribes that both give us safety, security, and affirmation and also protect us against the other—those whose perspectives, viewpoints, and beliefs threaten or undermine our own. They suggest that in the 2016 Campaign we have reached perilous grounds in our tribal instincts, behaviors, and expressions. They specifically warn us “against the dangers of this election and its poisoning of our civic life.”

They write:

... the disgust expressed on both sides in this election is particularly worrisome because disgust dehumanizes its targets.

We know all too well what Haidt and Iyer mean: we have heard citizens say that the beliefs, point of view, perspectives of others disgust them. We know that once we cross the boundary of disgust and dehumanization, we seek, either metaphorically and literally, to silence, remove, or destroy others.

We must, our authors suggest, remember that in national debates, the other is not our foe, our enemy: he/she is a cousin who may disagree with us about politics, but shares “most of our values and interests.”

Americans—all of us—believe in freedom, in equality, in justice, in opportunity—we may disagree about

how to cultivate these virtues, but everyone needs a place at the table, a voice, an opportunity to share his/her viewpoint.

Finally, our authors warn us that the only way to transcend dangerous tribalism is through a commitment to “proximity,” defined beautifully by Cicero in these words:

*Nature has so formed us
That a certain tie unites
Us all, but ... this tie
Becomes stronger from proximity.*

*We must find a way forward to
unite American citizens whose
worldviews, philosophies,
perspectives, hopes, and fears
are so different, so inextricably
linked to their own place in the
American economy, American
history, American identity.*

Proximity is what we need today—not proximity only with those who share our joy or grief or confusion, but rather proximity with another person whose view is very different from our own.

Could you as a Clinton supporter find a person in our school or over Thanksgiving break who might explain how it felt in their lives and community to be invisible, forgotten in the new economy, forgotten despite their service to their country, forgotten as jobs and opportunities disappeared? Could you as a Trump supporter sit down this

morning and hear the story of a student who today feels frightened about her family and her relatives’ ability to be a part of the American community? If we seek proximity, not towards those that think like us, but rather think differently than us, we will preserve American principles and values and commitments.

We at St. Andrew’s will work even harder to break down tribalism, presumption, and blindness, and we will continue to explore and honor our values, principles, and ethos. Tonight we will study the national and global issue of poverty, seeking to understand a 21st

century phenomenon we should collectively be able to solve. On Friday and Saturday, we will honor the work and vision of Eunice Shriver as we welcome the Special Olympics to St. Andrew’s. It was Shriver who recognized in the 1960s the humanity of children and men and women with intellectual disabilities.

On Friday evening, Sophie Stenbeck ’98 arrives at St. Andrew’s from Sweden where she leads the Child 10 Awards “to highlight, support and connect bold leaders of grassroots organizations that work with innovative

solutions to address urgent and pressing issues for children.” She will speak to us about her efforts to honor girls and defeat human trafficking.

If you are sad, frightened, disillusioned, or anxious, we all have your back. You see, St. Andrew’s continues its fight for goodness, for enlightenment and illumination. Be strong, be open, live in proximity, and embrace hope in your young and promising lives.

Thank you. ❖

A Changing of the Guard



Scott Sippelle '81 P'08



J. Kent Sweezey '70

Scott Sippelle '81 P'08 was elected as Chairman of the St. Andrew's Board of Trustees at their May 2016 meeting, replacing longtime Chair J. Kent Sweezey '70, who announced his plans to step down from the position in early 2016, and has served on the Board in various roles for 26 years.

Scott became a member of the Board of Trustees in the fall of 2002, and was elected as Vice-Chair in 2014. After graduating from St. Andrew's in 1982, he went on to attend Hamilton College, where he graduated Phi Beta Kappa with a concentration in economics and government and was the recipient of the Clark Prize in Public Speaking. Scott is the founder of Westland Ventures, a Princeton, N.J.-based investment firm that provides growth capital for private companies. He and his wife Tracy have three children, Jessica, a 2008 graduate of St. Andrew's, David, and Stephen, and are residents of Princeton, where Scott is currently the President of the Historical Society of Princeton. Through the Sippelle Charitable Corporation, Scott and Tracy have also been active supporters of philanthropic endeavors in the region focused on education, wellness, and self-reliance programs.

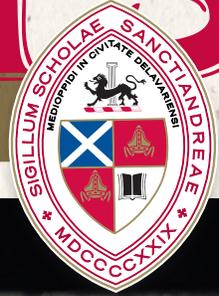
Kent joined the Board of Trustees in 1990, and went on to serve as Chair of the Finance and Audit Committee from 1998 to 2003; as Board President from 2003 to 2013, and as Chair of the Board from 2013 to 2016. A member of the Class of 1970, Kent has also served St. Andrew's as Alumni Term Trustee, President of the Alumni Association, Chair of the Annual Fund, and in 2010 received the School's Distinguished Alumni Award. Kent is a co-founder and senior partner of Turnbridge Capital LLC, a private equity investment firm based in Dallas, Texas. Kent is a graduate of Duke University (BA), Southern Methodist University School of Law (JD), and the Darden School of the University of Virginia (MBA).

"Transitions in leadership at St. Andrew's invariably involve expressions of trust, gratitude, and possibility," said Headmaster Tad Roach. "Kent and Scott care about this community, this educational vision, this school of opportunity for all. Kent not only led with wisdom, generosity and dedication; he also identified and honored his successor, Scott Sippelle. As we begin Scott's tenure as Chair, we all will benefit and respond to his energy, commitment to excellence, and creativity. As Head of School, my life has been enriched and inspired by Kitten Gahagan, Henry Herndon, Hick Rowland, Kent Sweezey. I personally look forward to teaming with Scott as we seek to develop and strengthen the promise and performance of St. Andrew's." ❖



PARENTS

WEEKEND '16



PARENTS WEEKEND 2016



SAS
PARENTS
WEEKEND '16









TALK OF THE T-DOCK





St. Andrew's Annex Building—home to the School's Health Center and a number of faculty apartments—is currently undergoing a \$3.5 million renovation. The building was originally constructed in 1931, making it one of the oldest buildings on campus. Prior to the renovation, it had a large backlog of maintenance issues: repairs and updates needed to be made to its windows; exterior stucco; electric, mechanical, and plumbing systems; and the building also needed a new roof. The Health Center was also not readily accessible to wheelchairs or emergency stretchers. The renovation will:

- ✘ Increase Health Center square footage and create a single-floor facility;
- ✘ Allow for more flexible and private configurations of infirmary beds;
- ✘ Add five private en suite restrooms to infirmary bedrooms, plus two staff restrooms and one public restroom;
- ✘ Create wider hallways to accommodate stretchers and wheelchairs;
- ✘ Improve security and privacy of Health Center; and
- ✘ Create two new faculty apartments on the second floor of the building with private exterior entrances separate from that of the Health Center.

Renovations will also make the Annex Building more “green.” Sustainability improvements include:

- ✘ An extremely efficient HVAC system, Energy Star-qualified roof, LED lighting, and new windows and insulation will reduce the building's energy use and operating cost, as well as the School's overall carbon footprint.
- ✘ New high-efficiency water fixtures and toilets and a filtered water bottle filling station will reduce the building's water use and staff/patient use of bottled water.
- ✘ Environmentally friendly paint, flooring, air filters, and green cleaning products and procedures will improve indoor air quality and prevent patient exposure to chemicals and allergens.
- ✘ Interiors will incorporate recyclable flooring and screens and locally produced stone and concrete. Steel, concrete, stone, and masonry extracted during the renovation process will be recycled.

The new Health Center is slated to be in operation for the 2017 School year.



DANGEROUS TO THE STATUS QUO

David Orr Delivers Environmental Lecture

The St. Andrew's community had the privilege of hearing environmentalist Dr. David Orr speak on Friday, September 15, to kick off its annual Environmental Weekend. Orr is the Paul Sears Distinguished Professor of Environmental Studies and Politics at Oberlin College, and has written seven books on ecological design, environmental education, and sustainability policy. ►

by Isabel Austin '18



Dr. Orr began his talk by comparing our current environmental crisis to the crisis of the Civil War. He argued that both events required more than simple acknowledgement and sympathy from their citizens. In order for the Civil War to have been prevented, Orr noted, members of society should have and could have taken a more proactive role earlier on in the crisis. He then argued that the same can be said for the environmental crisis: although the majority of the world claims to recognize the issue, we need to be much more active in actual dealings with the crisis, to make concrete changes in our own lives, and to encourage sustainable changes in the lives of others. Orr described the importance, above all, of living an altruistic life: a life in which we each possess a constant respect for everyone and everything around us.

Expanding the idea of vigilant selflessness, Orr also argued for the importance of putting aside political ties. He described in detail the ways in which we allow our Republican or Democratic preferences to cloud our best judgement and our true values, noting that “there are no good guys in the war.” Orr compared our current government to that of the 1960s through the 1980s, a time at which Republicans and Democrats could manage to put aside their differences to address issues of environmental change. He urged our community to make a difference through not only our habits, but also by advocating for bipartisan politics and principled politicians.

Orr then gave St. Andrew’s students and teachers the opportunity to reflect with him, and to ask questions about environmental change and global warming. In answering audience questions, he gave further ideas about how we as St. Andreans can make a difference, and spoke about the importance of “connecting the dots” and seeing past global warming and into the larger issue relating to human nature. Although he acknowledged the fact that small things really do make a small difference, he spoke about the strength of masses, and our ability to

create change together and through each other. “We are visual creatures,” Orr said, urging us to fight our desire to “see before we act” and citing the importance of using education to make ourselves “dangerous for the status quo.”

Although St. Andrew’s aims to be environmentally sustainable in its operations and to raise the environmental consciousness of its students, Orr’s informative and engaging talk clearly created a heightened sense of awareness of environmental issues on our campus: in the days that have followed, both Orr and his talk have been a topic of conversation, having sparked interest in and curiosity about sustainability both in and out of the classroom. After the talk, Orr went up to Hillier dorm to do duty with Green Council co-chair and biology teacher Peter McLean and ended up talking with the freshman boys on Hillier until 11:00 p.m. On Saturday morning, he met with the Science and Math Departments to talk about the pending Amos Hall redesign and expansion project. Following these meetings, Orr toured a few of our Pond Day (formerly known as Environmental Orientation) activities (seen in these photos) with McLean, including meditation with Dean of Math and Science Harvey Johnson, and Andy Goldsworthy-style art with visual arts teacher Elizabeth McGiff and science teacher Sara O’Connor. Finally, he joined students for lunch in the Dining Hall, where he lingered for a long discussion with students, faculty, and Headmaster Tad Roach.

“In his short visit,” said Director of Sustainability Diana Burk, “David Orr left our entire school inspired to make our community and world a more sustainable place by living more thoughtfully with our natural world and our fellow humans. Peter and I especially enjoyed sharing with David Orr our incredible school. After his visit, David wrote us both to say: ‘I am very impressed by the school, the students I met, and your colleagues. Care and dedication show everywhere.’” ■





Meeting Markell

As he approached the end of his second term, Delaware Governor Jack Markell visited St. Andrew's in late October and talked with students and faculty in Engelhard Hall. He spoke briefly about his time in office, the impact St. Andrew's has on both the lives of its students and the state of Delaware, and encouraged students to pursue lives of public service. The Governor then took almost an hour of questions from students. Topics of discussion ranged from policy issues, to Governor Markell's reflections on his own life and career, to the presidential election, which on the afternoon of the Governor's visit was just 12 days ahead. →



While onstage, Governor Markell also presented Tad and Elizabeth Roach with individual Governor's Tributes, in recognition of their nearly 40 years of service to St. Andrew's and to Delaware. The text of each tribute can be read at standrews-de.org/tributes.

When asked what accomplishments he was most proud of, Markell cited his administration's efforts on education and criminal justice reform. "We've opened up 20 language immersion schools in Delaware," he said. "We've made a huge impact on early childhood education, which sounds like a warm and fuzzy kind of thing, but the truth is, research shows that the most effective economic development investment a state can make is in early childhood education. Five years ago five percent of Delaware's low income kids were enrolled in our best early childhood education centers. Today that number is 70 percent. We've done some great work in terms of college access for lower income students, and in terms of career and technical education. And we've done some really important work around criminal justice reform. We've tried to take a more holistic view of how we spend our money on corrections. I don't believe that any community can thrive if we leave so many able-bodied, able-minded people on the fringes of society who want to work and are never given that shot."

Charlotte Oxnam '19 brought up the issue of sexual assault and rape culture. "Where do you think a politician can and should come in," she asked, "as far as how they can help and how they can affect this issue?"

"People think that just because I've declared October Domestic Violence Awareness Month, we've done our work," the Governor responded. "We haven't. It's not a one-day-a-year-thing. This is an every-day-of-the-year thing in terms of educating our kids. This is one reason why I was so appalled by what Donald Trump said on that bus about groping women. That was celebrating sexual assault, and it drove me crazy

Cierra Martinez '20 asked the Governor what experiences in his life had developed his interest in public service. "I can point to an incredibly specific moment," he responded, and described his family's decision to move abroad the summer before his senior year of high school. Having until that point "spent 95 percent of my life within a three block radius of Newark High School," he recalled, "we then spent six weeks traveling across Europe and Asia to get to New Zealand. It may sound like a cliché, but four days in India was a life-changing experience for me. I saw a level of poverty I never could have imagined growing up in this county. It was the first time in my life I asked myself: Why am I here? Is there a bigger purpose? I made a decision at the age of 17 to devote myself to public service."

That decision stayed in the back of his mind while he attended college and business school, then worked in banking, telecommunications, and consulting. "Finally, when I was in my mid-thirties, I said, If not now, when? So I ran for state treasurer, and then for governor."

Governor Markell has made other visits to St. Andrew's this year:

when all these politicians spoke up and said 'Because I have a daughter, I am critical of what he said.' You know, I have daughter, and I have a son, and I am just as critical of what he said because of my son as I am because of my daughter. And if I didn't have any kids, I should be appalled by what he said. Politicians need to be very careful about saying stupid stuff—excuse me—and make sure the focus is where it ought to be, which is on education and prevention and not winking and nodding and giving any credence to the idea that that kind of talk or behavior is okay even if it's in a locker room, because it's not." His response drew a thunderous round of applause from students.

Throughout his talk, the Governor repeatedly urged students to not let the current state of politics dissuade them from believing that they can make a difference on the issues that matter to them. "I have a message for this group of passionate, curious students," the Governor said, "most of whom are so committed to doing something positive for the community in which we serve. And that message is: please don't lose hope. I'm not too optimistic about what the politics in Washington are going to look like over the next couple of years. But don't let that slow you down. You can as an individual and you can as a group make a difference in our state and our country."

"You don't want to be a part of the appalling silence," he concluded, in a reference to Martin Luther King, Jr.'s *Letter from a Birmingham Jail*. "You want to be a part of the solutions for all. I don't have any doubt that you, the St. Andrew's community, will do so much to make our world a better place." ❖



Governor Markell presents a diploma to a Delaware College Scholars graduate while program founder Dr. Tony Alleyne '01 looks on. Delaware College Scholars program is a partnership between St. Andrew's and the Delaware Department of Education that assists high-achieving, low-income high school students with applying and transitioning to competitive colleges.



(l. to r.) Assistant Head for Leadership Ana Ramirez, photography teacher Joshua Meier, and Spanish teacher David Miller with the Governor (second from right), after the Tour de Delaware ride in October.



Governor Markell (seated) with (l. to r.) Rep. Jeff Spiegelman, 11th District; Hon. Tom Cook, Secretary of Finance; Valerie Watson, Department of Finance; Kathy McGuiness, member, Delaware Motion Picture and Television Development Commission; and T.J. Healy II, Chairman, Delaware Motion Picture and Television Development Commission (who was instrumental in bringing the filming of *Dead Poets Society* to St. Andrew's) after a bill signing in August that established Delaware's first Motion Picture and Television Development Commission.

Recommended Reads

RUSSELL XU '17

Five Plays

by Anton Chekhov

This book is a compilation of Chekhov's five major plays. The selection of the plays chronicles Chekhov's career as a playwright, spanning from his first four-act play *Ivanov* to his last and most mature masterpiece, *The Cherry Orchard*.

The characters in Chekhovian plays live ordinary, uneventful, and even distressful lives far away from the heroic struggles of the Shakespearean or Greek tragedies. Facing daily burdens of survival and disillusionment of dreams, the protagonists' patience and sensitivities are forever challenged, their love unrequited and not allowed, their futures looming in uncertain hope, and their lives subjected to trivial, farcical, and sometimes tragic episodes. In these five major plays, Chekhov opens a new window for the theater by portraying the declining and gloomy lives of the Russian landowners, military officers, artists, and intellectuals, whose stories are not only epitomes of the larger changes in the Russian society, but also revelations of the general frustration, sufferings, and unheroic aspects of human life.

BRIANNA ADAMS '17

Alanna: The First Adventure

by Tamora Pierce

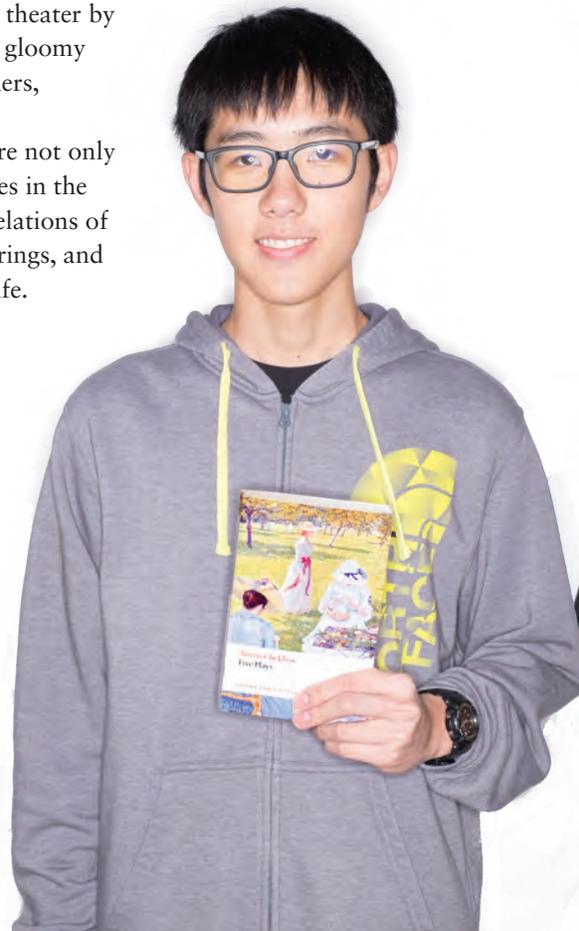
Alanna, the first book in a quartet I read in middle school, is about a girl who has a twin brother in a fictitious land where people have magical powers: boys learn how to become warriors, and girls become nuns and practice sorcery. In this story the twins decide to switch places because they love the skills designated to the other gender. The story might appeal to you if you love stories about breaking barriers and pushing against the status quo. It is a great coming-of-age story and really pushed my thinking and development as a young adult/lady/woman.

