ST. ANDREW'S MAGAZINE





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Mission Statement of St. Andrew's School

In 1929, the School's Founder, A. Felix duPont, wrote:

The purpose of St. Andrew's School is to provide secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards.

We continue to cultivate in our students a deep and lasting desire for learning; a willingness to ask questions and pursue skeptical, independent inquiry; and an appreciation of the liberal arts as a source of wisdom, perspective and hope. We encourage our students to model their own work on that of practicing scholars, artists and scientists and to develop those expressive and analytical skills necessary for meaningful lives as engaged citizens. We seek to inspire in them a commitment to justice and peace.

Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

As an Episcopal School, St. Andrew's is grounded in and upheld by our Episcopal identity, welcoming persons regardless of their religious background. We are called to help students explore their spirituality and faith as we nurture their understanding and appreciation of all world religions. We urge students to be actively involved in community service with the understanding that all members of the community share responsibility for improving the world in which we live.

St. Andrew's is committed to the sustainability and preservation of its land, water and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew's historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.

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I have to think
that while we all
had our different
ways of going
through the halls
at St. Andrew's,
we all experienced
similar things
that propelled us
to whatever it is
we're continuously
trying to find, from
a professional
standpoint, today.

My colleague Amy Kendig pointed out to me the other day that there's a common thread throughout many of the alumni profiles you'll find in this issue of the St. Andrew's Magazine: a fierce drive to crush it. Forgive me if I've already lost you—in Millenial parlance, to say someone is "crushing it" means that she is succeeding wildly at whatever she is doing, dominating and innovating in her field. To me, the phrase goes beyond excellence: to say someone is crushing it means that not only are they at the top of their game—they also fought to get there. They doggedly pursue a vision of themselves as excellent—they believe in the "value of singularity of purpose," to quote LeMar McLean '00 on page 40—they question conventional wisdom and traditional narratives of success, and they don't give up when faced with discouragement, setbacks, or opposition.

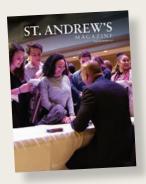
On page 30, Rob Butler '94 talks about his ongoing quest to improve the state of American musculoskeletal medicine. As Director of Performance for the St. Louis Cardinals, he's refused to accept medical industry assumptions about what musculoskeletal injury treatment and rehab should look like, and in the process has become an innovator in the field. On page 82, the inimitable Maggie Rogers '12 discusses her journey from NYU music student to album-dropping, tour-headlining breakout star. Throughout, she remains focused on "the work"—her creative work as a musician, and how her ruthless dedication to that, even while at St. Andrew's, is what's propelled her to where she is today, at the shockingly young age of 23. In her address before the Class of 2017 at this year's Commencement, on page 56, Heather Mitchell '92 shares the story of how she persisted in believing in herself and her professional goals, despite the fact that the world had repeatedly told her these goals were unrealistic and impossible. And on page 40, LeMar McLean '00 talks about his own dogged journey from unpaid improv theatre intern to prolific writer, actor and producer, and his efforts to create spaces for the stories of people of color within New York's crowded and white-male-dominated comedy world.

What's more, many of these alums take the time to point out that their fellow St. Andreans are crushing it in their own fields. As Rob noted at the end of our interview: "Loudon Wainwright '65, Maggie, Mark Cheng '90, Greg Gourdet '93—these are all people who have passion for what they do, have achieved what they have at a very high level, and have put their own take on it in order to take that to the next level. I have to think that while we all had our different ways of going through the halls at St. Andrew's, we all experienced similar things that propelled us to whatever it is we're continuously trying to find, from a professional standpoint, today."

There are many other threads of the St. Andrew's ethos you'll find woven into these alumni interviews, but I'll let you discover those for yourself. Happy reading.

Liz Torrey

Director of Communications etorrey@standrews-de.org



Remembering "A Giant"

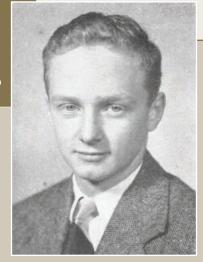
Henry Herndon '48 P'83

Missing All Things Saint-ly

Well, the SAS team hits another home run! I have spent the last hour reading the most recent magazine and am missing all things Saint-ly. Tad, your letter was poignant and Liz, the layout and breadth and depth of articles were simply perfect. Thanks for the ethos of excellence!!

Best, Annie Egan P'13,'13,'16,'16





To the Editor of the *St. Andrew's Magazine*—

I want the St. Andrew's family to know what a giant Henry Herndon was during his time on the Board of Trustees—and how incredibly helpful he was to me during my tenure as Head of School. He was sage, calm, smart, thoughtful, and decisive, and never too busy to "be there" for the School. Joan and I will miss him. He was a great man.

Jon O'Brien St. Andrew's School Headmaster 1977-1997

For more on Henry, turn to page 102.

■ 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 St. Andrew's Magazine and may be edited for clarity and length.













A MESSAGE FROM THE HEAD OF SCHOOL

Professor Alvin Kernan was my brilliant Shakespeare professor who introduced



me to powerful and illuminating approaches to the study and teaching of tragedies like *Macbeth*, *Othello*, *Hamlet*, and *King Lear*. His insights and readings of these plays influenced and inspired my teaching of these texts and my understanding and consideration of aspects of leadership in the world. I began thinking about Kernan's lectures as I tried to put into words what Henry Herndon '48 P'83 and Frank Giammattei '47 GP'09 meant to me and St. Andrew's. We lost these two leaders over the course of the spring semester this year.

Kernan's lectures honored the nobility, integrity, and honor of the old order in Shakespeare's plays, the characters like Duncan, Old Hamlet, and Lear whose greatness emerged from their integrity, loyalty, and sacrifice for the good of the kingdom. The essence of the old order emerges through trust and grace, perhaps most memorably expressed through Duncan's speech offering mentorship to Macbeth: "I have begun to plant thee. And labor to make thee full of growing." The lines perfectly express the generosity, trust, integrity of the natural order Duncan cultivates in the play, an order that collapses in short order due to Macbeth's ambition.