Almost Perfect

by Brian Katcher

Almost Perfect is told from the eyes of a boy who falls in love with a girl. Later he finds out this girl was born a boy and is transgender. The book follows his development and growth as he finds out what liking a transgender female means for his sexuality. This book is also a coming-of-age story and deals with the struggles of both parties trying to understand themselves in a world where many think that 1) gender is determined at birth by your biological sex, and 2) sexuality is a choice, but any choice besides heterosexual is considered wrong or "alternative."

Both of these books helped me in my own understanding of how I see myself, how who I choose to love is my choice, and how I can understand the right choice for me. I believe both books are great reads for everyone.



from the VI Form

JARYD JONES '17

Heroes of Olympus series

by Rick Riordan

My favorite book series of all time is the *Heroes of Olympus* series by Rick Riordan. Riordan is incredible at describing these amazing fantasy worlds that would leave me speechless. In middle school, I studied Greek and Roman mythology in my free time because of these books. Even today I revisit these books if I just want to relax and live in another world for a little while.

MILES TURNER '17

Harry Potter and the Prisoner of Azkaban

by J.K. Rowling

The Prisoner of Azkaban was by far the most magical of the seven Harry Potter experiences. It's as if J.K. Rowling wanted to give Harry Potter fans one last taste of the youthful Hogwarts experience before she delved into the darker side of the wizarding world; the novels that followed this one deal with Voldemort and horcruxes, for example. *Prisoner of Azkaban* also introduced me to one of my favorite characters, Sirius Black.

SAM WINSLOW '17

Night Shift

by Stephen King

This collection of short stories is not for the faint of heart: reading this at night will definitely warrant a quick check under your bed for monsters, even if you don't believe in them. Stephen King's writing combines suspense, mystery, and wild ideas all into perfect horror masterpieces. Many of the short stories in *Night Shift*, such as "Salem's Lot" and "Children of the Corn," were eventually expanded into novels and even movies (which I also recommend). However, there's something about King's writing style that makes the stories even scarier than the movies. This collection has been one of my favorites, and if you read it, you will be in for a thrilling, chilling, and bone-rattling treat.



The New Faces In Our Spaces



AMANDA GAHAGAN
ADVANCEMENT

BABSON COLLEGE
Bachelor of Science, Finance &
Global Business Management

PERSONAL PASSIONS
Music and singing; puzzles; family

WHY I DO WHAT I DO
I want to help do something good
and meaningful!

FAVE ASPECT OF SAS SO FAR
The combination of the people and
the place is unbeatable!



JASON HONSEL
DIRECTOR OF COLLEGE
COUNSELING

PENN STATE
Bachelor of Arts, Speech
Communications

NEW YORK UNIVERSITY
Master of Arts, Cinema Studies

PREVIOUSLY
Director of College Counseling,
Peddie School

PERSONAL PASSIONS
Music, playing the guitar, and
seeing live music; walking my dogs;
reading; going to the movies

WHY I DO WHAT I DO
Helping students figure out who
they are and what's important to
them.

FAVE ASPECT OF SAS SO FAR
The culture of kindness.



KRISTIN HONSEL
ASSOCIATE DIRECTOR OF
ADMISSION

PENN STATE

Bachelor of Science, Elementary
Education

LEHIGH UNIVERSITY

Master of Arts, Educational
Technology

PREVIOUSLY

Associate Director of Admissions,
Peddie School

PERSONAL PASSIONS

Crafting, repurposing and upcycling
old treasures; organizing; gardening;
baking; puttering and tinkering;
a good project around the house;
spending time with family

WHY I DO WHAT I DO

Each day is different and young
people are really fun to work with.

FAVE ASPECT OF SAS SO FAR

It seems so obvious to say the
community is my favorite thing so
far but there really is “something
in the SAS sauce.” Besides how
incredibly welcoming and
friendly everyone is, there is an
overwhelmingly positive energy
and commitment to our purpose as
boarding school faculty.



NAVANJALI KELSEY
VISUAL ARTS FACULTY

SYRACUSE UNIVERSITY

Bachelor of Fine Arts, Painting

**UNIVERSITY OF THE ARTS
(PHILADELPHIA)**

Master of Arts in Teaching

PREVIOUSLY

Arts Teacher, Tower Hill School

PERSONAL PASSIONS

Art of all kinds, but especially oil
painting and watercolor; culinary
arts; traveling

WHY I DO WHAT I DO

The wonder of experiencing my
passion for art resonating with
students.

FAVE ASPECT OF SAS SO FAR

I have been in awe of the immediacy
of the warmth, intelligence, and
unique enthusiasm of the SAS
community.



WILL MITCHELL
DIRECTOR OF ADVANCEMENT

DAVIDSON COLLEGE

Bachelor of Arts, Economics

EMORY UNIVERSITY

Master of Business Administration

PREVIOUSLY

Director of Leadership Gifts,
St. Paul's School

PERSONAL PASSIONS

Time with family and friends;
downhill skiing; reading; fishing

WHY I DO WHAT I DO

To create opportunities that change
the world.

FAVE ASPECT OF SAS SO FAR

The opportunity to shadow
Harrison Foley '17, a senior, for a
day (8:00 a.m. to 11:00 p.m.) and
witness how fully the students,
faculty, and staff embrace and
live the mission and values of the
School.

THE NEW FACES IN OUR SPACES



JAKE MYERS
ATHLETICS & ADMISSIONS

DICKINSON COLLEGE
Bachelor of Arts, History

PERSONAL PASSIONS
Working out; reading; golf; and cheering for the Baltimore Orioles

WHY I DO WHAT I DO
I want to help others.

FAVE ASPECT OF SAS SO FAR
The support from all faculty members.



GRACE SALIBA
ATHLETICS & ADMISSIONS

FRANKLIN & MARSHALL COLLEGE
Bachelor of Arts, Sociology

PERSONAL PASSIONS
I'm passionate about my friends, my family, and leading an optimistic, balanced and holistic life. Those passions have led me to a lot of my interests, including lacrosse, discovering and sharing new music, listening to and learning about people, the Philadelphia Eagles, spike-ball and squash competitions, and anything and everything associated with the beach.

WHY I DO WHAT I DO
To motivate others to be more productive, accountable, and balanced.

FAVE ASPECT OF SAS SO FAR
I have loved collaborating with and learning from the extraordinary students and faculty. I had the opportunity to experience the power of St. Andrew's culture from the perspective of a student, but being a faculty member has only deepened my appreciation of the impact individuals in this community can have on one another at every level, whether student-to-student, faculty-to-student, faculty-to-faculty, or student-to-faculty.



ANNETTE RICKOLT
DIRECTOR OF HEALTH SERVICES

UNIVERSITY DELAWARE
Bachelor of Arts, Biology
Bachelor of Science, Nursing
Master of Science in Nursing

PREVIOUSLY
Pediatric Nurse, Newborn Intensive Care Unit, Christiana Care Hospital

PERSONAL PASSIONS
Healthcare (particularly neurological or infectious disease-related); sports (favorite is downhill skiing); animals (dogs)

WHY I DO WHAT I DO
Improving health outcomes allows others to hope for a better future.

FAVE ASPECT OF SAS SO FAR
I love the positive energy, hard work, and kindness of this community.



ANN VISALLI
CHIEF OPERATING OFFICER

UNIVERSITY OF DELAWARE
Bachelor of Arts, Economics
Master of Arts, Economics

PREVIOUSLY
Director, Office of Management and
Budget, State of Delaware

PERSONAL PASSIONS
Learning everything I can about the
history and culture of St. Andrew's
in order to help the School succeed
and thrive into the future.

WHY I DO WHAT I DO
I love to solve problems and
help people get important things
accomplished.

FAVE ASPECT OF SAS SO FAR
The kids, my co-workers, their
dogs and kids, and the beautiful
landscape.



PHIL WALSH
CLASSICS FACULTY

COLLEGE OF WILLIAM & MARY
Bachelor of Arts, Classical Studies

BROWN UNIVERSITY
Master of Arts, Ph.D., Comparative
Literature

PREVIOUSLY
Assistant Professor of English,
Washington College

PERSONAL PASSIONS
I'm fascinated by the dynamic and
ever-changing relationships between
the ancient and modern worlds. My
new book on the Greek playwright
Aristophanes explores this idea at
length! When I'm not teaching,
reading, writing, or learning, I'm
spending time with my family.

WHY I DO WHAT I DO
I teach because I can dwell in
possibility (h/t Emily Dickinson).

FAVE ASPECT OF SAS SO FAR
The people of this place (students,
faculty, and staff) who exude joy,
wonder, optimism, and enthusiasm.
It's a privilege to work among them.



MATTHEW WRIGHT
HISTORY FACULTY

ST. OLAF COLLEGE
Bachelor of Arts, History

UNIVERSITY OF WASHINGTON
Master of Arts, Japanese, Korean &
Chinese History

PREVIOUSLY
Teaching Associate, UCLA

PERSONAL PASSIONS
Ernst Jünger; Lefty Frizzell; making
loud and/or weird music; wandering
around; eating and drinking
outdoors both at home and abroad

WHY I DO WHAT I DO
I teach history to challenge
complacent thinking and encourage
empathy.

FAVE ASPECT OF SAS SO FAR
The genuine effort to create a shared
community of all people who live
and work in this place.

IN THE CLASSROOM



ST. ANDREW'S

- 1 Alum Barbara Satine '12 teaches a master ballet class to dance students.
- 2 Former faculty member Chris Childers returned to SAS on September 15 to lead a seminar on the art of translation (plus a reading of his own poetry) for Katherine Crowley and Will Porter's English 3 students, as well as upper-level Latin and Greek students.
- 3 Writer and actor Mark Brown visited Ann Taylor's acting classes on November 4. Brown wrote *Tom Jones* (a theatrical adaptation of the the novel by the same name), which was performed by the St. Andrew's Theatre Program in spring 2016. Taylor originally connected with the playwright via comments Brown made on photos of *Tom Jones* posted to St. Andrew's Forbes Theatre Instagram account (follow them at @forbestheatre).
- 4 On November 3, St. Andrew's welcomed seven Muslim scholars and three Coptic Christians (one of whom is a priest), all from Egypt; SAS was one stop on a larger visit to the U.S. sponsored by the Civilizations Exchange and Cooperation Foundation (a Maryland nonprofit that works to promote cooperation between people of different religions and cultures). Our visitors met with classes, held a roundtable discussion with faculty (seen here), and attended Wednesday night dinner and Chapel.
- 5 Dr. Dahra Jackson Williams, the School's consulting psychologist, gave a presentation to students during School Meeting on how technology and multitasking can negatively affect our ability to concentrate and work productively.



MOMENTS

When it comes to classroom visitors per school year, Dean of Students Will Robinson is leading the pack. Seen here are just three of the recent visitors to his Global Studies classroom:

- 6 Alexandra Cox '97 (far right), Assistant Professor of Sociology and Criminology at SUNY New Paltz, spoke with students about juvenile justice reform.
- 7 Mark Maloney P'17, Foreign Service Officer for the U.S. State Department, spoke with students about his foreign service work in Beijing and Burma.
- 8 Schafer Newman '08 (center), U.S. Naval Officer, spoke with students about international relations in the Middle East and his experiences when deployed in the region.



GO SAINTS!



BOYS CROSS-COUNTRY

COACHES: Dan O'Connell (Head Coach), Jon Tower, Bowman Dickson

CAPTAINS: Francis Kigawa '17, Alex Horgan '18

RESULTS: Visit standrews-de.org/scores

ALL-CONFERENCE: Alex Horgan '18, Blake Hundley '20

HIGHLIGHT: Placing third as a team in the New Castle County Championship on November 5—the School's best finish ever at the County Championships—thanks to dramatic tie-breaking finishes by sixth and seventh Saints runners Tad Scheibe '19 (18:04) (seen above) and Alec Barreto '18 (18:54).



GIRLS CROSS-COUNTRY

COACHES: Jen Carroll (Head Coach), Grace Saliba, Matt McAuliffe

CAPTAINS: Kathryn Paton '17, Sarah Paton '17, Caitlin Cobb '17, Lynden Fausey '17

RESULTS: Visit standrews-de.org/scores

ALL-CONFERENCE: Caitlin Cobb '17, Kathryn Paton '17

HIGHLIGHT: Hosting the Middletown Invitational on the SAS trails on September 26, and both the varsity and JV teams finishing first (out of eleven schools) as a team in their respective divisions. Caitlin Cobb '17 (above) came in first in the girls varsity race and received the Twosome Award with Alex Horgan '18, given to the team with the fastest combined time of an individual boy and girl.



FIELD HOCKEY

COACHES: Viviana Davila (Head Coach), Gretchen Hurtt

CAPTAINS: Meggie Luke '17, Hannah Sailer '17, Isabelle Tuveson '17

SEASON RECORD: 7-6-2

ALL-CONFERENCE: Gillian Simpler '17 (First Team), Meggie Luke '17 (First Team), Pauline von Stechow '18 (First Team), Alex Cameron '18 (Second Team), Abigail Hummel '18 (Second Team)

HIGHLIGHT: Ending their last home game of the season against top-ranked Wilmington Friends in a hard-fought tie. For more details on the game, see page 9.



FOR INDIVIDUAL GAME AND MEET RECAPS FOR EACH TEAM, VISIT STANDREWS-DE.ORG/SCORES.



FOOTBALL

COACHES: Patrick Moffitt (Head Coach), Carson Brooks, Kyle Funesti, Jake Myers, Mike Rivera

CAPTAINS: Jaryd Jones '17, John Paris '17, Avi Veluchamy '17

SEASON RECORD: 0-10

HIGHLIGHT: Quarterback Arthur Potter '19 ended the season with 1,046 yards passing on the season, a new School single-season record for an individual player. Wide receiver Adrian Watts '20 also served as quarterback and passed for 122 yards on the season, giving the Saints 1,168 yards passing on the season as a team, a new School record for most total passing yards in a season.



BOYS SOCCER

COACHES: Matt Carroll (Head Coach), Taylor Foehl, Jay Hutchinson, Sam Permutt

CAPTAINS: Colin Campbell '17, Nik Malhotra '17, Keegan Pando '17

SEASON RECORD: 11-2-1

ALL-CONFERENCE: Brennan Ayres '17 (First Team), Colin Campbell '17 (First Team), Evan Murray '18 (First Team), Robbie Turnbull '18 (First Team), Simon Sperl '18 (First Team), Harrison Foley '17 (First Team), Ben Horgan '19 (Second Team), Warrington Webb '18 (Second Team), Nik Malhotra '17 (Honorable Mention), Keegan Pando '17 (Honorable Mention)

HIGHLIGHT: Clinching the Delaware Independent School Conference championship in overtime play against conference rival Tower Hill on October 22. The winning goal was made in the last two minutes of play by Robbie Turnbull '18 (above), off an assist by Simon Sperl '18.



VOLLEYBALL

COACHES: Mike Mastrocola (Head Coach), Terrell Myers

CAPTAINS: Joycelin Farmer '17, Anna Gillespie '17, Jas Southerland '17

SEASON RECORD: 3-11

ALL-CONFERENCE: Jas Southerland '17 (Third Team), Noor El-Baradie '19 (Third Team)

HIGHLIGHT: Playing Tower Hill extremely close the second time around at home. Though the Saints lost 25-13, 25-15, and 25-18, "it was one of our best games of the year," said Coach Mastrocola. "As a team, it was our best game by far in terms of executing digs, making great passes, accurate setting, and powerful spiking. We moved together as a team and had tremendously effective communication. To put it in perspective, we only lost by seven points in the last set to a team that finished 14-1 and was ranked number one in the state going into the state tournament."



ST. ANDREW'S MOMENTS

- 1 Warrington Webb '18 controls the ball in a September 27 home game against St. George's Tech High School.
- 2 Ryan Godfrey '19 tries for a first down against Wilmington Friends during their Parents Weekend contest.
- 3 Joycelin Farmer '17 reaches for the spike in volleyball practice, while teammates Jas Southerland '17, Anna Gillespie '17 and Hannah Beams '17 look on.
- 4 JV field hockey player Liza Read '19 practices her shot on goal against goalie Ginger Mullins '20.
- 5 Boys cross-country head coach Dan O'Connell has a pre-race chat with runners at the Middletown Invitational (hosted by SAS) on September 23.
- 6 Boys varsity cross-country runners (l. to r.) Alex Horgan '18, Alec Barreto '18, Carson McCoy '19, Augie Segger '19, Blake Hundley '20, and Tad Scheibe '19 take off from the starting line at the DISC Championship meet, held on the SAS trails on Friday of Parents Weekend.



2





BOYS CROSS-COUNTRY HOSTS SPECIAL OLYMPICS DELAWARE RUNNERS

The day after competing in the Joe O’Neill Invitational on Friday, October 13 (full recap at standrews-de.org/scores), in lieu of holding a practice, Saints boys cross-country volunteered to help Special Olympics Delaware (SODE) hold two races, a one-miler and a 5K, on the SAS trails. The boys helped guide and encourage the visiting athletes along the courses, and ran with the first-place SODE runner as he finished his race. Dylan Torrance ’18 also made awards for the race using the School’s laser cutter. Said Head Coach Dan O’Connell of the races, “I thanked the SAS runners for their help and expected they might then leave. Instead, they ran back up the course and accompanied the final runner to the finish line, encouraging her all along the way. By the time the race was over, the Dining Hall had closed and the boys had not gotten lunch. At this point I expected them to ask me for a ride to town, but they cheerfully set out for a walk to Acme to get some food to tide them over until the campus Fall Fest started up later that day.”