Essentially, in these great plays, Shakespeare tests whether or not a new order of leadership can employ the values of the past to the complexity, confusion, and treachery of the present. It is up to Malcolm, Hamlet, Fortinbras, and Edgar to restore order and establish legitimacy and authority after the loss of these revered figures. Kernan's lectures suggest that while order in each play is restored, the essential humanity, grace, and trust of the past never quite finds expression again.

Henry Herndon and Frank Giammattei represented the virtues of the old order perfectly. They represented St. Andrew's with grace, wisdom, generosity, and patience, Henry as the first alumnus who was President of the Board; Frank as Chair of the Building and Grounds Committee. They each were perfectly consistent, mature, wise, judicious, and generous in their work with St. Andrew's.

Henry Herndon understood the greatness of the school he attended, but he pledged to Headmaster Jon O'Brien and me his full support as we envisioned improvements and developments in our culture and pursuit of mission. He understood that we needed to cultivate new alumni and parent support and presence on the Board. He recognized that his legal expertise, understanding of the Delaware community, and experience with leadership could provide an invaluable foundation for the work of two headmasters. His advice was remarkably clear, consistent, powerful, and liberating. He wanted the School's values and principles expressed without compromise or retreat. He supported the humanity, warmth, and public purpose of the School. As a lawyer, as a citizen, as a trustee, he set the very highest standards for professionalism and discipline. His spirit, example, and courage inspired trustees and his successors in Board leadership. His mentorship of young lawyers was similarly comprehensive and compelling.

Frank Giammattei gave his heart and soul to St. Andrew's, and as an engineer and trustee, he brought his full energy and expertise to

the campus. As Chair of the Buildings and Grounds Committee, Frank led the most ambitious era in School history as we moved to renovate the lower level of Founders Hall, to build the O'Brien Arts Center, the Genereaux Aquatics Center, and the new Physical Plant Building, and to organize and sequence the full four-year summer renovation and fire sprinkler project for Founders Hall. He traveled to school morning, noon, and night, collaborating with faculty, project managers, architects, and construction companies. He established a culture of respect, patience, integrity, kindness, and rigor that all outside consultants and builders revered and

respected. He found time during his visits to check in with me and talk to students and teachers. He gave his full heart and soul to this school.

We in the 21st century school need such exemplars to remind us that the virtues of citizenship, integrity, generosity, and grace are ones we are meant to honor, inherit, and emulate. These leaders planted the seeds for the leadership of St. Andrew's today, and both Henry and Frank inspire my life and work on a daily basis. The great trustee leaders with whom I work today and in the recent past have honored Henry and Frank by their own expressions of courage, humanity, and integrity.

If you love St. Andrew's, thank God for leaders, trustees, and servants like Henry Herndon and Frank Giammattei. ♥

If you love St. Andrew's, thank God for leaders, trustees, and servants like Henry Herndon and Frank Giammattei.



What We Talk About When





Author Nathan Englander visited St. Andrew's on Friday, March 24, to meet with students and faculty, and to give a reading and talk on his creative process to the School community. Over the summer, students read Englander's short story collection What We Talk About When We Talk About Anne Frank, which was a finalist for the Pulitzer Prize in Fiction in 2013.

"Nathan was so authentic and warm and generous with his spirit and time," said Dean of Teaching and Learning and Stuart Chair in English Elizabeth Roach. "He was as interested in our community as we were him—in mining his mind and his brilliance and his thoughts on writing and storytelling."

When Englander arrived at St. Andrew's on Friday afternoon, he hit the ground running. He toured campus with VI Form students, attended a senior English exhibition with Lynden Fausey '17, met with English Department faculty, and then talked with creative writing students about the craft and form of fiction.

"We talked with Nathan about his observations in terms of the thinking and the writing skills we're developing in our students," Roach said. "He was able to give us some perspective on what we're doing in the department—what our goals are and what our priorities are. He talked about the importance of being good readers and of being able to absorb and process feedback." Englander is no stranger to the classroom; he serves on the faculty of New York University's Creative Writing Program. "He also commented on the level of sophistication of Lynden's exhibition," Roach continued. "He said it was by far some of the most rigorous thinking and questioning he'd seen, in a college or even a graduate setting."

In his classroom visit with creative writing students, Englander answered questions about What We Talk About When We Talk About Anne Frank and spoke about his attitudes and approaches toward fiction. "I'm more known as a short story writer," Englander said during their conversation around the Harkness table. "I cannot handle people shortchanging story collections. If you think short stories are less good than novels, you're reading bad short fiction." Englander has published two collections of short stories (Anne Frank and For the Relief of Unbearable Urges), and his short fiction has appeared in The New Yorker, The Atlantic, and multiple editions of Best American Short Stories. However, he's also written a novel, The Ministry of Special Cases; a play, The Twenty-Seventh Man, which premiered at The Public Theatre in New York in 2012; and translated the Haggadah, a sacred Jewish text read during Passover seder, which was published as the New American Haggadah in 2014. In addition, Englander will have two novels published by Knopf in the next two years, Dinner at the Center of the Earth in 2017 and Kaddish. com in 2018.

We Talk to Nathan Englander





He compared the novel and the short story as literary forms during the classroom discussion. "There is an arc, there is an order to the world," Englander said. "A novel is a collection of chapters, and those chapters have an order. A short story collection should also have a thematic organizing arc—and a gut-punch feeling when you finish it, like you get with a novel."

"Nathan commented on the immediate connection he could feel from the students," Roach said. "There was a kind of openness and authenticity to every interaction he had with the kids. He just takes in the world around him and wants to make these connections."

On Friday evening, the School community gathered in the O'Brien Arts Center to hear Englander read an excerpt from "Everything I Know About My Family on My Mother's Side," from What We Talk About When We Talk About Anne Frank, and a passage from his forthcoming novel Dinner at the Center of the Earth. Following his reading, he sat at stage center in Engelhard Hall and engaged in a moderated discussion with Elizabeth Roach. Roach read and Englander answered questions that had previously been submitted by students and faculty, and they also took a few queries from the crowd. Questions focused on the relationship between Englander's creative philosophy and on the relationship between his writing and his personal experiences. Students wanted to know (among other questions) how Englander has used his experiences to develop as an individual and writer; at what point did Englander realize he was a writer and that he could write "from a place of emotional knowing"; and what he meant when he said that "fiction is truer than truth."