SAINTS GET MUDDY AT THE DELAWARE MUDRUN

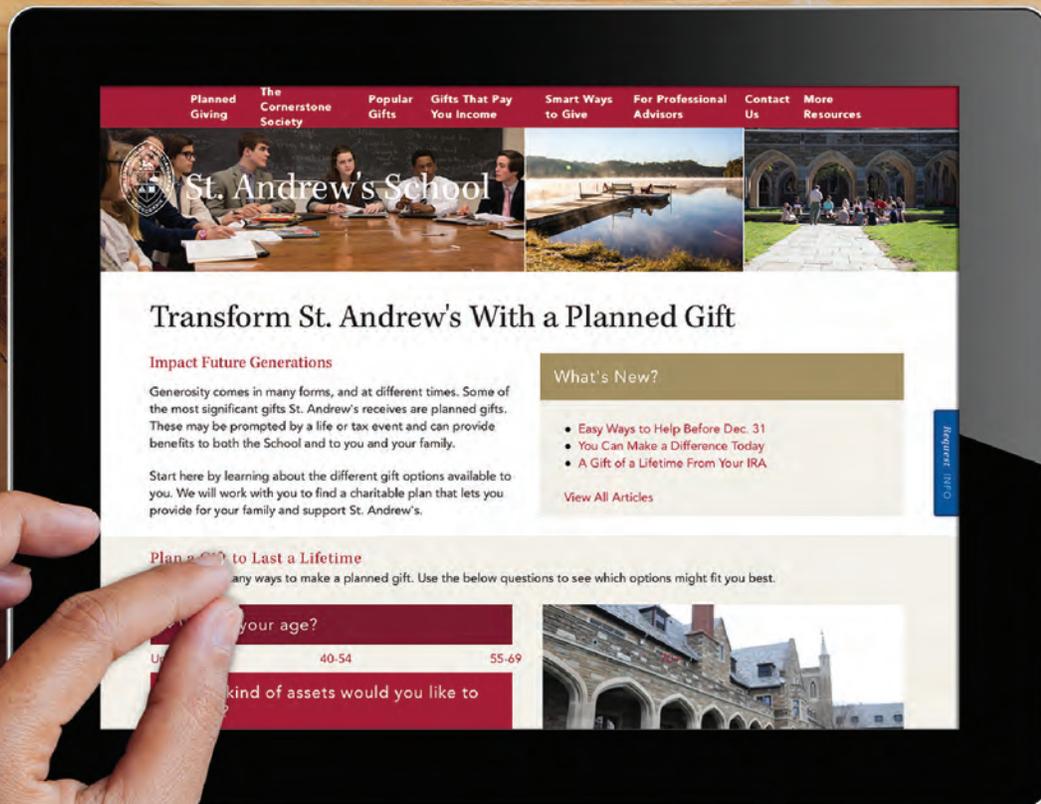
Half of the student body participated in the 2016 Delaware MudRun on Sunday, September 18. The MudRun is a 5K footrace fundraiser for the Leukemia Research Foundation of Delaware. St. Andrew’s runners raised \$5,000 for the Foundation, and hopefully had fun working with the volunteers and organizers of the event, many of whom have been impacted by leukemia. After the race, students collected more than 100 pairs of discarded muddy shoes from the race trail that would have otherwise gone in the landfill. The faculty kids’ Eco-Kids Club cleaned these shoes and donated them to organizations serving people in need.



**FIELD HOCKEY SUPPORTS
GO 4 THE GOAL**

Saints field hockey competed against the state’s top teams on September 24 in the Turf Bowl Tournament at University of Delaware’s Rullo Stadium. The tournament is also a fundraising and awareness-raising event for Go 4 The Goal, a nonprofit organization that supports families and children battling pediatric cancers. Thirty-four of the state’s 50 field hockey teams participated in the tournament, including many of the state’s top teams. The Saints played Tower Hill (ranked fourth in the state) on Saturday afternoon and Sanford School on Sunday, ultimately falling to both teams. “We loved playing in the UD stadium and to support the Go 4 the Goal cause!” said Head Coach Viviana Davila. “It was an outstanding and fulfilling weekend of field hockey for the Saints.” Seen here are our loyal field hockey parent fans, who organized a tailgate (photo compliments of Taylor Cameron P’18) before Saturday’s game.





P L A N N E D G I V I N G

Some of the most significant gifts St. Andrew's receives are planned gifts. Planned gifts may be prompted by a life or tax event and can provide benefits to both the School and to you and your family. Check out our new planned giving website to explore different gift options that may be available—and advantageous—to you.

Please visit www.standrews.planmylegacy.org

ST. ANDREW'S MOMENTS

- 1 SAS acolytes (from left to right) Sam Mayo '18, Kya Bunn '17, Warrington Webb '18, Miles Turner '17, David Kim '17, Sophia Cordova '18, and John McKee '18 wait to proceed outside the door of Old St. Anne's Chapel before the first all-School Sunday service of the year.
- 2 Liam O'Connell '19, Zahara Martinez '19, and Matt Yan '19 circle up around Mary Puryear '19 at the Square Dance.
- 3 VI Formers gather on the lawn next to K Dorm for a breakout group session during their pre-Opening of School senior leadership workshops.
- 4 Rachel Sin '17 and Aaliyah Alleyne '18 take in vistas of Noxontown Pond from a scenic branch during a Pond Day hike on September 17.
- 5 Shridhar Singhania '18 works out the details of the all-important Birthday Announcement (seen in draft form on the napkin being held by Robbie Turnbull '18) while Baird Tuveson '18 looks on.
- 6 Alec Barreto '18, Espen Wheeler '18, Dylan Torrance '18, Alex Horgan '18, and Will Gray '18 fly a model airplane on the baseball diamond.
- 7 Noelle Yoo '18 asks Ben Horgan '19 to Homecoming with a homemade "Horgan Hears a Yoo!" sign at School Meeting, assisted by Audrey Saliba '18 and Isabelle Mauboussin '18.



2



3







On Friday, September 9, St. Andrew's Warner Gallery opened its first show of the 2016-17 season, "Finding Ground," an exhibition of more than 50 paintings spanning 25 years of work by landscape painter Laura Von Rosk. The artist was on campus to open the show and give brief remarks at a reception in the Warner Gallery.

Finding Ground in the Warner Gallery

BY SOPHIA CORDOVA '17

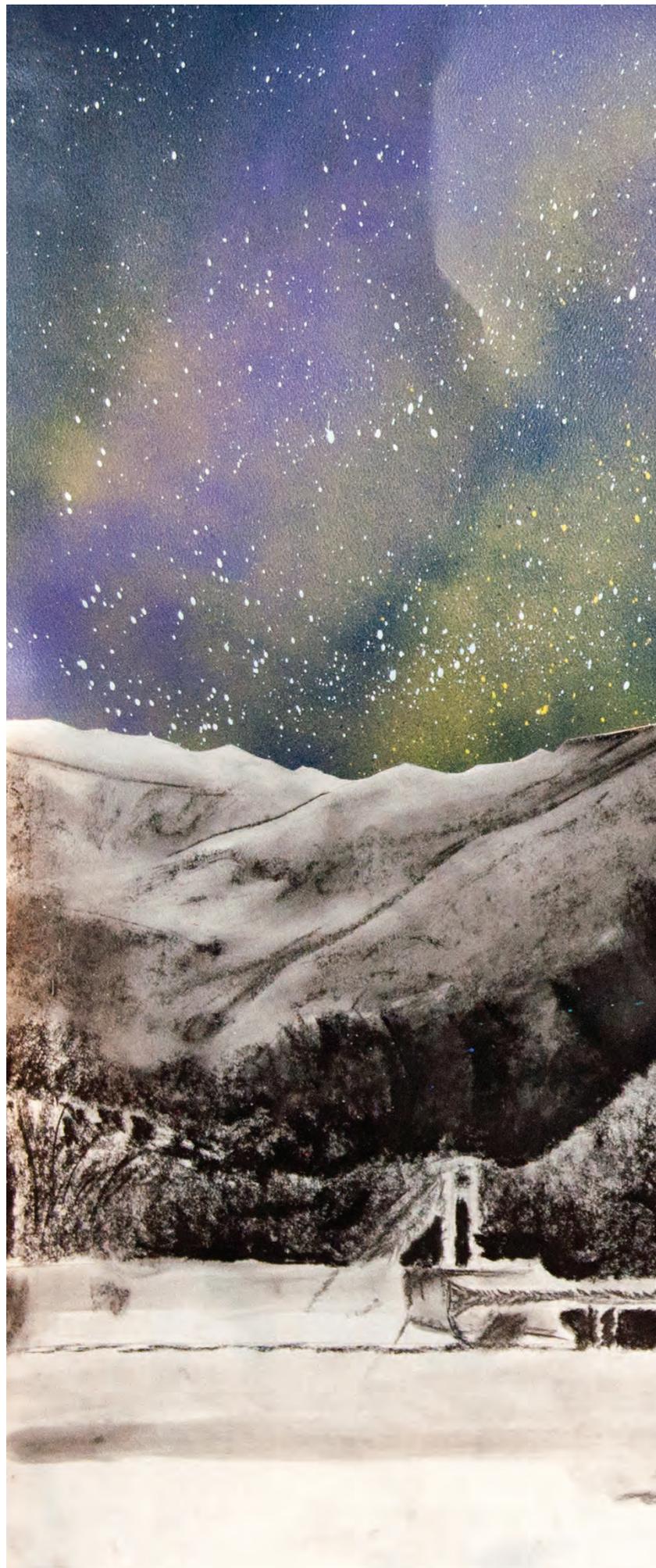
Laura Von Rosk's collection *Finding Ground* spans about 28 years of her life and work as a painter. As I begin my year as an art major, this show provides an interesting perspective on artistic work. During the gallery opening, Von Rosk reflected on the changes in her work over time, and her journey as an artist. Her earlier paintings are rough, expressive, and brightly colored with thick brushstrokes and loose edges. As her work progresses she begins to sharpen her edges, shrink her brush strokes and develop a more distinct style. She creates scenes of nature which have incredible detail, but read as something dream-like. In the majority of her paintings one can identify common themes of repeating shapes and exaggerated forms like bumps and ditches.

Overall, the work was compelling and unique, but what I found most interesting was listening to her reflect on her years of work. She talked about the need to push herself outside of her comfort level in order to continue developing artistically. Although she had certain shapes or scenes that she admittedly "just found herself painting," her artistic growth demonstrates a confidence in her stylistic interests—she isn't just repeating herself. She identified a few paintings as places where she began to use a color she had previously avoided, or to pursue a different type of landscape. This helped shape her story of how her work has evolved and how she has been able to independently mold a variety of small worlds in her paintings.

As an art major, I will hold more responsibility for the direction of my work in class. Von Rosk reminded me to listen to my instincts and to challenge myself. Most inspiring of all: she expressed love, dedication, and joy in her profession. You can view some of the works in the exhibition on the artist's website at lauravonrosk.com. ■

GALLERY **David Kim '17**

The assignment asked for the artist to put themselves in a space they really liked, and we were encouraged to use different mediums in doing so. Mr. McGiff had shown us a couple of ads and pictures that demonstrated use of space and the placement of a figure in a certain space for inspiration, and then sent us off to work on the project. As I began working on the project, I thought of cities, rooms, fields, parks, basically any place I would picture and say, “I really wish I were there right now,” and California came to mind. So the starting point was finding a picture of me, my sister and my dad walking along the road after a surf lesson (although we were not very good at it) with Californian mountains in the background. I decided to have Totoro, a character from a movie I watched as a kid, walking alongside us as a way showing how my childhood is present in me today. As for the sky, I wanted something different, almost dreamy, and decided to take after the street artists of New York City and spray paint a galaxy inspired by the galaxies depicted in the Griffith Observatory in Los Angeles. I originally wanted the galaxy to be the only source of color; however, I gave the surfboard color, and that really popped and caught my eye.







TRIO ST. BERNARD

In mid-October, we welcomed Trio St. Bernard to campus to perform in the School's annual Haroldson Masterclass Concert. The trio—Sahun Hong on piano, Brandon Garbot on violin, and Zachary Mowitz on cello—held masterclasses for instrumental music students, and performed Brahms' *Piano Trio No. 1* and Beethoven's *Ghost Trio* in Engelhard Hall. You can watch the entire performance on our Livestream channel at standrews-de.org/livestream. The following are some reflections on the visit from students, faculty, and the performers themselves.

Jacqueline Wang '17, violin student and Orchestra co-president

"I was really glad that I was able to have a masterclass with Brandon, the violinist of the Trio St. Bernard. The crossing string ricochet of the Mendelssohn violin concerto has always been a challenge for me. However, after doing some basic practices Brandon suggested, I soon felt that I was on the right track. Something also interesting that happened during the masterclass was that after I played the opening part of *Butterfly Lovers* [a Chinese violin concerto], Brandon asked me to join him in singing that part. Singing isn't usually a part of my violin practice, but as we sang, emotions became naturally audible, and I understood the magic of it immediately. I didn't expect that I could learn all this in such a short time, and the insight Brandon gave me was just incredible.

"Trio St. Bernard's performance was also wonderful. I was especially struck by the way they handled [musical] dynamics in such a harmony. Zach, the cellist, said during the orchestra rehearsal that dynamics can make a huge difference. Indeed, the contrast in dynamics they made and the communications among the three players during the Beethoven Trio performance amazed me. Their ad-lib performance of "La Vie en Rose" also made me really happy."

Sahun Hong, pianist, Trio St. Bernard

"Brandon, Zach, and I want to express our excitement for your students at St. Andrew's that is yet unfaded from our minds. We love so much the enthusiasm for music you have cultivated in your very talented students, and hope that the small contribution we made was a fire-starter that will increase the awareness and love for chamber music, especially. Our best wishes to you for the rest of the year, and we hope to see you and your students once more in the future."

Noelle Yoo '18, violin student

"Throughout my music career, I have been taught that one of the most important aspects of bringing a music piece to life was to enjoy and give care to each note—to give it wings and let it fly off the page.' During the masterclass when I played for Brandon, I was shaking from nerves and my playing was very stiff overall. I kept thinking to myself, 'When will he stop me before I destroy his ears?' Fortunately, after performing in front of him, Brandon was extremely thoughtful and paid great attention to both my strong and weak points. He showed me a unique way of practicing certain excerpts, which did not involve playing the violin at all, but rather singing the melody. When Brandon started to sing a certain section from my piece, I realized how much thought he was giving to each note, phrase, and dynamic—things I forgot to keep in mind when I played for him earlier. Although Brandon had suggested exercises that I can incorporate into my daily practices, he more importantly reminded me to bring my piece to life by appreciating every note I play."

Nick Loh '20, cello student

"During our master class, Zach (our teacher) emphasized the importance of musical expression. One piece of advice that I will carry with me throughout my musical experiences was when Zach said, 'If you can accurately convey the expression of the music, the notes will follow.'"

Fred Geiersbach,

Director of Instrumental Music

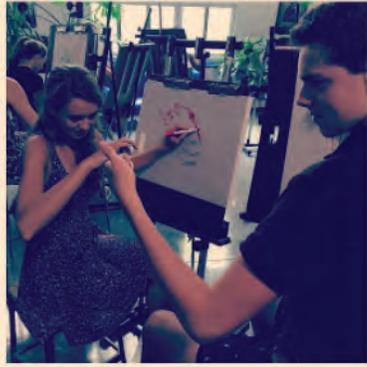
"In addition to my deep gratitude to the Haroldson family for establishing this visionary masterclass in perpetuity for the St. Andrew's music program, I would like to express my great thanks to the Trio St. Bernard for a wonderful afternoon and evening of professional music-making. The trio really got St. Andrew's and its intentional culture of kindness and creativity. They had amazing comments to make in their masterclasses with students and in our Friday afternoon Orchestra rehearsal. It was wonderful to have them play alongside our students and show them new possibilities. We are already planning a return visit in 2018, when I will join them for a piece or two in their concert.

"The concert they played was revelatory for me. I knew the Beethoven and Brahms trios well but heard them again as if for the first time. It was amazing to hear them rehearse these pieces before the concert. They were kind enough to demonstrate how they rehearse in the concert itself, which I think gave many people insight into the work (the endless work) of refining interpretations of music. And they rocked our hall and our piano. They loved Engelhard and even more they loved the time they spent with our incredible students. Their "pops" encore elicited oohs and ahs from the faculty present and mystified the students: everyone was asking me afterwards what piece they "covered." Apparently we need to do a better job of introducing the rich cabaret repertoire to our younger generation, as they couldn't put a name to "La Vie En Rose," the signature tune by Edith Piaf.

"After the concert the trio came to my house for dinner and amazed my family. Xander [Geiersbach '16], home from Colby for the weekend, got a real treat when Sam accompanied him on the Saint-Saens cello concerto he is learning (Sam just happened to know the accompaniment from memory). It was an exciting day and evening and I hope a memorable event for our community. We look forward to developing an episodic residency with this exciting up-and-coming piano trio."

The annual Haroldson Masterclass Concert is made possible by the 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.

AS SEEN ON INSTAGRAM



ST. ANDREW'S MOMENTS

- 1 In one of their first exercises of the year, Drawing I students attempt blind contour drawings of their own hands. Photo collage courtesy of @sasvisualarts on Instagram; follow them at [instagram.com/sasvisualarts](https://www.instagram.com/sasvisualarts) for an inside peek at our visual arts program.
- 2 Art history students and VI Form Visual Art Majors visited The Barnes Foundation in Philadelphia on November 4. The Barnes houses one of the finest collections of post-Impressionist and early modern paintings in the world; St. Andrew's visual arts students have been making annual pilgrimages to the collection for more than three decades.
- 3 Abigail Tarbuton '18 worked alongside ceramics major Maria Sargeni '17 during a recent "Ceramics Sunday" hosted by visual arts teacher Elizabeth McGiff. This fall, Ceramics Sundays participants have been working on a "Souper Bowl" fundraiser: students are working toward a year-end goal of making 500 bowls for donation to the Salvation Army.



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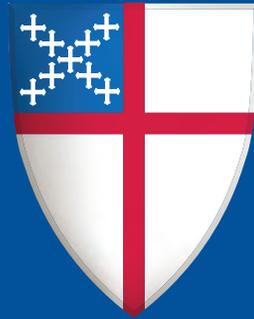


- 4 Photography teacher Joshua Meier held a seminar on solar plate printing for Multimedia Explorations students; solar plate is a form of etching that uses a light-sensitive emulsion to hold an image.
- 5 Artist Laura von Rosk talked with students and Arts Department Co-Chair John McGiff (left) in the Warner Gallery at the opening of her show “Finding Ground.” Read more about the exhibit on page 44.
- 6 Instrumental Music teacher Fred Geiersbach goes marching up the stairs of Engelhard with alto sax players Mia Beams ’19 and Alex Qian ’19; they were in training to play a New Orleans jazz processional (including “When the Saints Go Marching In”) in the All Saints Day Chapel service later that week.

AS SEEN ON INSTAGRAM

7 A series of shots from the @ForbesTheatre Instagram shows the progression of the set for the Theatre Program’s fall production of Radium Girls. (For more photos of the fall play, see page 13, or visit [instagram.com/forbestheatre](https://www.instagram.com/forbestheatre).) Visual arts teacher Elizabeth McGiff (seen in the center photo) coordinated the set design, construction, and painting; she took a class on theatrical scenic painting as part of her summer professional development work.





The Ministry of Participating

AN INTERVIEW WITH BISHOP WAYNE WRIGHT
ON THE OCCASION OF HIS RETIREMENT

On the first Wednesday afternoon in September,

a low-slung vintage butter-yellow Mustang convertible rolls up the School's front drive. In the driver's seat: a tall man with an aquiline nose. In the dappled afternoon sun, his shock of white hair ruffles above the windshield. A clerical collar is fastened at his throat. This is the Right Reverend Wayne P. Wright, Bishop of Delaware, making his way to St. Andrew's Chapel to deliver the first Wednesday night homily of the year. He's made this drive every September since 1998, but never before in his yellow Mustang. This year's visit is different, a celebration and a farewell; Bishop Wright plans to retire in early 2017, and this will be his last time speaking in the A. Felix duPont Memorial Chapel as Bishop.

Mustang or no, Bishop Wright cuts a distinctive figure, and post-1998 alumni will no doubt recall his trips to St. Andrew's, whether for his remarkable height (6'6"), his unique preaching style (in which he uses no notes and steps down off the altar to deliver a homily full of direct questions to his audience), and his cheerful greetings to any and all Saints who cross his path—not only at St. Andrew's, but anywhere in the world. "I always say to St. Andrew's students: whenever you see me, come up and speak to me," he says. "Anywhere in the world. On the street in London, walking in San Francisco, in Yankee Stadium, in the WaWa in Middletown—you name it, St. Andreans come up to me. And I get to learn about the excellent and interesting things our alumni are doing, how they're in their own settings now, but still living that life of intellect, commitment, passion, and faith."

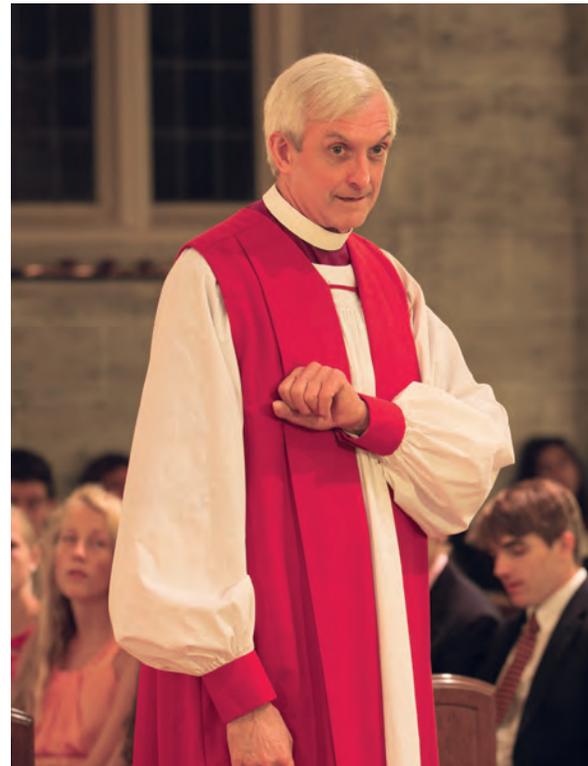


Bishop Wright has done his fair share of world-ranging. Born and raised in Colonial Williamsburg, he spent a semester abroad in Mexico while in college at William & Mary, and after graduating with a degree in American history, spent the better portion of a year traveling around South America. “I learned a lot,” he says, “and picked up Spanish, which has been very important in my ministry. But I also picked up a broader sense of culture and of the world around us.” After returning stateside, Bishop Wright thought he might try his hand at journalism and wrote for a number of newspapers—until he decided to give in to a growing sense that he was being called for the ministry.

Part of the credit for what he calls his “change of thought” may go to his upbringing. “I grew up in the old historic part of Williamsburg, in one of the old houses,” he recalls. “Diagonally across the street from our house was the Bruton Parish Church, which is one of the old historical Episcopal churches [in America], and it was also a really important institution in that community. It was a vibrant, growing, faithful, serving church in the years that I grew up. So I had that sense of embrace of a place, that sense of the important role of church. I was very fortunate in that regard. I was very involved, and my parents were very involved, so I grew up in that context.”

In looking back over his life, Bishop Wright notes again and again how often he feels he was being readied for some future work that, at the time, he could not yet anticipate. “You’re preparing for something and you don’t even realize it at the time,” he says. “I went to the University of the South for seminary, and I loved it. I really just embraced the

life of the Sewanee community and the life of the institution itself. In a way, I think that sort of prepared me for being here at St. Andrew’s, because they’re both these great Episcopal institutions—the spirit, the excellence, the passion of these places. The generosity that’s gone into their lives. Even the buildings look sort of the same! Of course, I didn’t know that then.”



After seminary, Bishop Wright was appointed to a small rural parish church in southeastern Virginia—“a wonderful community, not that different from the way Middletown was a generation ago, or some of the towns today in southern Delaware, which again, I did not realize that one day I would be serving”—and from there, made the leap to Louisiana, where he became the priest of an urban parish in New Orleans’ Mid-City neighborhood.

✦
“I was so caught by the history and the outlook of St. Andrew’s, the commitment of the people serving St. Andrew’s, and the depth of its service to families and community.”

“One of the reasons they called me there was because the parish was about one-third Spanish-speaking,” he explains. “There’s a significant Latino population in New Orleans and this parish was one of the early churches to have a kind of community involvement and outreach to that population. They did a lot of social service: they had a big preschool program, a citizenship



program for immigrants, a soup kitchen—just a lot of really hands-on community work.” Wright served in New Orleans for twelve years, until he was contacted “out of the blue” by the Diocese of Delaware, who wanted to know if he would be interested in being a candidate for Bishop.

Bishop Wright can vividly recall his interview visit to Delaware, and to St. Andrew’s in particular. “As a candidate, you have the opportunity to tour around the diocese. One of

the days of my tour, we came here, to St. Andrew’s, and I stayed behind for a few minutes to talk to Tad Roach. He had only been here a year as the Headmaster—of course he had been at St. Andrew’s much longer—anyway, I was so caught by the history and the outlook of St. Andrew’s, the commitment of the people serving St. Andrew’s, and the depth of its service to families and community. The passion and the vision of Tad and the other leaders of the School was just immediately apparent.”

“I left,” he continues, “and I thought, well, I probably won’t become Bishop, but if I do—how wonderful it would be to be a part of the life here. To be able to support and encourage St. Andrew’s and its really excellent mission.”

Of course, he did become Bishop, and the rest is history: 18 years of rich relationship with St. Andrew’s, and of impactful community work throughout the Diocese, which spans the entire state of Delaware. “One of the great things about Delaware,” he reflects, “is that the size of the state is such that there is a strong sense of a common good that we can work together to build. If you want to serve the larger life of the community, you can do that here.”

The Episcopal Church is the third largest denomination in Delaware, and there are 34 Episcopal churches scattered through the state—“which is a lot,” the Bishop notes, “when you think about the fact that the state is 100 miles long and about 35 miles across.” Nine of these churches are 300 years or more old, and in the years that Wright has been Bishop, eight of those have celebrated their 300th anniversary (the oldest, Immanuel on the Green in New Castle, celebrated its 300th anniversary in 1989; it is one of the oldest continuously operating

“One of the great things about Delaware is that the size of the state is such that there is a strong sense of a common good that we can work together to build.”



Episcopal churches in the country). “What that means,” he says, “is that there’s a great sense of connection by the members of our church, and a great depth of commitment by our church. Our members have been so involved in the life of Delaware throughout its history, and have sought to serve its communities in significant ways. One of the ways they’ve done that is to found and build institutions and schools.”



And one of those schools is, of course, St. Andrew’s, which Bishop Wright credits with a kind marshalling or gathering role within Delaware. “St. Andrew’s was founded as an act of outreach and love for the state and its communities and families,” he says. “First, the School serves young people and families with opportunity and education. This is its living, vital mission. But second, the kind of people who come here to be faculty, staff, and administration—they live in our communities, and they go out and serve in these communities, and they

contribute in lots of different ways. Third, St. Andrew’s is now opening its doors in other ways—for the Delaware College Scholars Program, for Special Olympics events—and these are great uses of this resource. Finally, as the world around us is changing, the care and stewardship of the land has become an important mission as well. The School provides stewardship of this beautiful piece of land in an area that continues to rapidly develop.”

If St. Andrew’s gathers a flock, the Bishop is in many ways its shepherd. “I come here to be a part of the shepherding of the life and the mission of the School,” he says. “I do what I can to encourage it, to strengthen it, and to help guide it. I do that partly through the important work of being a Trustee, but a lot of that work is the ministry of participating: being present on campus, being known, making friends.”

The “ministry of participating” might be the perfect name for a memoir of Bishop Wright’s tenure, during which the work of institution-building in Delaware has continued. Over the past 18 years, he has been involved in the founding of St. Anne’s Episcopal School in Middletown; Primeros Pasos, an early childhood learning center in Georgetown that provides low-cost childcare to local residents, many of whom are Hispanic immigrants working in local poultry plants; and The Way Home, a prisoner-release ministry also based in Georgetown. “We’re in a diverse America, and there were Episcopal churches here before this was America,” he points out. “So it’s always been our stance to do what we can through these institutions we support, and through the churches themselves, to work together with our communities. In my years of serving as Bishop, every

time that we've had a challenge or a need or an opportunity, I've seen people of goodwill, of generosity, of good spirit come together and make something good happen. When you do that patient, thoughtful work, the need is met."

"My attitude is that all times are interesting, and all times are challenging," he continues. "What's important is what can we bring to today? What can we do that speaks to today with integrity, with authenticity, relevance, with humility, and maybe with a sense of humor—or just with joy?"

The same spirit of cooperation infuses his understanding of how the Episcopal church can navigate a shifting social and secular landscape: "I've been blessed with a confident and hopeful faith, but that is infused and colored by a sense of love and respect for other people. As I've personally navigated some of the more challenging or controversial issues of my day, my approach has always been to do what I believe is right, and to recognize that there are other people of goodwill who may see something very differently than I do. I always try to respect that and look for ways that we can come together to do something good, even though we may disagree about a particular thing."

"This is very much at the heart and spirit of the Episcopal church," he adds. "Our approach has been that we have a very important role and mission to fulfill, but there are others who are approaching similar missions in different ways than we do, and that's okay. So how are we going to hold hands? How are we going to work together?"

In Bishop Wright's view, St. Andrew's is both an exemplar of the Episcopal spirit in action, and the ideal setting in which to explore diverse worldviews and approaches to faith. "St. Andrew's

has always opened its doors—that was part of the genius of the founding of this school," he says. "It's always had this wide embrace of people from different backgrounds, walks of life, beliefs, and as the mission of the School has grown, that embrace is now world-wide. I've seen that happen in the years I've been here, and I'm so proud of that. I just think it's a wonderful example and model of what a contemporary Episcopal school could be and should be."

"Inevitably, that's going to enrich the conversation about what this all means," he continues, gesturing with his hands to indicate the entire School, or perhaps the entire universe. "It's a good thing. Where there can be the quality of community that exists here, where there can be a good and safe place to talk about values, morals, life—what a great way to grow up."

As he looks back on the many Wednesday evenings and Sunday mornings—and countless days in between—spent at St. Andrew's, Bishop Wright professes his Sainthood: "I told Tad the other day: I don't have the diploma, but I am truly a graduate of St. Andrew's. Part of my growing and being formed by my work as Bishop has come through my association with St. Andrew's. I have real and genuine pride for the way the School fulfills its mission of teaching and learning. I have served with a generation of students, faculty, Trustees, leadership—all these great people who really generously give of themselves for the School. We've had times of great celebration together, and we've had times of sadness and challenge together."

"It has been an honor and a joy," he concludes. "All that I've received from being a part of it, is far more than I've given." †

"In my years of serving as Bishop, every time that we've had a challenge or a need or an opportunity, I've seen people of goodwill, of generosity, of good spirit come together and make something good happen."



THE Fight FOR St. Andrew's

DURING THIS FALL'S BOARD OF TRUSTEES MEETING, *St. Andrew's Magazine* sat down with some of the more recently appointed members of the Board to hear their stories: how they discovered St. Andrew's as students or parents, and why they choose to give back to the School today.



THE CAST OF CHARACTERS



Why do you serve on the Board?



KELLIE: My biggest reason is that I have a tremendous amount of gratitude for this place. My St. Andrew's experience was formative for me, but now as a parent [of current students Christian '18 and James '18], my gratitude for the School is exponentially greater. The world they're growing up in is very different from the world we grew up in, in terms of the pressure on high schoolers—what's stressed, what's important. Both my husband and I feel like St. Andrew's is a gift that we can give them, because it's a place where these pressures are put in a healthy perspective. To be able to give back to a place that's given so much to our family, and to me personally, is really a pleasure.



HEATHER: I feel the same way. I think it's about gratitude. I remember being a student here and seeing the Trustees and not really seeing any that looked like me. That became very important for me; I want students to be able to identify [with us]. Since I've been a Trustee, I've had students come up to me—students of color in particular—and say, "How did you get here?" So I think it's awesome to be in that position, and to say to them, this is something that you need to be thinking about: giving back to this School that's done some pretty amazing stuff for you.



Michael Evans '98



Lori (Williams) Mitchell '92



Michael Warner '00



ARI: I think all kids, as they become teenagers, really do need that secondary parent, a mentor that doesn't have the baggage of being an actual parent. Having a living example of a fully engaged, deeply caring adult, one who expects the best of themselves and the best from the students, makes all the difference. That's what St. Andrew's faculty provides—in addition to a great education—and it's a very rare thing. In that way St. Andrew's was sort of a surrogate parent for me, and was the difference between me being engaged in life and in school, and getting lost in the haze of early adulthood. That's the main reason I serve on the Board. I feel it's my obligation to try to ensure that other kids get the extraordinary opportunity, support and direction I had.



MICHAEL W.: St. Andrew's is a unique institution. It provides a first-class education, and it really is transformative for most, if not everyone, who comes here. It changed the path that I was on, changed my life, in a dramatic and better way. My time here—these were the happiest days of my childhood. So the simplest thing I can say is that it's just about trying to propagate that for as many people as possible. To be able to aid that, in some small part, is a joy. It's an honor to be able to come here and work on something that is so good, and that affects so many lives in a positive way.

THE FIGHT FOR ST. ANDREW'S



MICHAEL E.: I was lucky to come to St. Andrew's and to substantially benefit from the financial aid. So to be able to serve on the Board and work to ensure that the School maintains its commitment to financial aid—has the resources to maintain its commitment and continues to make financial aid a priority element of its mission—there was no question. I would give back in any way I could.

What was your journey to St. Andrew's in the first place? How did you get connected to the School as a student?



HEATHER: I had gone to a private school in Wilmington, I had gone to public school in Wilmington, and you know, I was kind of lost. Academically, socially, athletically—I wanted more. When I came to St. Andrew's to interview, it just kind of connected for me. It was like, "Oh, my God, this is the place that I can be myself." There was so much that I could take advantage of. It was kind of a no-brainer at that juncture.



MICHAEL W.: I think that one common element in most people's "St. Andrew's stories," that I've found, is that there's a person involved who has experienced St. Andrew's, either through their child going there or they themselves going there. I came from a community where boarding school was the preferred option, and most people went to [schools in] Connecticut, Massachusetts, that area. So when it came time for me to apply, I looked at those schools. But we had a very close family friend whose two daughters went to St. Andrew's, who said, "Look, try this school out in Middletown, Delaware. It's amazing. We can't tell you enough." So we took a tour.

The other thing that everyone agrees on is that when you come down here, and you visit—you just click. You see it, and you're like, I just can't imagine being anywhere else. I remember spending the day at another boarding school that shall not be named, and there wasn't that spark, that light. As a 14-year-old kid, you may not be able to put your finger on the ethos, or run through your dad's talking points, but you just feel it.



KELLIE: My boys came for their Visit-Back Day, and I remember one of them saying to me at the end of the day, "So many people hugged me!" He definitely got this feeling—which turned out to be totally on point—that you are always a part of this family. In this community, you're always accepted and loved and welcomed back. I thought it was really interesting that, as a 13-year-old boy, it was a strong enough feeling that he honed in on that and could tell that this School was different from the other places he was seeing.

As a Board member, I've realized that it is a battle on every front to maintain an exceptional and unique school like this, and to maintain its commitment to financial aid.... It's fighting for the School's mission in every aspect.



ARI: I came from an all-boys school, so the fact that there were girls was helpful. But when I went and looked at other schools—the ones that my parents knew the names of, the typical schools that people see—I felt, for lack of a better word, intimidated. When I came here, it was the least intimidating place, almost as if it wasn't one of these high-powered schools. I thought to myself, this isn't frightening. This is gentle. The power of the School, the force of the academics, wasn't right up front as it was in all those other places. Then when my parents looked at its academic reputation, and saw how academically strong St. Andrew's was, they said, "Let's do this."



MICHAEL W.: That's another element that's interesting. I remember being so jazzed about St. Andrew's, and then my father, who is a little bit more quantitative about these things, was just like, "Okay, I guess I'll take a look." He looked at the colleges the kids had gotten into, looked at the scores people were putting out, and was, well my dad doesn't get jazzed, but he was excited. This is stuff that St. Andrew's doesn't necessarily like bragging about, but by virtue of the fact that it is a unique education, is succeeding at in all realms.



HEATHER: I've had the opportunity to be both a student, a teacher, and a Trustee here, and all three are very distinct experiences. I think that admissions here is about potential: this is where you are today, but we can imagine what you're going to be like four years from now. That ability to be that discerning with students at that age is remarkable. As a faculty member, the kids were way smarter than we were when I was a student, and way more interesting than I ever imagined they would be. This School continues to do that: to attract interesting, brilliant, wonderful students, who also have that underpinning of humility and concern and all those values that you can't create, they're just inherent. You're either going to be that authentically, or you're not.



ARI: I think you've hit on a really important word there: authenticity. We're all sort of talking about how we felt something when we got here, and we're trying to put our fingers on what it is. I think, Heather, you nailed it: there is something about this place that is authentic in a way that no other school that I saw felt. And it can be really hard to articulate that sometimes, because while we want people to know who we are and to choose us for it, we also don't want to be a school that values name recognition or prestige over that quality and authenticity.



KELLIE: Right, because that's not who we are, or who we want our community to be. I'm always trying to explain St. Andrew's to people, and get them to understand that authenticity. My husband has this joke about how whenever I sit down with anyone who has teenage kids, I'll eventually work St. Andrew's into the conversation. What you realize is there are people who pick up on that authenticity right away. So that quality self-selects them a little bit, in terms of what people's values are and what's important to them.



MICHAEL W.: I was talking to a former SAS classmate about that exact thing. I was saying that basically [in choosing St. Andrew's], I just got lucky, because what did I know at 14? And my classmate said, "Well, you remember what the Sorting Hat told Harry Potter. You could have gone to Slytherin, but you chose Gryffindor, and choosing is sometimes the most important thing." The fact that people choose to come here is what makes them St. Andreans. They choose it among some great schools, and the fact that they chose it is itself the reason that they would succeed here. I think that's because we have a mission, and we proudly represent that mission, and I think the kids feel it.



KELLIE: As a parent now, I can say I hear that from the parent body all the time. The kids select, but the parents do too. I love opportunities to chat with other St. Andrew's parents—they articulate in amazing ways why they are grateful that their kids are here, and they have a deep appreciation of the unique qualities of the mission of the School.

Obviously all of you have had different relationships with St. Andrew's over the years: first as students, then as alums—some of you have also been parents or teachers here—and now as Board members. Can you speak to how your service on the Board has altered your perspective on the School, if at all?



ARI: I didn't realize how hard it is to continue to do what St. Andrew's does. I thought it could more or less continue on indefinitely—that the School had its own momentum and would be like this forever. Now that I'm on the Board, I recognize that every aspect of the School is a kind of struggle



to maintain. In particular, having the kind of financial support we have is something that's really difficult to do. You know, where you spend your money as a school says a lot about you as a school. We spend our money on trying to get as many great kids here as possible. This is our biggest—and by far the best—expense, and this is a reflection of what the School is about. But I never would have imagined that maintaining and providing for this expense was so hard. Or how hard it is to get great teachers, and to keep them. In the same way that the kids work very hard to try to get the most out of the School, the Board ends up working very hard to keep the momentum of the School going.