In his energetic answers, Englander gave the students lots of advice about the practice of writing, suggesting that hopeful writers try everything from committing to a daily writing schedule, to using exercise as a time for creative thinking; from reading finished stories backwards as a way of seeking out word repetitions and writerly "tics," to throwing out all "conscious writing." He also challenged some of the conventional wisdom about writing fiction.

"I want to say to you: you can have a dream, you can say, 'I want to be a writer,' but [maybe you feel like] you have no big stories to tell," Englander said. "Well, I really grew up in boring suburbia. I went to the mall and watched TV in the basement. We didn't even have cable! We say to students, 'Write what you know,' and I think that's the fakest and worst advice to give to young people. Because 'what you know' gets interpreted as 'your personal experience.' I think write what you know, is about emotional knowing and emotional experience. If you ask somebody to the prom and they say no to you, it's not for me to say 'Oh, that's nothing, ask somebody else.' That pain, if that sense of loss, if that feeling of frustration—you can [use that to] write a novel about taking over a country, or summiting Mt. Kilimanjaro. It is endless what you can turn that into."

You can watch the entirety of Englander's reading and talk at <u>standrews-de.org/livestream</u>. ■



n May, former faculty member Nan Mein returned to campus to visit with students in classrooms and on dorms. She gave a talk to the residents of her namesake residence hall Mein Dorm, who this year have held a Monday night speaker series featuring the women of St. Andrew's. Fittingly, they titled this series "Matriarchs of Mein" and Nan served as their capstone speaker for the year. Mein also visited Emily Pressman's III Form U.S. History classes and spoke with students about integration and coeducation at St. Andrew's, both of which were introduced to the School shortly before and shortly after she joined the faculty in the early 1970s. Pressman's students wrote their final research papers of the year on either the history of the School's integration or coeducation efforts. "I'm having my III Formers do some microhistory at this point in the year," Pressman said at the time, "wrestling with the history of St. Andrew's around the topics of integration and coeducation, and putting our local history into broader

histories of civil rights, integration, and second wave feminism."

"I feel like a voice from the Middle Ages," Mein said at the beginning of her talk with III Form students, "because I suppose for most of you here the Seventies are ancient history. It's something that you read about in a book. But from my perspective, the Seventies were prime-time. It was a wonderful time for change in American life. To have been a part of that was just a rare opportunity... to be a part of what now turns out to be two important movements: the women's movement and the anti-war movement."

Mein and her husband Simon joined St. Andrew's faculty in 1971, Nan as the School's first female member of the academic faculty and Simon as a Chaplain. The School admitted its first female students in the fall of 1973, and, Mein was an integral member of the "Girls Planning Committee," which worked to prepare the School for its new female students.

"The Board of Trustees had decided the year before to go coeducational," Mein recalled. "The early years here for being an early woman teacher—it was not an easy row to hoe. It was an allmale school with all-male traditions. There wasn't even a women's bathroom in [Founders]. If visiting moms had to go to the bathroom, their sons would take them up on corridor and stand outside the men's room while they used the facilities. This was not good enough." The Meins stayed on at St. Andrew's for two decades, serving as dorm parents, housemasters, and, in Nan's case, as Chair of the History Department from 1988 to 1991.

Coincidentally, Mein's visit took place the day before the School's annual Mein Chapel. This last Chapel of the School year features four VI Form students who deliver talks on their experiences at St. Andrew's. Mein began this tradition in her own classroom, where she had VI Form students write and read aloud essays about their time at SAS at the end of each school year. You can listen to this year's Mein Chapel talks at standrews-de.org/podcasts.

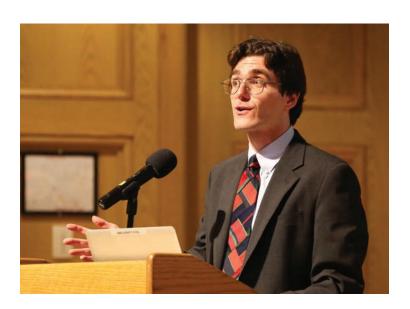
TALK OF THE T-DOCK



In his book *Time to Remember: A Biography of St. Andrew's School from the 1950s to the 1980s*, longtime faculty member Bill Amos recounts Mein's impact during her years at SAS:

"From her arrival in 1972 [sic] Nan Mein was a scholar-resident of the old instructional corridor.... from her second year into the 1990s she offered courses in history that have not been surpassed. Their range was astonishing, from medieval times to the present. When the lovely faculty coffee room was finally converted to a classroom, it became Nan's-gracious and untidy, cluttered with the presence of history. The force of her intellect, her rich expression, her resources and experience made for memorable courses... Nan was not only beloved but one of the most effective teachers the school has known. Under her benign but scholarly authority, students learned."

You can watch a video of Nan's talk with students and her colorful reminiscences about SAS at <u>standrews-de.org/nanmein</u>. ■



Micah Levinson '05 On Why & How Secession Happens

on Friday, April 7, Micah Levinson '05 delivered the School's 14th annual Levinson History Lecture. Micah's lecture investigated why some governments permit secession to occur peacefully, while others attempt to prevent it from occurring with military force. He used this topic, and a number of case studies, to explore the ways in which different governmental models—democratic, authoritarian, oligarchic, monarchic—respond to internal unrest.

After his talk, Levinson took student and faculty questions about current secession events, such as Brexit, and secession as it has occurred within the United States, and the possibility of such events occurring again in the future.

Micah is an Instructor of Political Science at the University of North Carolina at Chapel Hill. He anticipates completing his Ph.D. in Political Science at UNC Chapel Hill in spring 2017, and began working for the Middle East Forum, a foreign policy think tank, this May. Previously, he received certification in counterterrorism studies from Interdisciplinary Center Herzliya, a non-profit research institution in Israel, and has served as a Junior Fellow for the American Foreign Policy Council. His research focuses on the dynamics of revolutionary groups, the stability of authoritarian regimes, and international relations in the Middle East. He has published articles on these topics in a number of scholarly journals, including Comparative Strategy; Politics, Philosophy & Economics; The Middle East Quarterly; and The Journal of International Security Affairs. Professor Levinson received a B.A. in Government from Harvard University and an M.A. in Political Economy and Public Policy from Washington University in St. Louis.

St. Andrew's Levinson History Lecture was endowed by David N. Levinson '53 P'05 and his family to provide an annual lecture in history, politics, economics, or related social science fields. Past lecturers have included William Casey King, Executive Director of the Yale Center for Analytical Studies; Ilan Berman, Vice President of the American Foreign Policy Council; and Daniel Pipes, President of the Middle East Forum.



BOWMAN DICKSON'S AS STATISTICS CLASS GETS CREATIVE WITH DATA

In a typical statistics class, students are presented with data from a textbook. They make calculations, plot charts and graphs, and then they move on. In a typical statistics class, students plug numbers into a computer, study distributions, and then move on. They master abstract concepts, take the tests, and then move on. Unless, of course, they're studying with St. Andrew's math teacher Bowman Dickson, whose AS Statistics class is anything but typical.

"My class is more functional than theoretical," Dickson said on a recent Friday. "My goal is to get students comfortable really working with and thinking about data. Not simply doing calculations, but making real insights based on data. I've been focusing hard on getting them to collect their own data, and go from beginning to end on a project, to think about the data's implications, its broader meaning."

One of the challenges of statistics, Dickson went on, is that students can rely too heavily on work done by computers and thus understand only a portion of the calculations they're performing. They can interpret and contextualize the information, but in many cases, they don't see how the work they're involved in could impact the world in a concrete sense. "In normal math class," said Dickson, "if we were studying a particular equation, I'd work hard to make sure students understood how it worked. We'd derive it and figure out where it came from.

Whereas in a statistics class, we often skip all of the in-between stuff."

To make his subject come to life, Dickson challenges himself to create large-scale and largely student-led projects that allow his pupils to see the power of analyzing and understanding data. One such project came about when Dickson reached out to St. Andrew's Chairman of the Board of Trustees Scott Sipprelle '81 P'08. "I emailed and asked if he'd be interested in collaborating. I figured he'd want to see a class and interact with students and that sort of thing, and we'd find a way to work with some sort of real-world dataset."

Dickson proposed the idea of fashioning what he called a "business consulting project," one where students could gain access to a dataset that actually meant something to someone. Little did Dickson know, he'd reached out to precisely the right person. As it happens, Sipprelle is an investor in a company called Zhena's Tea. The company, which specializes in organic, fair-trade teas, was in the process of developing a stronger web presence, and Sipprelle was curious to see whether Dickson's Statistics students could study the situation and bring Zhena's web traffic up to par with competitors like Republic of Tea and Mighty Leaf.

Once students had received the data, Dickson split them into groups and sent them to work. "Each group took the project in their own direction," he

said. "One group examined the structure behind the website and discovered that Mighty Leaf and Republic of Tea used key search terms for their HTML title tags, whereas Zhena's website did not. For example, whereas the back end of Zhena's website would use generic title tags like, 'header,' their competitors would use more specific tags like, 'organic black tea.' It's a seemingly small distinction, but it has a tremendous impact on the manner in which search engines like Google rank your search results." Dickson went on: "Another group analyzed Zhena's Twitter account to think about how to better utilize it to generate web traffic. One group looked at reviews of Zhena's on Facebook."

When asked how his students reacted to the project, Dickson lit up. "I think there's something to be said about having students work hard for an audience that's not me. So much of what kids do in school is for the teacher. It's conceptual, and at its worst, it feels like jumping through a hoop. But this project was super-real. My students were actually presenting to a major investor in a company and giving him advice—real advice about a website that he then brought to his web designers. So that felt really cool."

One student who found herself pleasantly swept up in the project—and by Dickson's overall style of teaching—was St. Andrew's VI Former Jas Southerland '17.

When asked if she considered herself a math person, Southerland shook her head and held back laughter. "Math is definitely not my forte," she said. "In fact, it's the subject I've struggled in the most. I've always found it hard to understand its point. Memorizing formulas and working through problem after problem, creating graphs and tables without any real world meaning—it was hard for me to connect it to something that I found valuable to my time."

When asked whether the work she did for the Zhena Tea project had practical merit, however, Southerland seemed anything but flummoxed.

"When Mr. Dickson first gave us the project," she began, "I thought it was extremely cool. It wasn't just a set of problems that needed to be figured out. It wasn't abstract. It was a chance for me to put some of the skills I've learned in Statistics to actually help someone's business improve. My group and I could actually work together to bring more publicity and more customers to the company's website."

Southerland was a member of the group that focused on the coding of Zhena's website and the question of whether the placement of key search words—think: black tea, chai tea, macha—as title tags could positively impact Zhena's search engine visibility.

One of Southerland's favorite parts of the project was when Sipprelle himself came to see students' presentations of their analysis and findings. "Mr. Sipprelle came in and listened to us and was actually

interested in our findings. It was really gratifying to see how appreciative he was. It lets us know that all the work we did actually mattered."

But the benefits of the project for Southerland didn't stop there. Over the course of her senior spring, Southerland interviewed for a number of competitive internships, and representatives with whom she spoke were deeply impressed with her knowledge of increasing web traffic and statistical analysis. "The people I spoke with," Southerland said, "were amazed that I had all of this experience at such a young age." Southerland ultimately took a summer position at the State of Delaware's Insurance Commisioner's Office, in Dover, where she'll work in social media and data mining.

And while Southerland found statistics to be an interesting subject on its own, she couldn't help but credit much of her success to Dickson's zeal and



Scott Sipprelle '81 visits with students in the AS Statistics class this spring.

creativity in the classroom. "Mr. Dickson is definitely a great teacher," she said. "He pushes all his students to try their hardest and put a lot of effort into the class. He doesn't let anyone just float along. Just seeing him work with us, just seeing how much effort that he puts into teaching us, into each and every class, and how much he wants us to understand—it's really incredible."