HEATHER: I think that's a great point, Ari. St. Andrew's has a very intentional culture about the students, and behind that is a very intentional culture about financial aid. The Board is committed to that culture and to ensuring that we can get the right kids in here, no matter what their financial situation is. In this world that we live in, its political landscape, and all the other crap that's going on—to be on a Board that is so focused and so intentional about that, in a world where they don't have to be, is so gratifying. We could very easily have 100% of the kids here be full-pay, but that would change the entire culture of the School, right? To me, that's been one of the most fulfilling things about being on the Board: understanding how intentional the School is about its culture, and maintaining this fabric, this ethos.



MICHAEL W.: I shouldn't have been shocked, but I was very surprised at how much everything the Board does is filtered through the students and the ethos and the people of the School. There's never a discussion about building a building just for the sake of it, or raising money for the sake of headlines. We talk about the need to invest in the people that we're putting into the School, because they are the most important thing. It is such an altruistic and, though it shouldn't be, exceptional idea: that everything we build, every financial statement we go through, is for the sole purpose of perpetuating the student body and making sure their four years here are the four years that we had, or the four years that our kids had.



MICHAEL E.: We are super-focused on financial aid. It's not something that's just a platitude, written on the website or in the mission statement, and it actually isn't easy to do what we do. We are different than other schools because of our commitment to financial aid. The number of our students receiving financial aid—it's not just an incremental percentage over the percentages of other schools. It's incomparable to other schools in its class. Close to 50% of the kids are on financial aid. If the School just decided tomorrow to be like most other schools in its class, and cut that in half... our jobs would be totally different. It would be a lot easier. This school would kind of be on cruise control. But, because of that high standard that's integrated into the very mission of the School, it's a totally different game, and it has a totally different and real impact on the endowment.

I for one—I don't know if I would have said I took it for granted—but I do think that there is this idea out there of, "Oh, the School's got a big endowment. It's fine." When in fact, because our mission is so different, and because we seek such a wide variety of students with different backgrounds, you can't take it for granted. It requires a lot more stewardship.



MICHAEL W.: I think that as a student here, it feels like the School is a perpetual motion machine—like St. Andrew's could never go away. As a Board member, I've realized that it is a battle on every front to maintain an exceptional and unique school like this, and to maintain its commitment to financial aid. What's more, we want to maintain its commitment to a first-class education, without getting caught up in the idea that we need to make sure that an entire semester is dedicated to SATs. We need to maintain a commitment to athletics, without allowing students to go through their entire education just focused on that, at the expense of becoming actual scholars. We need to provide a community that's safe and that values things that may be considered old-fashioned, but all the while maintain a kind of modern, outward-thinking mind.

It's all a battle and it's work that the Board takes very seriously. It was surprising to me [when I first joined the Board] how every decision it makes is purposeful toward these goals. It's not just coming in and saying, "Oh, great, we did well this year in stocks. We need to adjust this investment." It's fighting for the School's mission in every aspect. It's something that we maybe need to do a better job explaining to alumni—that St. Andrew's is not a thing that will just sustain itself. It requires investment and energy from alumni, from parents, from all of us.



KELLIE: As the newest member of the Board here, one of the things I definitely didn't appreciate previously are the many long-serving members of the Board, who we aren't always aware, as alums or as students, are working so incredibly hard on our behalf. You go along sometimes taking for granted this school that you love, without a full picture of the longevity of the alumni body, and the deep amount of support and commitment to all the things that make St. Andrew's what it is. You get a glimpse of it at Reunions, maybe, but I don't think I've ever felt it in the same way as I have just sitting in the Board meetings, with people who span so many years of involvement, who have this breadth of knowledge and diversity, who are all pulling for the same things. It's a little bit awe-inspiring.



ARI: There are people on the Board who have been doing this for 20, 30, 40 years. The Trustee Emeriti: that's something that at other places, seems like just an honor, something you give to former members and that's the end of it. But here, all of those members emeriti still come back. They're all going to be at the meeting today, contributing their insight and their knowledge that comes from serving the School for so many years. Talk about community and continuity.



MICHAEL E.: And it's engaging and stimulating and exciting to be able to engage with them. They've seen the School change so much. They know the history of the School and how it's progressed and reached new heights under their stewardship. That's been a great part of the experience.



MICHAEL W.: For a Board comprised of people from multiple generations, people that went to school here at all different times, what you don't find is obviously coalitions that want to push different objectives. People are sort of on the same page, which is really interesting. It's just amazing that there isn't any sort of difference in what we think the School should be. I think that speaks to the uniqueness of the mission. It's carried through, and it's been a pretty progressive message for a long time.



HEATHER: We're all connected because of this one thing, and we just inherently trust and adore each other because of that. It really is a family.



ARI: Many of us had an experience here that was just wonderful and intimate and in some cases, the best and most compelling academic experience that we've ever had. You don't get that in the real world—but you do get a little taste of it when you come back for the Board meeting. People start talking back and forth, people who are smarter than you sort of raise you up, and it's that same energy.



MICHAEL W.: The meeting itself is like being at a really large Harkness table.

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will just sustain itself.
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HEATHER: But we also have challenges ahead, challenges that are arising from the world that we are in. I think the School's leadership has done an incredible job with diversifying the School in terms of race, gender, everything—and we have a responsibility to continue that. We're talking about diversifying the Board, so that we're more reflective of the student body. But we also have to be able to move into this world that's becoming even more diverse, and to think about the issues that will come up, not just today, but 20 years from now. That's a big responsibility, but I think we're all very excited to take that on.

Can you say how St. Andrew's has impacted your life trajectory personally, in large or small ways?



ARI: St. Andrew's taught me how to love to learn. There's tactical learning and there's deep learning. Deep learning is about getting to a profound point in your knowledge without a real regard for a grade or the time it takes. During my time at St. Andrew's, I found out that it was a really wonderful thing, a fun thing, an amazing thing to learn; an amazing thing to be wrong; amazing to learn what other people were thinking, to listen and to have the ability to express yourself. That's the big thing that St. Andrew's taught me: how to love and be engaged in learning.



HEATHER: For me it's a couple of things. One, St. Andrew's showed me not to compromise anything that I believe in. I say that because the organization I run, the people I work with, the people who are my friends, how I raise my daughter—it's all based on this. At the end of the day, it's very easy to go astray out here! Having the confidence and the ability to not compromise what you believe in is a big deal.

Secondly, I have a sort of interdisciplinary approach to life. I work in real estate private equity. I'm on the board at St. Andrew's. I'm involved in the Steppenwolf Theatre in Chicago. I am on the board of a homeless shelter on the west side of Chicago. These are all values to me, that line up with what St. Andrew's is all about. I don't feel compromised by being one thing or another. I can be all of that, and that's what this place does. It reinforces that notion.



MICHAEL E.: For me, it's the obligation, which is sometimes almost a burden, to make sure that what you're doing is meaningful and worthwhile, both in your professional and personal life. Sometimes that's not easy. But it's paramount for actually living a fulfilled life.



KELLIE: Yeah, I would completely agree with that. You look at the world now and everything is so divisive, but one of the most important things I learned at St. Andrew's is that if you sit in a room collaborating with a whole bunch of smart people, you can come out of it making something better. This is a place where you learn that if you bring people together and ask them to be their best selves, you get so much more done than if you are all competing to be the individual best. You learn to see each person not as a threat, but as a valuable member of a team. As I've gone through different work environments, that's something that I've always been able to bring to the table: not only being a good team player, but that St. Andrew ideal that your collective can be bigger than its parts.

During my time at St. Andrew's, I found out that it was a really wonderful thing, a fun thing, an amazing thing to learn; an amazing thing to be wrong; amazing to learn what other people were thinking, to listen and to have the ability to express yourself.



MICHAEL W.: I would echo everything that was just said. I think St. Andrew's woke me up. There's a kind of momentum that one can be on, where there are goals and achievements and pieces of paper that you need to obtain in order to get to the next step. And I find that a lot of people, especially my peers, when they get to that point and grab that ring, they look around and say, for the first time in their lives, "Where the hell am I?" I think St. Andrew's does an incredible job of opening your eyes, at a very young age, to ways of thinking and habits of mind that require you to engage in the world around you and consider your choices. You're thinking about what it is you want to do. You're asked to be civic-minded, and to work towards a better kind of goal. You learn that there are people that have different views than you, and that you want to work with them, not against them, and that you're not the only person who's right. You realize that the next achievement is not what's important. It's how you're engaging right now, at this moment.



St. Andrew's wakes you up to all that at an age when it is just so greatly needed. I say age as in teenagers, but also in era, this is greatly needed. Who knows what my path would have been, had I not come to this school. I wouldn't have been as aware of my choices. I wouldn't have been as purposeful in my goals. I certainly wouldn't have been as civically engaged.



HEATHER: It's not about you; it's about the community. If you can have people leave here and understand that they're stewards of that, we end up—not to be cheesy, but we're creating a better world. I didn't come out of St. Andrew's thinking, Oh yeah, it's about you. I came out thinking: It's about everybody else. It's about being a part of a much larger community and serving it.



KELLIE: I feel like every time I come back here, that feeling gets renewed. I think about: am I really doing what I want to in life? Is what I'm doing going to have meaning for me? You really always want to be grounded in that.



HEATHER: I agree. This is a very special place. So for me, serving on the Board is actually fairly selfish, because I get to come back to this place, which is like no other place in the world, and get that check-in that says, No, this is what it's supposed to be like.



ARI: Attending these board meetings is an obligation, but also a luxury. Coming back and re-engaging with the School is surprisingly meaningful and centering. It sort of reminds us of who we were at St. Andrew's, which I think informs the best versions of our adult selves. I would encourage all alumni to reconnect in whatever way they can, whether that's visiting with their St. Andrew's friends or coming back to campus and sitting in on some classes. It would be wonderful if a larger proportion of St. Andreans had the great luxury that we have.



MICHAEL E.: Yeah, I would say the same. Definitely find any reason to come back, even if it's just you're driving up to New York, or down to Washington, or you happen to be in the area—just take the detour. Because that feeling of driving up the drive, and stepping out in the freshly cut grass, or the snow, hearing the bells... there's nothing like it.



KELLIE: That feeling when you drive on campus! You're just like, "Ahh—I'm home." •



Focus
on the
Other



A CONVOCATION ADDRESS BY ANN TAYLOR

ARTS DEPARTMENT CO-CHAIR,
THEATRE PROGRAM DIRECTOR

The Oxford English Dictionary defines the word convocation as “the action of calling together or assembling by summons; the state or fact of being called together.” On the first full Friday of each school year, our community assembles together in Engelhard Hall to hear one member of the faculty deliver a talk on an academic topic of his or her choosing. Over the years, these Convocation talks have often pushed beyond the boundaries of a single field of study and have become a kind of de facto summons to students, not simply to gather in Engelhard and listen, but to go forth and dream hard, work hard, and be people of character. This year’s talk, delivered by Arts Department Co-Chair and Theatre Director Ann Taylor ’86, was no exception. ►

FOCUS ON THE OTHER

STAGE: Panels in back. Music stand for notes. Tall stool.

Music: Dead Poets Society score plays as students enter Engelhard.

Tad—introduction.

SNAP

Cue 1: Light —pool of light center stage and edges. Audience a bit dim.

[Students appear one by one from behind panels and read the following quotations.]

Austin Brannan '19

**The brave man is not he who does not feel
afraid, but he who conquers that fear.**

—Nelson Mandela

Emma Ferrandino '17

**Put all your attention on the other person, which frees you
from any self-consciousness. If you can see the experience
they're having—What's their face doing? What are they
feeling?—that's truly listening and responding. That's
the give and take, and the aliveness, that I value.**

—actress Christine Lahti

Jaryd Jones '17

**There's a time for daring and there's a time for caution,
and a wise man understands which is called for.**

—John Keating, *Dead Poets Society*

Wendy Taylor '17

Nothing in life is to be feared. It is only to be understood.

—Marie Curie

Alice Thomas-Hilton '19

**You never know what your character's going to be until the day
you walk onto the set and look into the other actor's eyes.**

—Meryl Streep

It has perhaps become too clichéd a phrase for us at St. Andrew's, quoted too many times, referenced until the words become trite, or even meaningless. Yet, in this moment, let us go beyond the bumper sticker meaning of "Carpe Diem" and "Seize the Day." Let's go back to the entire speech—back to the script from the movie *Dead Poets Society*. But, before I do, a question. How many of you watched this movie when you decided to come to St. Andrew's?

[Many hands go up in Engelhard.]

Then many of you will remember the scene: during a poetry lesson, teacher John Keating (played by the incomparable Robin Williams) takes his class of boys on a short stroll. They emerge from their classroom (a classroom that was fashioned after one in our very own history corridor) and, with the magic of film, walk right into the lobby of what is now the Advancement and Alumni Office in the Old Gym building. Keating then leads his class to a glass cabinet full of pictures and trophies—a visual tribute to the past. As they gaze inside, he says:

[Students follow Mrs. Taylor to the edge of the stage and lean in as if peering into the cabinet, making the audience the faces in the glass.]

**"They're not that different from
you, are they? Same haircuts.
Full of hormones, just like you.
Invincible, just like you feel.
The world is their oyster. They
believe they're destined for great
things, just like many of you.
Their eyes are full of hope, just
like you. Did they wait until it**



was too late to make from their lives even one iota of what they were capable? Because, you see gentlemen, these boys are now fertilizing daffodils. But if you listen real close, you can hear them whisper their legacy to you. Go on, lean in. Listen, you hear it? — Carpe — hear it? — Carpe, carpe diem, seize the day, boys, make your lives extraordinary.”

Cue 2: Lights brighten on stage.

Of course the boys find Keating extremely goofy in this moment. Yet, the words resonate, inspiring all sorts of action later in the movie. We are a species that is easily inspired. We look for—yearn for—inspiration. Yet we are a species often challenged and thrown off-course by the frailty of our insecurities and the power of our fears when it comes to actually taking the steps necessary, doing the hard work required, to live truly extraordinary lives.

What is an extraordinary life? For me it has nothing to do with the amount of money a person makes or the number of friends a person has on Facebook. It has zero to do with popularity or

getting the best grade in the class. It has to do with making a difference—with having the courage to connect to others in a meaningful, honest, and mutually beneficial way. It has everything to do with building integrity and owning your responsibilities.

It may be a strange request, but for a moment, think about how you would like to be remembered. Not just as a student who graduated from St. Andrew’s—at the end of your life. What would you like to hear people say about you?

You know, the most important thing I’ve ever written is the eulogy I delivered at my sister’s memorial service. And I am so grateful for the lessons and the steps that came before that moment, because without them, I could not have written anything even close to good enough to truly honor the life my sister lived.

Believe me, many of these lessons were not easy ones, and I tripped more than a few times over the steps that took me from where you are sitting now as St. Andrew’s students, to that emotionally complex moment standing in front of my sister’s family and friends.

What were those steps? Well, they were simple everyday things like:

- Actually paying attention when I heard my father, a minister, address his congregation in church.
- Attending three years of English classes at St. Andrew’s School, and getting stuck in the dreaded 83 – 87 grade zone, achieving maybe one purple 91 along the way.
- Going to the beach with my sister, talking to her, and exchanging ideas with her.
- Spending hours upon hours babysitting for her three children.
- Taking the time to truly know and love my brother-in-law—her husband.
- Figuring out how the heck to teach you guys public speaking without terrifying you.
- Absorbing in silence the words and images Will Speers shares when he gives a Chapel Talk.
- Slogging through over 3600 academic comments and nearly 400 advisor letters.
- And finally, learning to trust enough and be brave enough to allow someone else to edit my writing.



Every single one of these experiences, or steps, was with me when I wrote that eulogy.

So thank you, Mrs. Roach. At the time, those 83s & 87s felt like stamps of mediocrity. But really, those grades told me that, while I did have something to offer, I had more to learn and needed to get to work.

Janet Suzman, a British actress, says,

“Rehearsals are not to get it right straight away, they’re to do it wrong and then find another way of doing it, and see which serves the play better and serves the character better.”

In many ways, your classes, your assignments, your relationships, really your entire time at St. Andrew’s is like a theatrical rehearsal. You step forward, back, change course. Maybe you trip, fall, pick yourself back up. You are taking the steps that will take you to graduation, then off to college, and then onto all of the various farces, dramas, tragedies and comedies of adulthood.

For now though, let’s go back to that awkward question. How do you want to be remembered?

For myself, I would be so honored to simply be remembered as...

- a loving mother...
- as a teacher who listened and understood—who made a difference...
- as someone who could be counted on—who was not afraid of the tough decisions or the hard work...
- as a devoted wife who loved with genuine tenderness and affection.

I wish I could be remembered as someone who always went out of her way to help others, never forgot a birthday, made friends easily, someone who never tired of fighting for the right thing. But, I have a lot more steps to take before walking into those shoes.

So what kinds of things do you hope will be true about you?

How do you hope to “seize the day?”

Make a mental list right now. I know there are some big ideas out there—some profoundly meaningful, and important accomplishments ahead—for all of you.

We all share a desire to be special, to rise from the mediocre to the extraordinary.

Unfortunately fear, anxiety, and self-consciousness often stop us from being

our best, our most open, and our most vibrant selves; and they lie in wait to trip us up when we step toward the extraordinary. This I know all too well, for these are the emotions that fuel the confidence-sucking vacuum that actors battle every time they show up for an audition, or face a critic, or attempt the creative abandon required to step onto the stage.

I actually never made it to my first audition in college. I had performed since I was eight years old. I had won the St. Andrew’s award for drama three years in a row. I had met professional directors and worked in a professional opera house, all well before that steamy, sunlit evening on the Bard College campus. Yet, for all my experience and all my performance confidence on stage, I never made it to the theatre that night. Fear overtook me. While walking over from the freshman dorm, I collapsed beneath a tree and wept. I wept until it was dark and the auditions were over. Then I slowly picked myself up and walked back to my room... angry at myself, and confused.

“There’s a time for daring and there’s a time for caution,



**and a wise man understands
which is called for.”**

John Keating’s words again.

Since that evening under the tree, my theatrical training has forced me to stare straight into those “times for daring” and not turn away. I have had to make peace with the fear and anxiety that held me back that night. And the lesson that has helped me the most comes from a very simple acting concept known as “the other,” meaning the other actors in the scene or on the stage.

Listen to actor James Caan, best known for his role as Sonny Corleone in *The Godfather*. (Hopefully some of you out there have heard of that movie!) He summed it up in a very clear and down-to-earth way when he said,

“The other actor is the most important thing in the scene. I’ll try to frighten him or make him laugh because the better he is, the better I am, and the better the scene is. If the scene stinks, then everybody in it stinks. If I can make him have a couple of great moments, the scene is good, and therefore I’m good.”

Again, this idea could be reduced to a bumper sticker or a creative meme touting “work together” or “put yourself in her shoes.” So to get at the heart of what James Caan is really saying, we are going to explore an age-old acting exercise known as “the mirror.” The super-talented and physically coordinated Mr. Avi Gold is going to help me with this one.

We are going to stand opposite one another, taking in the entire person through our peripheral vision. As soon as I begin to move an arm or a leg, Mr. Gold will mirror my action. The movements should be fluid and not abrupt. I am not trying to trick him. I want him to succeed. If I move in such a way that breaks our eye contact, the game is over because I have just made it impossible for Mr. Gold to follow me.

[Ann and Avi mirror each other.]

Now, we will switch. He will lead and I will follow. What matters is not how clever or advanced his moves are, but how well I am able to follow them.

Good. We are ready for the final piece. We are not going to decide who

leads first. One of us will simply begin to move, and then Mr. Gold and I will switch back and forth. Ideally the audience will not be able to tell who is leading or when we trade off. In a sense, the leading becomes the following and the following becomes the leading.

Cue 3: Full house lights.

Now—you all need to stand up and stretch a little, right? Good, because it is your turn to be mirrors. Come on, this is a time for daring, not caution!!

[Everyone in Engelhard stands. Actors on stage choose a partner and bring him or her on to the stage.]

Stand with your neighbor and face one another. Choose who will be the first to lead. You are Person A. Your goal is not to outwit your partner; your goal is to help your partner succeed. Remember, if your partner fails, you fail. We will do this in three parts just as you saw on stage. Person A leads until I ask you to switch.

Keep the movements small and slow.

FOCUS ON THE OTHER

Now switch. Allow Person B a chance to lead.

Now freeze.

Ask yourself: are you helping your partner or confusing your partner?

So now the third step. Try the exercise without pre-determining who will lead. Allow the leading to flow from one person to the other. I ask you to do this for the next 60 seconds.

You did it! You can sit down.

Now I realize that thinking in theatrical terms is not for everyone. So let's turn to a book written by Dale Carnegie, called *How to Win Friends and Influence People*. First published in 1936, it remains a beacon for business minded people all over the world. The book explores effective methods to create enthusiasm, communicate ideas, assume leadership, and build relationships. In fact, the Dale Carnegie Course, which teaches these methods, is still taught today, 61 years after Carnegie's death.

In his book, Carnegie outlines six steps to make people like you. Of course the resulting effects extend far beyond that one goal. In fact, these six steps sound a lot like concepts I've explored in acting class. To illustrate this parallel, after each step my acting students will read a brief passage from our class text, *Acting One*, by Robert Cohen, after each of Carnegie's six steps. Each of these passages echoes Carnegie's instruction.

[Actors stand with copies of *Acting One* in their hands.]

Carnegie Step 1:

Become genuinely interested in other people.

Acting One:

If you can find your acting partner interesting, it will make you interested and interesting; if you find your partner fascinating, it will make you fascinated and fascinating.

Carnegie Step 2:

Smile.

Acting One:

**Pair with a partner. Stand opposite your partner and devote about 20 seconds to each of the tasks that follow:
Study your partner's eyes. Make your partner laugh. Smile.
See the four-year-old child your partner once was. Take your partner's two hands. Make your partner smile.**

Carnegie Step 3:

Remember that a person's name is to that person the sweetest and most important sound in any language.

Acting One:

A starting point for analyzing any role... is basic information about the character... #1: What is your character's name?

Carnegie Step 4:

Be a good listener. Encourage others to talk about themselves.

Acting One:

The more you concentrate on your partner's character, the less you will be aware of the audience. The more you ask yourself real questions about your partner's character, the more you will be involved in the scene and the more you will create a real situation.

Carnegie Step 5:

Talk in terms of the other person's interest.

Acting One:

Probing deeply into other people is one of the essential tasks of the actor.

Carnegie Step 5:

Make the other person feel important—and do it sincerely.

Acting One:

Look clearly and directly at your acting partner and take in the whole person with whom you are acting.

In Acting 2, we begin our year of study by forming two lines and facing one another. That’s it.

[Wendy faces Ann as she talks.]

All the exercise requires is that you look at the person across from you and allow that person to look back. It’s simple, but not at all easy. When I first did the exercise I hated it! As I stood opposite my partner, my internal monologue went something like, “This is so uncomfortable. Is there food in my teeth? What’s my hair doing? She’s looking at all the blackheads on my nose... and at my eyebrows. I have horrible eyebrows. She’s so pretty. Ugh, why am I being so insecure? I wish I was prettier.”

Well, after a few minutes of that I got pretty sick of myself and that seriously self-centered little monologue. As we continued to look at one another, smiling and giggling from discomfort, I wanted more. I yearned to dig deeper, past the superficial and the childish. I also wanted that sickening knot in my stomach to disappear. Are you familiar with that knot? Well, as soon as I dropped those anxiety-driven thoughts, I got what I wanted. My self-centered blindness lifted, and I suddenly saw the face looking back at me as if for the very first time, even though we had been staring at one another for about three entire minutes. That’s a long time. You know what I saw? I saw a woman who was just as uncomfortable and self-conscious as I was. Why had I wasted so much time being intimidated? Suddenly all I wanted was to make my partner feel safe and comfortable. With a new sense of calm and a very specific goal, I now invited her to look at me, and my internal monologue changed to, “It’s okay, we’re in this together.”

So here is the point of the story. To do this—to help my partner relax into

the exercise—I changed my perspective. And when I looked outward instead of inward, a magical thing happened. All of those terrifying thoughts and awkward feelings that my own fear and anxiety provoked completely disappeared. It was so simple, yet so powerful, and so remarkably liberating. For me, it was much more than a mere acting exercise, it was a life lesson. One that I will never forget.

Speaking of life lessons, would you please think back to those mental notes I asked you to make a few minutes ago about how you would like to be remembered? What are the steps you need to take to get there? How does “the other”—your scene partners in life—how do these other people fit into those steps? Think about it, because it matters. In theatre, even soliloquies (one character alone on the stage, basking in the spotlight) rely on “the other.” It is the audience. Without the audience, that actor (or Convocation speaker) becomes a very odd person indeed, staring out at rows and rows of empty seats, standing under a bright beam of light, and talking to herself!

If you take absolutely nothing else from this talk, please take this:

- Focus on the other and it will build your confidence.
- Help the other to succeed and you will both succeed.
- Generously listen to the other and your life will be enriched.

[All five actors read aloud:]

**When you talk,
you are only repeating what you
already know.**

**But if you listen,
you may learn something new.**

—Dalai Lama

Make a promise to yourself that this year you will not just sit back and

judge, gossip, or complain. If that type of behavior has become your default, and if it continues, there will be little joy or accomplishment to be remembered when this year is over. Instead, seize the opportunity to Give to others—to Learn from others—to Experience by observing others—and to Share with others. Rehearse these practices every day until you see how well they serve you and how well they serve your fellow actors as we mount this play called “Day and Night on Noxontown” or “Tad’s School of Ethos.” Repeat them when your steps take you off to new college communities and into the workplace. Re-commit to them as you build families of your own.

As you grow, and as you interact more and more with the wider world around you, you will always be surrounded by “others” who share your human frailty for fear and insecurity, as well as your human desire to feel respected and appreciated. Honor this by remembering to nurture the others in your life, be they family, friends, strangers, or foes, for they are your mirror and will reflect what they see, just as the trees reflect the red and pink light of the sunset back toward the horizon. And that, my friends, is extraordinary.

I thank you for sharing your time with me today. I thank Mr. Roach for entrusting me with this incredible honor, and I thank Mr. Kalmbacher and Mr. Hoopes for their technical help. I would also like to extend a special thank you to Mr. Gold and my advisees for joining me on stage today. Theirs was not a time for caution.

I will see all of you at rehearsal!

Cue 4: Lights dim as music fades in

Music: “Football Training,” *Dead Poets Society Soundtrack* ■

16 DNC

PHILADELPHIA

NATIONAL CONVENTION COMM

Career Troublemaker

Jess Torres '08 on her habit of asking tough questions



In March, an alumni sent us an essay written by Jessica Torres '08 for *Women's Health* magazine. It's a piece about how giving girls access to the right opportunities early on can make all the difference to their lives as adult women. In the essay, she describes her journey from her Dominican household in the Bronx, to PREP 9 student, to St. Andrew's student, to a career that, so far, has encompassed Hispanic advocacy work, journalism, and presidential politics. (You can read her original essay at standrews-de.org/jesstorres.) After reading, we decided we had to know more about her life after St. Andrew's. We interviewed Jessica earlier this year and then touched base with her again just one week before the presidential election.

Where are you from? What led you to St. Andrew's?

I was born and raised in the Bronx, and I went to St. Andrew's as a result of PREP 9, which is a program in New York City that works with students of color who want better access to better education. It's a pretty rigorous program. I spent 14 months of my early adolescence doing all of this reading and writing and math that, at the time, I thought was terrible, but now I have such a great appreciation for. It prepared me for the challenge of St. Andrew's. It's hard enough being 14 and pimply and gangly and trying to make sense of the world, so being academically prepared was great.

I remember visiting St. Andrew's for the first time—I remember it looking a lot like Hogwarts!—and feeling this remarkable connection to the place. I could see myself walking through those doors of Founders over and over again, because there seemed to be a really tight-knit family of people there who all knew about each other and really took the time to take care of one another. I admired the smaller classes, the style of teaching—everything seemed to be a conversation, and not just in the classroom. My teachers would also be my coaches and my dorm parents. To have teachers who would be there for me when I tore my ACL, or who would take the time to bake brownies if I was having a down day... that sense of community really stood out to me, especially compared to some of the bigger schools I was seeing.

I'm an only child, and I had never lived away from home. So I needed to go somewhere where I felt comfortable, but also challenged. I found that at St. Andrew's.

When you got to St. Andrew's, what was particularly challenging? Anything you didn't expect? And what did you love?

Well, I didn't know what rowing was. I didn't know what squash was. It was a totally different world! But I loved that I got to try new things, and had really great facilities to try new things in. I learned how to swim at St. Andrew's, which was amazing: I got free swimming lessons, in this beautiful pool at my high school, with people that I knew and trusted. Those kinds of things, I think, made the transition easier. Helped me feel like I was a little more at home.

I think what was hardest for me was—I had always been one of the smartest kids in my class before I got to St. Andrew's, and then suddenly I'm in a classroom with 11 other kids who were also the smartest kids in their classes. Learning how to collaborate with each other was very important for me as a freshman, and going forward from there, too. Before going to St. Andrew's, my experience with group projects always was, 'Okay, one of us is going to carry the weight...' But that just wasn't the case at St. Andrew's. All the group projects we'd have to do, especially in math—we had to solve our problem sets together—it was great to be able

ALUMNI PROFILE

to learn from my classmates. That was something new for me.

As a student of color, I was in an environment where a lot of people don't look like me, and that was challenging. That doesn't mean that I'm lesser than anybody. It doesn't mean that I have less to offer or that I'm somehow only interesting because I'm different.

Was that your experience as a person of color at St. Andrew's—that you were only interesting because you were different?

I think it was good for me to be challenged in a way that was.... So let me tell this story. My senior year, I came up with this idea of doing a Chapel Talk that was all about diversity. I remember going to Hutch and Miss Joy Walton and saying to them, "Look, we want one chapel that the seniors get to lead, and it's just going to be all about diversity," and they were like, "Sure, do it." We pulled together a bunch of people from our class: me, and my best friend to this day, Brandon Ogbolu '08, and Phil Valliant '08, who was probably one of the whitest kids I'd ever met, and we put on this Chapel Talk. Phil, for example, talked about having roommates who were different from him and going through the process of getting to know people who aren't from Maryland and who don't play lacrosse. I got up there and my whole talk was about white privilege. I'll never forget the kind of gasp that went off in some of

the pews. Afterward, some people were like "Wow! That was so brave." Other people said, "Wait a minute—why are you telling me that I'm a bad person, because I'm rich and white?" To which I'd say, "That's not what it was about. But that was important for us to talk about."

Brandon and I were just always trying to stir up controversy. I say we were "troublemakers" in the best possible sense of the word. I think a lot of that came from having all these teachers who taught us to ask: "What's at stake? What's uncomfortable here, and how can we talk about why that is?"—all of these very St. Andrew's kinds of questions. I think that because we had so much support from chaplains and our teachers and our advisors and our coaches, we were able to talk about how uncomfortable and confusing it could be to look different than everyone else. I wouldn't have done it if I didn't feel like someone was going to have my back, at least.

Did you know that the School still holds a diversity Chapel every year?

Really? I did not know that. That is awesome!

So where has your post-St. Andrew's life taken you?

I went to Williams. I loved it a lot—I think for a lot of the same reasons that I love St. Andrew's. It's a little bit different, but

I loved the sense of community, and that everyone really buys into the culture of what Williams is and what it stands for. I majored in history and Africana studies. I graduated in 2012 and moved back to New York, where I worked at the U.S. Attorney's Office in the Southern District of New York for two years. I was a paralegal, and I helped out with complex frauds, and we did all of these, frankly, very boring tax things. It was a cool experience, but, right around the time where all of the people in my "class" of paralegals started to go on to law school, I realized: I don't want to go to law school. So I quit my job, traveled around Europe for seven weeks. It was pretty great.

When I came back, I volunteered on a local assemblyperson race in the south Bronx—they weren't paying me. And then I said to myself, "You know what, I'm going to take another risk," and I moved to D.C. After about a week there I got a job at Media Matters [a nonprofit progressive research and information center that analyzes conservative media]. I was one of two lead researchers on a bilingual campaign there called the Hispanic Media Project. We were examining Hispanic inclusion in news media. What do the Sunday shows look like? Were they presenting accurate representations of Hispanic communities and issues?

After a year of monitoring Sunday shows, we realized that Hispanics were disproportionately invited to talk about immigration, but they wouldn't be asked to talk about any other issues that might be important to them as Americans. It was so interesting, but it was also the first time that I had a really hard professional obstacle to deal with: we didn't have our funding renewed. It was kind of like surviving a [economic] crash at work, and I think it was a good experience for me to have to navigate that. I had the opportunity to think about: what did I learn from this experience of launching a project and feeling like we failed?

After that, I left my job to move to Philadelphia to work as the Assistant Press Secretary for the Democratic National Convention. Then, after the Convention, I took a position as Deputy Communications



Director at the Latino Victory Project. We are a Latino community empowerment organization; we advocate for government policies and political candidates who represent Latino interests and voices. My long-term goal is to run for U.S. Senate.

Wow! What would you hope to do in that position?

I think there's a lot of work to be done. I know everyone says that the system is broken, but it's not that it's broken. I think we're at this really weird time, historically, where none of the rules make sense anymore for how politics work and how things get done in government. I think a lot of that has to do with the fact that people who represent us don't really look like us. Our emerging leaders are more women, more young people, more people of color, more queer people.

optimistic people who have hope in our country's future—and who want to make the pipeline to elected leadership a lot more accessible. I'm currently in Florida, working on some get-out-the-vote work, and while it's exhausting, it's awesome to see all the different ways folks across the country are engaging in the political system, without getting bogged down by the nasty bits of politics.

This election has also been very tough on me personally, as a woman, as a Hispanic, and as a sexual assault survivor. Hearing some of the rhetoric from certain political candidates is triggering, and I wish I could just unplug sometimes but alas, there's work to be done. I'm lucky to be surrounded by such supportive and passionate people who understand that our leaders should represent the best of our nation. And that means being able

St. Andrew's gave me the confidence to do that.

I also learned how to check in with myself. There were so many amazing and inspiring women in the faculty and staff. Mrs. Hutchinson and Mrs. Brownlee—checking in with them was so, so crucial for my mental health. I was spoiled by so many amazing women on campus who were my advisors like Ana Ramirez and Stacey Duprey—or being able to catch up with Elizabeth Roach, and of course my second mom, ChiaChyi Chiu who has this understated warmth about her that is so incredibly powerful. I remember sitting in the Dining Hall and just being in awe of all these fantastic women who were so confident. I think that I learned to really love all of the things that make me a woman, because I grew up watching these women who were just so poised, and brilliant, and thoughtful.

They demanded a lot of me, and of the women who I grew up with at St. Andrew's.

I don't think I would be half the woman I am today if it wasn't for sometimes getting my butt kicked by Jenn Cottone for being a little bit late for check-in. Now I understand why Mrs. Duprey chewed me out that one time in tenth grade, you know? She sat me down for some real talk, like, "All right girl, I've seen this before. Here's how we're going to navigate this. You need to think about some things." I saw them asking those hard questions, and I had to ask myself the hard questions, too. Why am I acting out like this? Why am I feeling so down about whatever? I had the spaces to feel safe to talk about things that were weird or hard, that I didn't know what to do with, and I just had an amazing support network. I learned how to ask hard questions, and because of that, I learned how to value myself as a woman, and as a human.

I have to say, I'm just in such awe of everything that has to go into keeping St. Andrew's alive and thriving the way that it has, for as long as it has. It wasn't always easy, but I can't imagine having had a better experience. ❖

“I've always wanted to challenge the system, and I think you challenge it by working together and thinking about creative solutions to problems.”

I'm always a big fan of collaborating with people, and I think there are so many folks who are way smarter than me, and who can see things in ways I can't even begin to imagine. I think it would be an absolute privilege to put together teams of people who will ask, "How can we solve this problem? How can we actually make sure that people feel included in meaningful ways in how their country, their cities, and their neighborhoods work?"

This is St. Andrew's fault! I've always wanted to challenge the system, and I think you challenge it by working together and thinking about creative solutions to problems.

Are you willing to share some of your thoughts on this presidential election cycle?

This election has brought out some of the worst in our country, but I refuse to be discouraged. Through my work at Latino Victory, I've gotten to work with some cool, very thoughtful, and

to look beyond the typical talking points being spewed on cable news shows, and going out into different neighborhoods and communities and remembering that this election, like every other, should be about improving our schools, our health care system, and the very fabric that unites us in this great nation.

If anything, this election should serve as a reminder that we need great, passionate, smart, and thoughtful people to be engaged in the political process—and not just during presidential election years, but through midterms, and all other elections when folks are voting for school boards, mayors, city councils, et cetera.

What else in your life or your development would you attribute to your St. Andrew's experience?