Dickson smiled when he considered Southerland's experience in his class. He seemed heartened by the manner in which statistics had a direct impact on her life's next step. "That's what's ultimately so cool about statistics," Dickson said. "It's a tool that you can use to investigate whatever you want to do. You can use the data to make something happen, to change things for the better. Too often, kids see math as rote calculations, but that's not it. What math is really about is insight and creativity and drawing conclusions."



ST. ANDREW'S MOMENTS



- 1 Will Torrey and V Form students in his AS English 3 class discuss Jay McInerney's *Bright Lights, Big City*.
- **2** Wade Anthony '20, Eddie Mo '20, and Camille Strand '20 conjugate on their whiteboards in Latin 1.
- 3 Biology teacher Dan O'Connell talks DNA and RNA with III Form students.
- **4** Tien Duong '20 and Bwembya Tembo '20 act out a scene from *Macbeth* for their English 1 classmates in Engelhard Hall.
- 5 Tad Scheibe '19, Syd Williams '19, and Althea Clarke '19 plot their next move in Mike Mastrocola's Problem Solving in Geometry & Algebra 2 class.
- 6 Math teacher Jen Carroll and Jolie Chin '18 work together on a logarithmic function.
- 7 III Form students in Melinda Tower's U.S. History: Research Challenges class get into exam review Jeopardy. Which came first: Gettysburg or the Battle of Bull Run?

TALK OF THE T-DOCK

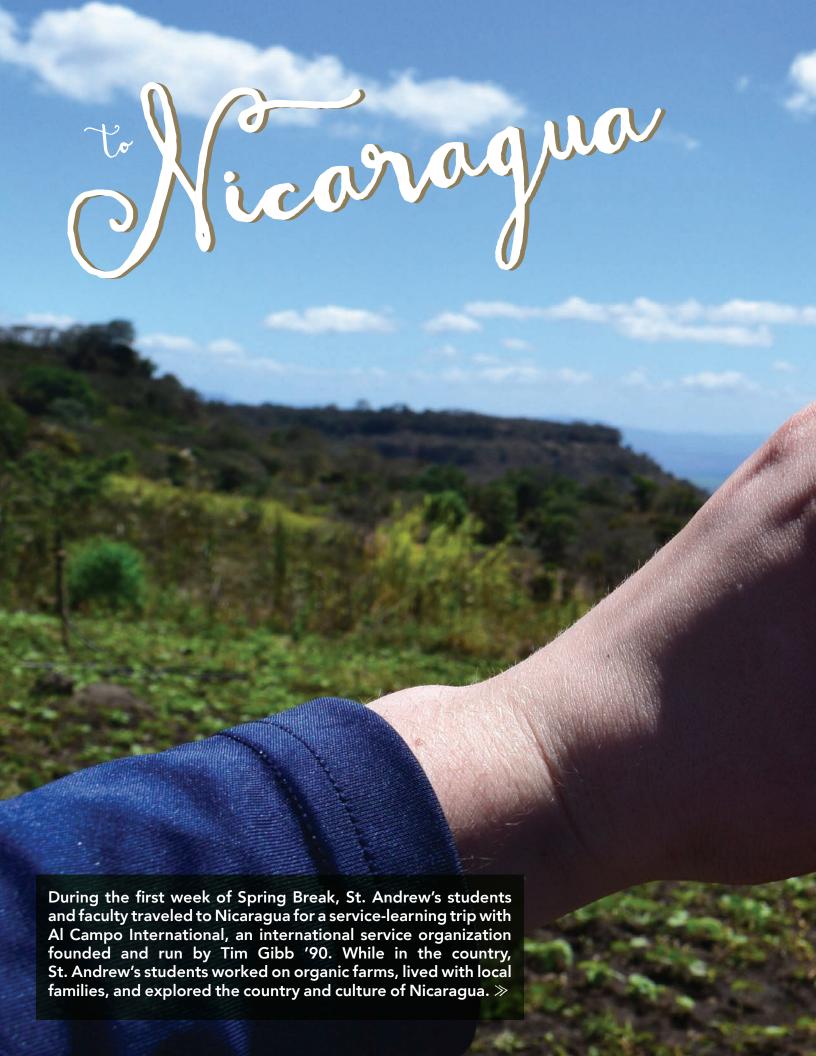














SAINTS IN SERVICE

"This is my third time taking the students to Nicaragua," said Assistant Head of Leadership Ana G. Ramírez. "On each trip, I am reminded of the dedication students have to their own education—their dedication to learning language, culture, history, but also service to others. Because this trip occurs during Spring Break, they could easily stay at home or travel with a different purpose. Instead, they chose to dive into a foreign culture, to immerse themselves and communicate in a language that is not their own, with families who are not slowing down for them. They live in conditions of poverty unknown to them—no running water, no toilets (only latrines), and little to no furniture. Despite the lack of all these necessities, the kids rise to the occasion and what is most important becomes clear and alive: the humanity we all share!"

Students worked on an organic farm in the mountains outside Estelí, Nicaragua, where they built and installed greenhouses, planted seeds, and assisted with composting and organic fertilizer application. When not working on the farm, the group enjoyed expeditions throughout the country: they hiked to the top of Masaya Volcano, explored Somoto Canyon, visited the colonial town of Granada, and went for a swim in Laguna de Apoyo.

Students also attended community workshops on animal husbandry, family farming, and early childhood nutrition; these workshops were held for local residents, but students attended to gain insight into foodways and malnutrition issues in the developing world. "Students gain a better understanding that poverty is a result of lack of opportunities like school or jobs," Ramírez explained. "They see, for example, that due to lack of school buildings, high schoolers in rural communities only go to classes from 8:00 a.m. to 4:00 p.m. on Saturdays. That is it. The rest of the week, they are at home, helping dads or moms."

"One thing our students wrestled with is understanding who the trip is for—to help the community, or to help them," Ramírez continued. "In many ways it is both. Through the greenhouse projects, both community members and students learn about each other's culture, values, and families."