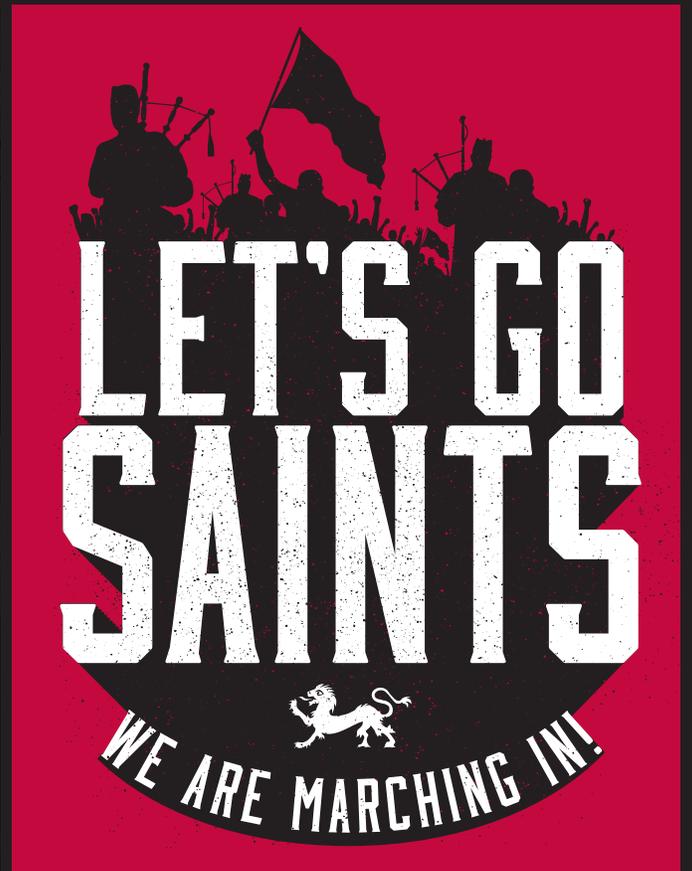
I learned to ask hard questions, and to feel okay about doing that, at St. Andrew's. That's definitely something I carried with me through college. Even now I find that it's important to speak up, and I think that



OCTOBER 29, 2016

HOMECOMING







A LETTER FROM
LOUIE CLAY

Former faculty member Louie Crew Clay sent us the following letter after attending a St. Andrew's alumni reception in New York City on Thursday, October 13. Louie taught at St. Andrew's from 1962 to 1965 (at that time he was known as Mr. Crew) and went on to become a professor of English at Rutgers University, and a well-known activist for the inclusion of LGBTQ people in the Episcopal Church. Louie married Ernest Clay in 2013 and took his last name at that time; prior to that ceremony Ernest and Louie had been illegally married for 40 years.

At a reception in the Princeton Club in midtown Manhattan last night, I reconnected with St. Andrew's School (SAS) near Middletown, Delaware. I learned almost everything good that I know about teaching when I taught there in 1962-65. Alexis Felix duPont built it in 1929, the year that many other millionaires were jumping out of windows in the wake of the stock market crash. He built it not just for the rich who could afford it, but for persons of all socioeconomic backgrounds. In the old days, with admiration, hands over our mouths, some whispered, "He built it to get into an Episcopal heaven!"

I became an Episcopalian on October 29, 1961. My ophthalmologist, whose son I taught, suggested that I needed some time outside the South to enlarge my perspectives, to challenge my received opinions, and to nurture my talents. I suspect now that he also knew my orientation and felt I would come to terms with it better outside the Cotton Curtain. A friend of mine in junior high had gone to St. Andrew's. I applied, was interviewed, and took the job.

Bob Moss, headmaster during my time there, told me, "We hired you because you're a good teacher, but I'll level with you: we hired you also because you're a Southerner committed to racial integration. We have many fine Southerners on the faculty who are not, and we need a counter witness. St. Andrew's will integrate soon, and we want to assure a proper welcome to those who are integral to all this nation is, even though too many consider them to be other."

To my surprise, many Southern students at SAS annually celebrated Robert E. Lee's birthday, and some sported huge Confederate flags on the walls of their rooms. I still do not even know the date of Robert E. Lee's birthday, and we gave no attention to it at the Darlington School in Rome, Ga., where I was teaching before SAS. Likely every Confederate veteran was dead by the 1960s. The unendearing KKK was the main group waving the Confederate flags we saw in Georgia in those days. The KKK itself had almost died out by the 1950s, although a few sit-ins had recently begun to bring them out of the woodwork.

"But you don't say any of this Robert E. Lee stuff when you're back home in Kentucky," I told J., a lad who had been fulminating to the Yankees. "Instead, when you're at the family Thanksgiving dinner, you tell them that you are for racial integration and enjoy watching them squirm."

J. turned crimson. "Ah ha!" a Yankee said. "Mr. Crew, how did you know?"

"Been there, done that," I explained; "J. is sharp. He's testing which arguments hold up best. He's using his mind. We all need to do that."

St. Andrew's integrated soon after I moved to England to come out in 1965. It became co-ed in 1973. In 2016 42 percent are students of color; females are just shy of 50 percent of the students; 18 percent of the students are international. "St. Andrew's has also had a Gender and Sexuality Alliance since the early 2000s that provides social support to LGBT students" (Wikipedia).

When I taught at SAS there were only five students for every teacher and only 185 students in the entire school. Today there are 310 students and still a 5-1 student to teacher ratio. With that ratio, students are very much the center of attention.

"We don't ask parents to pay until we have chosen the best of all our applicants," Moss explained to me. "Those who can afford it, pay the full amount [in 2016: \$57,000 per year]. Many others pay almost nothing." [In 2016: 47 percent (146) receive financial aid—not just token aid, but substantial, an average of \$43,032.94 each.]

All faculty and all students live on campus, a paradise, 2,200 acres on rural Noxontown Pond. Take a moment to look at the stunning short aerial video on the School's website.

When I taught there an older guy would visit frequently, arriving in a beat-up old Chevrolet. He hung out all over the place. At first I assumed he was a gardener, but "No," someone told me, "he's Mr. duPont, son of the founder." Oh, I said. He dropped by for coffee in the faculty lounge, but never said much. One day I said to a colleague, "I wish each student and I had tape recorders so that I might speak my comments on their papers. They would get much more feedback and it would be far more understandable than my scrawl." I did not even see Mr. duPont in the room, but a few weeks later, state-of-the-art Wollensak tape recorders arrived for all of us.

Over the years, *National Geographic* published articles by students of my colleague, biologist Bill Amos. Mr. duPont was not the only one who made a habit of eavesdropping on the faculty, ever intent on identifying and encouraging new ideas. Perhaps even more important, we on the faculty disciplined ourselves to listen to our students, intent on identifying and encouraging their new ideas.

Nor were we disconnected from the world beyond our refuge. Admiral Arleigh Burke, godfather of one of my student advisees, slept in my home over Father's Day weekend in April 1961. Burke had been

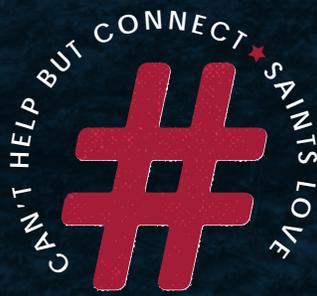
Eisenhower's Chief of Staff. He kept us all at the edge of our seats as he explained what was likely happening in the wake of Kennedy's invasion of the Bay of Pigs. In that context, our students devoured Golding's *Lord of the Flies*.

Current headmaster Tad Roach succeeded Bob Moss many years ago, and almost all the lads I taught at SAS have themselves retired.

Ernest and I thoroughly enjoyed Roach's report on plans to increase the amount of endowment restricted solely for financial aid: "It is a major way we can contribute to the country those aspects of character so important to the vitality of democracy." He stressed how important it is for those who live in safe-spaces not to stay there, but to take all the best we've learned and invest it to improve the world beyond our safe-spaces.

The "about" page of SAS's website says: "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." At SAS, that's not just P.R.; it's a way of life. It's an Episcopal heaven. ❖

“I learned
almost
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teaching when
I taught there
in 1962-65.”



DC ALUMNI RECEPTION

City Club of Washington | Thursday, September 22



NYC ALUMNI RECEPTION

Princeton Club of New York | Thursday, October 13



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



YOU CAN MAKE LIVES EXTRAORDINARY.

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“One of the things I am most proud of is my support of St. Andrew's every single year since I graduated. As a recent grad, I cannot yet make a large gift to St. Andrew's but I understand the power of consistent giving and I know that my gift makes an impact. For me, I give because I want to show my gratitude for my experience. I can make a bigger impact by giving every month in smaller increments and by signing up for recurring giving I know I won't forget to make a contribution.”



Join Mackenzie Lilly '09 and make an impact every month by setting up a recurring gift today!

www.standrews-de.org/giving

WALL OF HONOR



More than 500 names of alumni, spanning class years from 1934 to 2011, have been sent to the forge and will be etched into the bronze plates that will make up our new St. Andrew's Wall of Honor, recognizing every St. Andrew's alumnus we have identified as having served or who is serving in the military.

We are now working to collect alumni recollections and to document this important part of St. Andrew's alumni and world history.

Regardless of when, where, or how you served in the military, your life was changed by your service. A few saw combat, but many who served never experienced "a shot fired in anger." These experiences need to be memorialized and made available for others, if for no other reason than to provide historical perspective and first-person source material.

This objective may be beyond the scope of any compilation of stories, but we hope you will take this opportunity to share your story and deepen the understanding of what service to God and country meant to so many.

Please use the winter months to write, record or film. Send your history to alum@standrews-de.org. A fellow SAS veteran will be in touch to encourage and support you.

Larry Wood's Good Works

We spotted Larry Wood '54 in a story on Philly.com about his work helping prisoners who, as he puts it, have been "screwed by the system." The article, written by Philly.com's staff writer Jason Nark, is excerpted below. To read the entire article, go to Philly.com and search for Lawrence Wood.

As a retired judge, Lawrence Wood thought he'd seen all the angles, every lie a desperate man could cook up to save himself. Then, about eight years ago, a letter arrived at Wood's West Chester office from a prisoner who'd passed the hat among inmates to help raise money to save his cellmate. It seemed everyone who'd heard about James Kelly's story became obsessed with proving he isn't a murderer.



"I told James as long as I had a breath left in my body that I'd try to get him out of jail," Wood said.

Wood, 80, is a 1961 graduate of the University of Pennsylvania Law School who spent four years in the Navy. He left the bench in 2001 to ease back into private practice, part time. He wanted more time for hobbies, such as singing bass in the Opera Delaware with his wife.

Wood also wanted to devote himself to one of his pet causes: helping prisoners who, as he puts it, had been "screwed by the system." That's why Wood received a letter from George Bussinger, an inmate at Somerset State Correctional Institute in western Pennsylvania.

When Wood told him they'd need to hire a private detective, Bussinger collected \$1,000 from prisoners who knew Kelly. Wood hired Eileen Law, a Kennett Square detective, who, too, became focused on the case. Law has been threatened in north Philadelphia when she's walked the streets. She's talked her way into houses where she didn't belong. She always told someone where she was going, in case she didn't come back... She's spent more than 6,000 hours on the (Kelly) case, banging on doors across Philadelphia...

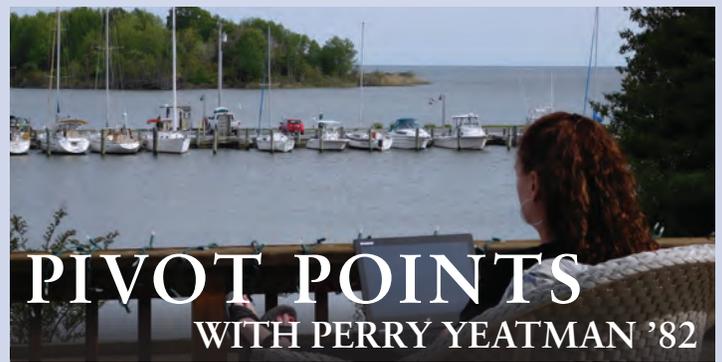
One of the men Wood and Law suspect of being involved is in federal prison for murder. Another is dead. Wood has asked Kelly to seek a pardon but Kelly won't even discuss it...

Kelly said that in his tiny cell at night, he dreams of a modest house, a steady job, and plenty of time for his many grandchildren. Maybe a steak dinner with Bussinger, his old cellmate.

"It's not hard to have hope," Kelly said. "I'm healthy. I can still think. I work here almost every day. My innocence is something I hold on to inside me. No one can take that from me, even if I die in here."

Wood's retirement remains on pause. He's a well-respected elder in Chester County's legal community. He holds out the possibility of receiving a phone call from Law with a new piece of evidence, or a confession letter landing on his desk. Mostly, Wood just thinks of Kelly, persevering behind brick and razor wire, far out west.

"How he keeps his spirits up is beyond me," Wood said. "My admiration for the man is boundless." •



PIVOT POINTS WITH PERRY YEATMAN '82

Perry Yeatman '82 announces her new venture Pivot Points, Your Career, Your Terms. It's actually something she has been thinking about and experiencing for many years.

"For decades I've struggled and watched other women struggle to land the best jobs, earn our fair share of promotions and juggle career and family. All too often, we end up settling or, even worse, dropping out—if not of work than at least out of the race to the top. That's why despite the fact that women make up more than 50 percent of graduating classes in America these days, only about 5 percent of Fortune 500 CEOs and less than 20 percent of Board Directors are female.

"For years I've tried to help, by supporting ambitious women through coaching, mentoring, sponsoring, speaking, writing, etc. But it's always been in addition to my 'day job.' Today, I'm finally in a position to devote more time (not all my time but at least a lot more) in order to do something meaningful—and hopefully impactful—to change this disappointing reality.

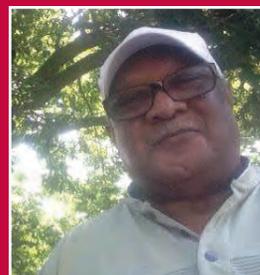
"I'm so grateful to the 100-plus CEO and 'C-suite' women from business, government and civil society who have already agreed to help me by sharing their best advice and practical tips for navigating the career pipeline—from landing that first job (Launch) all the way through to getting into the C-Suite/Board room (Executive) and creating powerful 'second acts' (Transitions). Through my own blogs and, more importantly, candid interviews with some of the most successful women in the world, this platform is all about supporting women so they can stay in the career pipeline and ultimately close the gender gap at the top.

"The platform/website is www.YourCareerYourTerms.com and the podcast series is called Pivot Points. Each week, I'll be writing a new blog addressing a hot topic or user question and posting 1-2 new podcast interviews with other women who have made it to the top. Much of the content is applicable to men, but it's specifically tailored for women."

Perry invites St. Andrew's alumnae to sign up to receive her latest content each week, follow her on Facebook, Twitter, LinkedIn, and Instagram and would love your comments and questions!

She writes, "Together, we can help ensure all women have the insights and inspiration they need to create the careers and lives of their dreams!"

CAPTAIN OF "THE CAGE"



Sam Simmons, who for many years captained "the Cage" in the SAS gym and wished us luck or gave us a few words of encouragement as he handed us our uniforms before a game, stopped by SAS this summer. He still has that same twinkle in his eye. It was great to see Sam back at SAS!

In Memory

Henry Griffith Parker III '44



Henry Griffith Parker III, age 89, died peacefully on Saturday, July 9, 2016. Born October 27, 1926 in Plainfield, N.J., Henry served in the Navy in World War II. He was forever a

supporter of and an example for his family and an ambassador of America's greatness.

Henry attended St. Andrew's School and Lawrenceville before graduating in 1944. He earned his undergraduate degree from Princeton University in 1948. Henry was the inspiration and a founding member of The Princeton Tigertones in 1946. For over 65 years the Tones have remained Princeton University's signature a cappella group, pursuing opportunities to maintain a culture of good friends and good music to audiences across the globe.

Henry spent 48 years working for Chubb and Son. During his distinguished career at Chubb, he held many positions, including Senior Vice President and Managing Director. Early on, Henry saw the opportunity to build out a multi-national insurance infrastructure to support globalization. He was instrumental in building Chubb's global presence by establishing the company's international offices in China, India, Japan, Cuba and throughout Europe and South America.

Henry served on many boards, including the National Foreign Trade Council, Firemark Global Insurance Fund and Alliance Insurance Company. He was Chairman of the Business Advisory Committee for the United Nations Business Council and advisory board liaison for the People's Insurance Company of China.

Henry also appeared on numerous television and radio programs and contributed articles to professional

journals. He served as a trustee of Drew University and was Chairman of the Board at Overlook Hospital from 1973 to 1980. He received the International Insurance Award from the United States Chamber of Commerce in 1981 and a Distinguished Service Award from the International Insurance Council in 1988.

At the time of his death, he held memberships with The National Association of Insurance, American Insurance Association, Devon Yacht Club, Morris County Golf Club Princeton Club of New York and Psi Upsilon. Henry is survived by his wife of 59 years, Audrey Parker, his son H. Griffith Parker IV of Wayne, Pa., his daughter, Elizabeth Parker Browne of Bethesda, Md., three grandchildren, three step-grandchildren, and one step-great-grandchild.

Published in *The New York Times* on July 12, 2016.

Luther R. Campbell '46



Luther Roy Campbell, Jr., 88, of Emmaus, Pa., passed away peacefully surrounded by his family on Wednesday, October 5, 2016 at St. Luke's Hospice House. He

was the husband of Jo-Ann (Reinheimer) Campbell. Born August 19, 1928 in Allentown, he was the son of the late L. Roy Campbell and Winifred (Pearce) Campbell.

Luther was a graduate of St. Andrew's School in Delaware and The University of Penn's Wharton School of Business in Philadelphia. He was a brother in Alpha Sigma Phi Fraternity and served as their Treasurer, Vice President, and President. He enlisted in the U.S. Navy from 1950 to 1954 where he served on the USS

Van Valkenburg. He was a partner in his father's CPA firm, Campbell, Rappold & Yurasits, LLP in Allentown for many years and was the managing partner for 20 years. He served as a former Director of the Regional Board of First Union Bancorporation, was a former Director of First Fidelity Bancorporation, former Director of Fidelcor, Inc, and former Director of Merchants Bank NA, all predecessor banks to Wells Fargo. He also chaired the Loan Committee for Merchants Bank of Allentown for many years. He was also a former Director of Old Guard Insurance Group in Harrisburg.

Luther was an Elder at the First Presbyterian Church in Allentown where he served on the Board of Trustees, was President of the Board of Trustees, and President of the Board of Deacons. He was a long time member of Lehigh Country Club, was chair of the Membership Committee for 27 years and also an avid tennis player. He served on the boards of the YMCA of Allentown, University of Penn Alumni Club, and the Livingston Club of Allentown. Luther was a member of Kiwanis Foundation, Allentown-Lehigh County Chamber of Commerce, Lehigh County Authority, and former Chairman of the Lower Macungie Township Authority.

Luther was a former private pilot and owner of a Piper Archer II. Luther loved tennis, gardening, and Bonita Bay, Fla., and he was Boo to his five grandchildren whom he loved deeply.

Besides his wife, Jo-Ann, he is survived by his step-daughter Karen Pearce Sonier and her husband Michael, of Center Valley and their children Megan and Tim; his step-son Richard Pearce II and his wife Kristen, of Orefield and their children Amber, Nikki, and Ashley; his brother David Pearce Campbell and his wife Mary, of Richmond, Va., and his nieces Margaret Campbell Ullrich, and her husband Chris, of Charlotte, N.C., and

their children Tinsley, Annie and Caroline; Winifred Campbell of Richmond, Va., and his nephew David Campbell, Jr. and his wife Jennifer of Richmond, Va., and their children Pearce and Jacob.

From **Jim Perry '46**: “Lu Campbell arrived at SAS as a V Former in the class of 1946. I knew him just that first year, as I spent the next year with the Marine Corps, but who could forget him? He was—no other word will do—jolly. He seemed always to be smiling, even though we teased him unmercifully. Not everyone takes to life in a boarding school, but he took to it immediately. We cherished Lu Campbell. He roomed with Dave Bellis the year after he arrived, and they formed a life-lasting friendship. Together, they kept all of us in line in the many years that followed.

“Lu led an all-American life—family, kids, job running the accounting firm founded by his father, a stint in the Navy, an attachment to his church (Methodist), St. Andrew’s, meant a lot to him.”

William T. Murray '50 P'90



William T. Murray III, a retired First National Bank of Maryland executive, history buff and an adventurous traveler who even survived a shipwreck, died July 16 of complications from Parkinson’s

disease at his Cumberstone home near Harwood in Anne Arundel County, Md. He was 84.

The son of William T. Murray, Jr., a farmer, and Edmonia Colhoun Murray, a homemaker, William Talbot Murray III was born in Washington and raised on his family’s West River farm.

After graduating in 1950 from St. Andrew’s School in Middletown, Del., he earned a bachelor’s degree in 1954 in economics from Trinity College in Hartford, Conn., where he was a member of Alpha Delta Phi. He served in the Army from 1954 to 1956 in Germany.

Mr. Murray began his banking career in 1956 with the old First National Bank of Maryland as a management trainee and then progressed to cashier. He was named assistant vice president, vice president and senior vice president. He was promoted to executive vice president of

operations and then joined the Financial Management and Trust Groups, a position he held until retiring in 1994. The former Homeland resident had been a member of the American Bankers Association, the Government Relations Council and the Maryland Banker Association, where he served as president from 1993 to 1994.

Mr. Murray, who had been chairman and director of the Harbor Health System Corp. Inc., also had been assistant secretary of the hospital’s board and served as a member of the finance committee for Harbor Health Center. He was a director of the Harbor Health Foundation Inc. and was a member of the board of MedStar Health.

S. Steven Sands, managing director of Wilmington Trust, was a longtime colleague and friend. “We worked together at First National for 35 years,” said Mr. Sands, a Baltimore resident. “I respected him highly, and one of his greatest traits was that he unquestionably expected the best out of people and he got it,” Mr. Sands said. “He was always fair; now, you didn’t always agree with him, but he was fair.”

Interested in Maryland and world history, Mr. Murray was a longtime member of the Maryland Historical Society, where he had been a trustee and served on the finance, executive and personnel committees. He was also a trustee of Historic London Town and Gardens and St. Andrew’s School, and had served as president and treasurer of the Old South River Club.

Mr. Murray’s wife of 23 years, Virginia P. Clagett, was a former member of the House of Delegates, where she represented District 30 in Anne Arundel County. They were world travelers and often enjoyed traveling by ship.

In the early morning of May 10, 1995, Mr. Murray and his wife were asleep aboard Renaissance Cruise Lines’ M.V. Renaissance VII as it sailed the Aegean Sea from the Greek island of Rhodes to Istanbul. The ship abruptly came to a stop.

“It was 3 a.m., and the ship suddenly lurched. All the crew was running forward, many in their pajamas, to see what had happened. It was quite scary at first,” recalled Ms. Clagett. “We had hit a rock near Pserimos Island, which is north of Kos, Greece. No one was hurt, and we went on deck, where they gave us drinks and the ship’s band decided to play ‘Nearer My God to Thee.’ It was before a lot of

us knew about the Titanic, and the movie hadn’t yet come out,” she said.

“We learned it had been a navigational error and had taken place on the bridge. They had failed to make a turn. At first, they said we would wait for the tide to lift us off the rock, but that did not help,” Ms. Clagett said. “They had to unload our luggage, which they put on the ferries that had come to our rescue, which then landed us at Bodrum, Turkey,” she said.

Two years later, on November 17, 1997, the couple were in Luxor, Egypt, when terrorists killed 70 people—60 of them tourists—who had been visiting Hatshepsut’s Temple, a 3,400-year-old structure that sits across the Nile from Luxor and is the resting place of Queen Hatshepsut, who had ruled Egypt from 1492 to 1458 B.C.

“As we were arriving, people were fleeing. We were safe, and at first our hotel didn’t know what had happened and downplayed it, but it quickly became world news,” Ms. Clagett said. “The next day, we went to the temple, but out of respect for what had happened there, we did not go in. But we did see the bullet-riddled tourist bus.”

The couple soon developed a reputation for having exciting and adventuresome vacations. “Our friends wanted to know where our next vacation was going to be so they could make other plans,” Ms. Clagett said with a laugh.

In the 1980s, Mr. Murray built a small home at Cumberstone, which is on the Rhode River, a tributary of the West River, where he liked to entertain family and friends. He also enjoyed gardening, archaeology and spending time on the river. “Every time we went to southern Maryland to visit Bill, we had a good time,” Mr. Sands said.

Mr. Murray was a member of the Elkridge Club. He was a communicant of Christ Episcopal Church, “which his forebears had built,” said Ms. Clagett.

In addition to his wife, Mr. Murray is survived by two daughters, Linda Murray of Harwood and Sally Murray of West River; a stepson, John Clagett of Friendship; a stepdaughter, Brooke Clagett of Friendship; and six grandchildren. An earlier marriage to Sally Beer ended in divorce.

Theodore L. Hill '52



Theodore L. Hill, Jr. D.D.S., 82, of Paoli, Pa., died on September 26, 2016. Ted was born on December 19, 1933 in Greenville, S.C., to the late Theodore L. Hill and Edith Hoke and was the

beloved husband of Lana Platt Hill.

He was a graduate of St. Andrew's School, Franklin Marshall College and Temple University Dental School, where he was in ROTC. Ted was a veteran of the U.S. Navy, where he was a dentist. He was in private practice as a general dentist in Paoli, Pa., for 45 years until his retirement in 2014. He taught dentistry at Temple University for decades, increasing his number of teaching days after his retirement. He loved grooming the next generation of dentists to join the profession which was his passion. Ted was a member of the American Dental Association, Pennsylvania Dental Association, Academy of General Dentistry (Fellow) and the Academy of Stomatology.

Ted cultivated many circles of friends—whether old classmates, his morning “solving the world's problems” coffee group, his fishing buddies, his wine group, preventive dentistry study group, bible study groups and more! He also loved boating on the Chesapeake Bay. When his kids were young, he piloted a houseboat, stopping often to let the kids explore islands and swim. Later, he bought his dream sailboat, which he enjoyed for 40 years. He also loved hiking, camping and fly fishing, and was a longtime member of the Wantastiquet Trout Club. Ted was an active member of The Church of the Good Samaritan for 35 years, where he was in the vestry and a bible study leader.

Ted was predeceased by his parents and his sister Sally Wagner. He is survived by his wife Lana, his three children and their spouses, Theodore L. Hill, III, Douglas Hill and Dorothy Hill; his two stepchildren and their spouses, Deborah Sulli and Kathleen Schneider; his sister and brother-in-law, Edith and David Rowland; grandchildren Sam Hill-Cristol, Ray Hill-Cristol, Miriam Hrbek, and Julian Hrbek; step grandchildren Sarah Schneider, Amanda Schneider and Franchesca Sulli; niece Grayson Wagner; and nephews Christopher

Wagner, Benjamin Wagner, Hobart Rowland and David Rowland. He will be deeply missed by his family and many friends.

George Carter Werth '52 recalls, “Ted and I, along with eight others entered St. Andrew's in our IV Form year joining other classmates that previously came aboard in their II and III Form years. From that period forward Ted's inspiration and leadership were underwritten with his being a prefect in our year of graduation; president of the SAS Alumni Committee for an extended period, and for decades our Class Agent. From the get-go, Ted was mindful of our Class Reunions. Nine days before his abrupt passing, I wrote ‘absolutely’ in a reply to a communique from Ted: ‘G-C, shall we start immediately if not sooner, planning for our 65th Class Reunion next June?’ For years, I crewed aboard Ted's sailing sloop for summertime weekend cruising on the Chesapeake Bay; in the early spring, weekend fishing trips in Vermont to catch trout in Ted's fishing club camp. Ted was FRIEND and FAMILY.”

Sid Brinckerhoff '52 writes, “I am saddened by Ted's passing but am filled with warm remembrances of his kindness and friendship at school and in the recent past. I have not stayed in touch with St. Andrew's but have remained close to several classmates including him. My condolences to his family and many friends.”

Richard Baer '62 P'98/00/04



Richard Price Baer, 72, of Kill Devil Hills, N.C., passed away in the early morning hours of Sunday, October 9, at the Outer Banks Hospital.

Richard was born in Norfolk, Va.,

to the late Richard P. Baer II and Frances Kerns Baer on January 13, 1944. He grew up in Edenton, N.C., and summered in Kill Devil Hills with his family nearly every year until they moved there permanently. He attended St. Andrew's School in Middletown, Del., and graduated from UNC Chapel Hill in 1967.

Richard took over the management of the Outer Banks Trading Post on the beach road in Kill Devil Hills from “Mama and Papa Baer” until 1986. He then opened

and operated a year-round property management company, Baer's Cottages and Properties.

Richard was a very active community member and leader, devoting countless hours to a wide variety of volunteer activities. He served as Kill Devil Hills Town Commissioner, on the Zoning Board of Adjustments, and on the Dare County School Board. He devoted many years and hours to the North Banks Rotary, Missions of Mercy Dental Care program, and the Dare Literacy Council as a tutor. He founded the Kill Devil Hills chapter of the Sons of the American Revolution. He served as Troop Committee Chairman and Scoutmaster for Troop 117 of Kitty Hawk United Methodist Church assisting numerous youth to reach the Eagle Scout honor. He attended the 1995 World Jamboree in the Netherlands as well as serving as a Scoutmaster for the 2001 National Jamboree in Fort A.P. Hill, Virginia. A longtime member of the KHUMC, his contributions included teaching Sunday School as well as serving on their Board of Trustees, most recently as chairman.

Richard loved the study of genealogy. A consummate student of history, he loved telling stories of his family's past, and recounting the rich history of the Outer Banks.

Richard was preceded in death by his brother Arthur Pue Baer. He is survived by his wife, Priscilla “Sunny” Small, sons Luke S. Baer and Alexander D. Baer, daughter Elizabeth Zoe Baer and her husband Eric L. Meibos, sisters Elizabeth Baer of Claiborne, Md., and Priscilla Baer of Easton, Md., and grandson Alden Quinn Baer Meibos.

From **Jim Beverly '62**: “Well, here are some words of mine and others, inadequate as they may be, on the occasion of this great shock, this true tragedy—the death of a great man in the midst of doing great deeds. Richard Baer is gone—how can that be? He was my oldest and best friend.

“We first met at St. Andrew's School, as III Formers, in the fall of 1958. We competed on the athletic field in 6 man, 100 lb. football—the last such teams in SAS history. Our fathers met for the first time on the sidelines of the ‘big’ game. They missed most of the action, sharing tales of days at Mercersberg Academy and a few bourbons. Then off to that ultimate SAS treat, dinner at the Granary. We also competed head-to-head in wrestling in the

95 lb. division—neither of us had to lose even a pound to make weight—to see who would have the honor of being crushed by Dick Steele.

“Rivals we were, friends we became, for life as it turned out. Very different we were, he from a small city in North Carolina and the Outer Banks, I from living in three different states—Texas, New York, and Florida and three foreign countries—Venezuela, Peru and Colombia. Very similar we became. Husbands, fathers, grandfathers; both caretakers for ailing mothers; planted for 40 years in the places we came from; he in Kill Devil Hills, I in south Florida. Both retired and enjoying the time to relax, reflect and relish life. Both deeply into our families, and into SAS alumni affairs; he, as we all know, much more than I or any other person.

“My first visit to the Outer Banks was for the epic SAS Class of ’62 house party at the Baers’ compound on the beach. I am certain that tales, legendary feats from that event will be featured next week and at every future gathering of our cohort. How many Jeep stories are there? Careening across Jockey’s Ridge, tipping over with Bullock on top of the pile, ‘Hatari’ hunting at night in the lot next door, the trek to Corolla summer school through the US Navy bombing range...the list goes on. We departed in the sure knowledge that we may never see each other again.

“On my way to Salvo on the Outer Banks with friends for our second summer on the beach in 1976, I wondered if the Trading Post, his dad’s store, was still open. It was and the young man at the desk, who looked very ‘Baer-ish,’ was his brother Arthur. Richard, who had taken over the store, emerged from the back. That meeting began 40 years of annual visits every summer, other occasions and of course, SAS reunions. Sunny used to come down for a week to our summer house to ‘take a break’ from KDH and Richard, who came midweek bearing the best fresh fish with his children in tow. We also had a few mini reunions—Big E, Court, BillEd—at his house and Salvo.

“As Hurricane Matthew approached KDH, I recalled sitting out similar storms with Richard and family at his compound with the ‘master of the OBH storm.’ This was his last, how can that be? For myself I am reminded again but now most profoundly of some lines by Keats: ‘You who will judge me, do not judge alone this

deed or that... Think where a man’s glory most begins and ends, And say my glory was I had such a friend.’

“For all of us there are some thoughts of Mark Twain again more appropriate than ever now: ‘We shall sit down and talk and steep our thirsty souls in the reviving wine of the past...We shall utter the name of the mate of our youth and caress it with our speech. We shall search the dusty chambers of our memories and drag forth incident after incident, episode after episode, folly after folly, and we shall laugh such good laughs over him, with tears running down.’

“My loss and sorrow, our loss and sorrow, our determination to go forward with Richard’s spirit, of course cannot be matched by that of his family, Sunny, Luke, Alex, Zoe and Quinn who will miss him most.”

John P. Crowley ’13



Of Richfield, Wisc., and formerly of Middletown, Del., John Patrick passed away on September 9, 2016, age 21 years, due to injuries from a motorcycle accident.

J.P. is the cherished son of Dean and Tara (nee Bolster), loving brother of DJ, Sean, Shane and Aidan, dear grandson of John and Mary Bolster and Deanna and the late Denis Crowley,

nephew of John (Heather) Bolster, Heidi (Brian) Byrne, Gretchen (Steve) Coleman, Megan (John) Hessel, Kristen (Cris) Camery, Denis (Linda) Crowley, Dana (Annmarie) Crowley and David (Kim) Crowley, and is further survived by many cousins, other relatives and many loving friends.

John Patrick was born in Kenosha, Wisc., and grew up in Middletown, Del. He attended MOT Charter School and was a 2013 graduate of St. Andrew’s School, Del. John was currently attending college and working in Eau Claire, WI.

John Patrick was special. He was energetic, free-spirited and so very affectionate. Such a happy and easy going child, loyal and kind, he was a good friend, and he had many. John was compassionate and empathetic. He was always supportive of his brother, DJ, and DJ’s Special Olympic teams. John loved dirt biking and landscaping with his brother, Sean, and being a big brother to Shane and Aidan. He loved children, especially his cousins, and they were drawn to him. John loved any and all sports, playing several all the way through high school. So many of his friendships started with a sports team. While he was a thrill seeker, his ultimate joy was spending time with his girlfriend, Adrian, his friends and family. *Reprinted from www.legacy.com.* ❖

I want to begin with a story.

As part of the program called ASSIST that got me into this school, I went to a four-day orientation in Boston. During those four days, I got close to my roommate. He is the guy I want to talk about. His name is Hamse. He is 18 years old. The first time I met him, he told me he came from Somaliland. I had never even heard of Somaliland, so I was very embarrassed. He told me it is a country in eastern Africa that is not recognized as independent. He grew up in a place that couldn't be more different from the places where most of us grew up. His country is corrupted by war, greed, selfishness and inequality. He has four younger brothers, none of whom go to school because the family couldn't afford their tuition anymore, or they just didn't think it was important. His oldest brother, at age 14, left Somaliland for Europe. He is currently in Switzerland as a refugee. He will have to leave by the end of the year and return to Somaliland.

Hamse realized his only way out was education. Hamse's life depended on getting this exchange year. If I hadn't gotten it, I probably would have had a nice life anyway. But for him, it was everything. This exchange year shapes his future. Hamse doesn't have all the things we all have—he is not as privileged as we are. And yet he told me his stories as if they were "normal." He didn't seem at all fazed by the fact that his brothers were all out of school, that he lived in extreme poverty, or that he has already faced much more horror than many of us will ever experience in a lifetime. It was as if living without security was normal—as if this was how things were.

Take a moment to look around. The high-income class, the people sitting at the tables, you are merely 10 percent of the world. You have everything people in other places can't even dream of. Middle-income group, you represent people like Hamse. You need to work hard to earn money, and you have enough money to buy food, but just one small tragedy—a drought, a missed harvest—can put you in the low-income group. Low-income group, you earn an average of \$3 a day. Three dollars a day. That's less than we pay for a cup of coffee at Starbucks. You represent most powerfully how much the world is divided. You make up over 50 percent of the world population.

I know for a fact that I cannot remember one day in my life when I didn't know where the food of tomorrow was supposed to come from. There was always food. Hamse taught me that there is a different story out there—far closer than one might think. A story much less

often told because it is much less glamorous. We don't like to listen to things that don't sound nice.

So today let's open our eyes to what's around us. Think about what it must be like for the people that experience hunger every single day. Think about Hamse as you eat. Think about how hard he had to work and how easy it was for us, how unequal the world is. Look around you: 90 percent of us are not sitting at a table. Ninety percent of us do not share in the wealth of this planet.

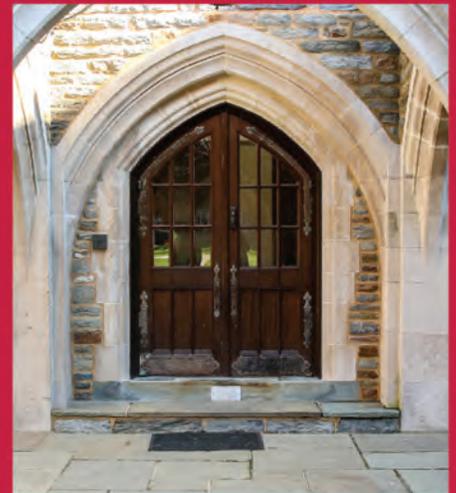
We are all the same. We all get hungry, whoever we are. We all want security, happiness and food. When I asked Hamse what he was going to do about the situation in his country, he said something that went like this: "Simon, when I go back to Somaliland I will work at the school I went to. I want to get funding from Europe and America to start helping to save people's lives in my country. I want to make Somaliland independent and start a business. I want to give." Those are words I will remember for a long time. In these incredibly turbulent times, let's remember to give. Let's care for each other, just like Hamse cares for his people.



Simon Sperl '18 (third from right) in Dr. Harvey Johnson's Honors Chemistry class.

Simon Sperl '18 hails from Neuruppin, Germany, and is attending St. Andrew's this year through the ASSIST Program. Each year, St. Andrew's hosts a German student through the ASSIST Program, a nonprofit, international educational and cultural exchange that identifies, places, and supports outstanding international students on one-year scholarships at leading American independent secondary schools. The text above is excerpted from a talk Simon gave at an Oxfam Hunger Banquet (an interactive dinner designed to raise awareness about world hunger) organized by students and held in the Dining Hall on the Wednesday after Election Day.

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