"Something that struck me during our time in Nicaragua was the quality of life. Our time at our homestay wasn't what one would call extravagant living. We stayed in the small farming community of Guingajapa, which is about an hour and a half away from the next major city. The house Macklin [Fishman '19], Kate [Paris '19] and I stayed in had no running water and little to no electricity. We were in the Nicaraguan mountains, not the American suburbs. Yet there was a sense of pure joy among the locals. The family we stayed with cared so much about each other, and their guests. The mom spoon-fed us honey for our sore throats, because she noticed the dust had made them scratchy. She tucked us into bed, and in the morning she braided all our hair. In the afternoons, we would run around in the surrounding fields, playing soccer, baseball and volleyball. Every night we would hear the father singing songs to the baby in the kitchen. Materially, the people had less than us, but in mind, body and spirit, they had so much more."

—Emily Paton '20

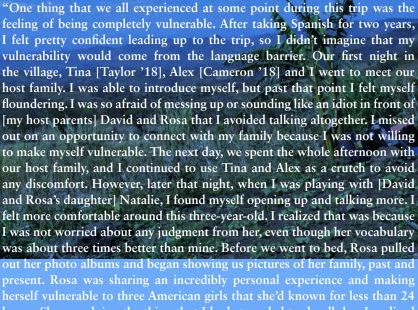


"The idea behind the greenhouses is that they help diversify a family's diet and increase their crop production and income, addressing two key problems in Nicaragua: malnutrition and poverty. But the greenhouses aren't a handout. The families have to pay for them gradually, and put a lot of work into them. You get what you put in. None of the families are waiting around for someone to come solve their problems; they're actively working toward a better life. And isn't that what we're also taught here? If we're struggling in a class, we're told to talk to a teacher and make a plan. If we want to be better at a sport or an instrument, we have to put in the time and practice. We're taught to be proactive and independent, identifying and solving the problems in our lives, instead of waiting for someone else to do it for us. The difference between us here and the people we met in Nicaragua is the layer of abundant resources and comfort that surround our life. By traveling and seeing other ways of life, we break down the wall of comfort that surrounds us and makes us think we are different than others. Behind that wall we find our common humanity: the constant battle to survive and better ourselves, our kids, and our world. It's what we do here and it's what they do there."

—Dianna Georges '18







present. Rosa was sharing an incredibly personal experience and making herself vulnerable to three American girls that she'd known for less than 24 hours. She was doing the thing that I had struggled to do all day. I realized that my fear of judgment from her and David was very misplaced. I realized you have to be okay with making yourself vulnerable. If you don't, you risk closing yourself to new experiences and opportunities."

—Sylvia Reed '19







"At the end of our first day in Nicaragua, our trip leader said, 'They don't need you. They can do everything by themselves. Your plane ticket could have paid for a lot more greenhouses.' Immediately I started asking myself: What am I doing here? Why would I throw away money and time to physically transport myself here to help, when all they needed was the money? With that money, they could have gotten greenhouses, animals, water, food, anything. But instead they got me: a six-foot, pasty white man who was aggressively mediocre at building greenhouses. Why has no one caught on to this obvious financial flaw in the program? It's because we're ignoring the real reason we as humans do anything: to improve ourselves. The Nicaraguans don't need an extra set of hands; they need an opportunity. We could have given them that same opportunity by sending money from America, but we decided that it was important to be proximate with them. There's no point in going [on this trip] if you yourself do not want to improve from it, and to improve, you have to be open, and take the time to make connections. You certainly aren't going to learn anything from going to bed early and avoiding conversation. I was in Nicaragua to help the locals as well as myself. I went on the trip to become more humble, thoughtful, tough, and wise. Giving isn't just a one-sided thing. It can't be."

—Eric Winiarczyk '17

GO SAINTS!





GIRLS CREW

HEAD COACH: Lou Berl

CAPTAINS: Hannah Beams '17, Charlotte Berl '17

RECORD: visit standrews-de.org/scores

HIGHLIGHT: Their victory over rival T.C. Williams in the Ward Wallace Cup. SAS girls crew has been racing T.C. Williams since the program began in the late 1970s. "Despite T.C.'s enrollment of 3,800 students and a nine-plus month rowing program, they continue to be one of our biggest rivals," noted Head Coach Lou Berl. "Last year, the closest we got to T.C. by the end of the season was within about eight seconds." This year, despite T.C. having been on the water since September, SAS "walked through them" at the Ward Wallace Cup (named for longtime SAS carpenter and boatman Ward Wallace), beating T.C. by 3.5 seconds. "While we came in third behind Whitman and Kent that day, it was thrilling to beat our perennial rival and bring home the Ward Wallace Cup," Berl concluded.

BASEBALL

HEAD COACH: Mike Mastrocola

CAPTAINS: Colin Cool '17, Patrick Windels '17

RECORD: 8-10

ALL-CONFERENCE/ALL-STATE: Baylen Manocha '18 (First Team), Andrew McArthur '18 (First Team), Rick Townsend '18 (First Team), Colin Cool '17 (Second Team), Patrick Windels '17 (Honorable Mention)

HIGHLIGHT: The May 18 Tatnall game, the team's first win against the Hornets since 2010. "Colin Cool '17 pitched a brilliant complete game, striking out four with no walks," said Assistant Coach Bob Colburn. "More importantly, Colin kept the opposing hitters off balance with pinpoint control and a mixture of pitches." St. Andrew's scored first on a fly ball by Jack Lauer '20 that brought home Malik Velmar '17. After going scoreless for the next three innings, Andrew McArthur '18 doubled in the top of the sixth and scored on a ground ball by Patrick Windels '17 to earn the winning run. "The defense played wonderfully," continued Colburn, "fielding all plays without making an error. Simply a complete team effort in a seven inning game which lasted only one hour and 29 minutes."







BOYS CREW

HEAD COACH: Will Porter **CAPTAINS:** Harrison Foley '17

RECORD: visit <u>standrews-de.org/scores</u>

HIGHLIGHT: "Our season highlight comes from an early season practice," wrote Head Coach Will Porter. "On March 23, we took the *Ernie Greppin* out for its last row on Noxontown Pond after more than 25 years of service to SAS boys crew. The *Greppin* was the first boat my first year coxing at St. Andrew's, and I can remember exactly what I felt on the first day of Stotesbury when [then Head Coach] Lindsay Brown gathered us together for a boat meeting under the Strawberry Mansion Bridge and explained who the boat is named for: Ernie Greppin '85, who attended the Naval Academy after St. Andrew's and died in a Navy SEAL training accident. It still gives me the chills to think about it. From its first day on the water, the Greppin had something special about it. However, for the last five years, it has not raced competitively, serving only as a training eight for the novice squad.

"I put our VI Formers, Captain Harrison Foley '17, Addison Dolido '17, Alec Maloney '17, David Moffitt '17, Keegan Pando '17, and Avi Veluchamy '17 in the *Greppin* with our top three IV Formers. They were up against a very talented set of V Formers rowing in our brand new Vespoli VHP, the *Robert Colburn* '80. When the two boats left the dock together to warm up, the *Greppin* immediately fell behind. The boys looked a bit uneasy, even frustrated. But with every stroke they got faster, and when the pieces began, the *Greppin* immediately jumped out to a lead and never looked back.

"I realized a few things during this practice: First, while the *Greppin* is over 25 years old, it has been well cared for. Second, while boats keep getting lighter and stiffer, the design of a shell hasn't really changed much in the last 100 years. The *Greppin* will always be a fast boat, though today it could be made with space-age materials that are lighter, stiffer, and more durable. The last thing I realized was that the history of this program matters to these boys. They understood what the boat meant to me and all the alumni who ever rowed it, and they were hellbent on giving it a send-off worthy of its storied career in our boathouse."



GIRLS LACROSSE

HEAD COACH: Jen Carroll

CAPTAINS: Anna Gillespie '17, Meggie Luke '17, Hannah Sailer '17

RECORD: 8-7

ALL-CONFERENCE: Anna Gillespie '17 (First Team), Audrey Saliba '18 (First Team), Hanna Soulati '18 (First Team), Nancy Tucker '19 (First Team), Piper Ackermann '19 (Second Team), Alex Cameron '18 (Second Team), Elisa Davila '18 (Second Team), Meggie Luke '17 (Honorable Mention), Hannah Sailer '17 (Honorable Mention)

HIGHLIGHT: Beating top-ranked St. Mark's. After losing two tough games against Tower Hill and Charter, the girls lacrosse team went on a three-game winning streak in early May, beating Wilmington Friends and Sanford to finish second in the Independent Conference, and culminating with a 9-6 victory over St. Mark's. The Saints dealt St. Mark's, who had been ranked second in the state just that morning, their second loss in the season, only allowing the Spartans to score six goals—a season-low for St. Mark's compared to their average of 17.6 per game.

GO SAINTS!





HEAD COACH: JaiVon Wesley

CAPTAINS: John Paris '17, August Saguil '17, Warrington Webb '18 **RECORD**: 8-6

ALL-CONFERENCE: Harry Smith '17 (First Team), Warrington Webb '18 (First Team), Teddy Oliver '19 (Second Team), John Paris '17 (Second Team)

HIGHLIGHT: Making it to the state tournament for the third year in a row. "The Saints were eliminated by three-seed and eventual tournament runners-up Cape Henlopen," said Assistant Coach Jay Hutchinson, "and while the players were disappointed, they were also grateful that they made it as far as they had. This was another very competitive season for us despite some key injuries and departures. Vacancies in the lineup were filled by underformers who performed well despite their age and lack of experience at the varsity level." The Saints lost key seniors to graduation—John Paris '17, Hoyt Reed '17, August Saguil '17, Jaryd Jones '17, Min Heo '17, and Harry Smith '17— as well as Simon Sperl '18, this year's ASSIST student from Germany. For his part, Paris was named team MVP and was recognized with First Team All-Conference and Academic All-American honors.



GIRLS SOCCER

HEAD COACH: Kellyann Conners

CAPTAINS: Lynden Fausey '17, Sarah Paton '17, Sarah Pinto '17

RECORD: 4-10-1

ALL-CONFERENCE: Lynden Fausey '17 (First Team), Josie Friedli '20 (First Team), Joycelin Farmer '17 (Second Team), Emily Paton '20 (Second Team), Kathryn Paton '17 (Second Team), Sarah Paton '17 (Second Team), Leandre Pestcoe '19 (Second Team)

HIGHLIGHT: Their 2-0 victory against Sanford. "We had tied Sanford through a double OT early in the season and were eager to see how much we had improved since then," wrote Head Coach Kellyann Conners. "At halftime we were tied 0-0, but we all recognized that we had dominated the first half and that all we needed to do was get the ball in the back of the net. Senior Captain Lynden Fausey '17 rose to the challenge, and moments into the second half she won the ball at midfield, dribbled through Sanford's center midfield and defensive line, and drilled a beautiful goal into the top corner of the net. Jess Boyer '19 followed suit with another goal, and we maintained control for the remainder of the second half. This win was a testament to the talent of our team at full strength and is my best memory of our team's competitiveness this season."





GIRLS TENNIS

HEAD COACH: Peter Hoopes **CAPTAINS:** Jas Southerland '17

RECORD: 10-5

HIGHLIGHT: The team's run in the state tournament. "At states, many players played their best matches of the season," said Head Coach Peter Hoopes. Annie Roach '18 and Louise Stilwell '20 (first singles) played incredible matches during the first two rounds on the first day, Charlotte Gehrs '20 lost in the quarterfinals to the one-seed from Archmere, and St. Andrew's first doubles (Catherine An '18 and Macklin Fishman '19) and second doubles (Jas Southerland '17 and Dede Rattray '19) lost to the eventual champions from Caesar Rodney in the quarterfinals as well. "With only one graduating senior (Captain Jas Southerland '17)," Hoopes added, "the team is in a fantastic position to dramatically improve next year!"



BOYS TENNIS

HEAD COACH: Taylor Foehl **CAPTAINS:** Nik Malhotra '17

RECORD: 9-6

HIGHLIGHT: "The highlight of the boys tennis season was definitely our performance in the state tournament," said Head Coach Taylor Foehl. "In total we were able to register four wins against individuals or teams that we had lost to earlier in the season." In the round of 32, Nik Malhotra '17 at first singles beat a player he had lost to earlier in the season 6-0, 6-1. Evan Chiu '18 at second singles beat players in the round of 16 and quarterfinals that he had lost to previously, both in straight sets. And in the semifinals, the first doubles team of John McKee '18 and William Park '19 were able to come back from a set down to beat the top-seeded team, whom they had lost to in straight sets in the team's first match of the year. "Seeing this type of improvement gives our guys the confidence that their hard work in practice every day pays off," Foehl said, "and proves that we achieved the goal that we start out with every season: to be playing our best tennis on the biggest stage at the end of the year."



GO SAINTS MOMENTS

- 1 Saints girls crew pushes out a 2K in the ERG room.
- 2 John Paris '17 drives toward the goal in a May 16 game against Polytech.
- 3 Rick Townsend '18 works hard to strike out a Red Lion Christian Academy batter.
- 4 Alex Cameron '18 scores against top-ranked St. Mark's on May 9. For more on this exciting win for Saints girls lax, see page 25.
- 5 In a May 12 contest against Concord, Jessica Boyer '19 dribbles by the competition.
- 6 Catherine An '18 warms up her serve before a May 12 match, also against Concord. Later in the season, Catherine and her doubles partner Macklin Fishman '19 made it to the quarterfinals of the state tournament.
- 7 The boys varsity 8 boat gets ready to compete on the Schuylkill River during this year's Stotesbury Cup Regatta.







TALK OF THE T-DOCK









Catdinals Strong with Robert Butler '94

ob Butler '94 returned to campus on April 13 to give talk to students at School Meeting about strategies for athletic success and overall wellness. Rob is the Director of Performance for the St. Louis Cardinals, where he oversees all of the team's medical and athlete development training and creates active feedback models that optimize player health and performance. We sat down with Rob while he was in town to discuss his work and his time at SAS.

Can you tell me more about your job title? What does a Director of Performance do, exactly?

Contrary to what Will Speers may say, I'm not a Crossfit trainer or a paramedic. Director of Performance is a title that's been used a bit in Australia and in European professional sports organizations. It's one that's relatively new, probably in the past five to ten years, in the States. A Director of Performance oversees the continuum of player health and athletic performance [for a team]. The goal is to set up a process that allows for making systematic decisions about: how do we get players healthy? How do we work within a player's health constraints? How do you make decisions about what exercises are done or not done? How should the athlete train to support the overall development of a player in a larger organization?

Historically, you'd have the medical side saying one thing, and you'd have the strength and conditioning side saying another thing [with regard to these decisions], all of which may or may not fall in line with the coach's thought process. This would lead to mixed messages, or there just wouldn't be a consistent process. As Director of Performance, we can create a more collaborative spirit between professionals and greater collective immersion into the issues limiting a player's current status or long term development trajectory. In the end, we're all there to serve the larger organization, and to support players so that they can play baseball at the highest level possible.

How did you get to where you are today? What was your career prior to this position? I was an Assistant Professor in the School of Medicine at Duke University. in their Physical Therapy Division. I did research in the Michael W. Krzyzewski Human Performance Laboratory in the Orthopedics department's Sports Medicine division. During that time, I was consulting with a couple of different professional teams—the Portland Timbers, Washington Wizards and the Toronto Blue Jays, and through that stumbled over into working with the Astros and the Red Sox as well. I got connected with the Blue Jays first, through some colleagues who thought I might be interested in integrating a data-driven approach into physical training and sports medicine care in a professional sports setting. Before that, the majority of what I knew about Toronto was my memory of sitting on Sherwood, watching Joe Carter put one over the fence to beat the Phillies [in the 1993 World Series], and Mitch Williams cursing in his glove. It's kind of funny to connect that back around.

Anyway, I got connected with these teams, and through my work with them I began to see certain things about player health and training that connected logically, things that maybe weren't on the cutting edge of science, but could take us down the path [toward recovery] a little bit further, a

little bit faster. It was just a complete coincidence that I happened to be a consultant with the Blue Jays when Marcus Stroman tore his ACL. Marcus was a pitcher for the Toronto Blue Jays. He was going to be their number one starter until he tore his ACL, and at that point the majority of my research had been on ACL injuries and rehabilitation. He decided he wanted to do his recovery and finish up his degree at Duke [where he had studied sociology until being drafted in 2012]. So we worked with him at Duke and things turned out well for him—he returned to the mound in 169 days, and people had thought he'd be out for the year, which would have been the case if we had stuck with the traditional chronological timelines [of recovery and rehabilitation]. If we were giving Marcus the standard care, he would have come in three times a week for 45 minutes. That's just what's always been done—we assume it's going to take 12 to 16 months to come back from this kind of injury. And there are plenty of horror stories of people going back to play at five months [after an ACL tear] who then retear or re-injure. Instead, we did 11 sessions a week with him, probably two hours a pop around his class schedule. We did PT [physical therapy] work in the morning, and then an additional session, usually strength training-focused, in the afternoons.

It wasn't about using all the fancy biomechanical tools, although we had access to them—it was more about having a consistent methodology that determines if appropriate progress had been made. There were three of us that worked together as a group, and the process that we used allowed for enough feedback loops to tell us when to push forward, or when to try something else, or when to do something less often or with less intensity.

It allowed us to understand: are we going down the right pathway? If we get stuck one way, how do we supplement in other ways that don't cause pain or deficits or extra muscle tension? How's he sleeping? What's his



The data is just a representation of where they are at this current point in time, and by going through this consistent training and testing process, we will understand how close they have come to how far they can go.

nutrition like? Those feedback loops allow for constant progress to happen. Our tissues get stronger with the appropriate amount of stress, not no stress. No stress is the only certain way to make our tissues weaker.

In the end, it just turned out that we had a driven athlete and a bunch of people that wanted to communicate with each other and to give Marcus everything we had to support his goal of pitching in September. So I think that experience pulled me into discussions with different teams about how this kind of work could potentially fit in Major League Baseball, which is probably the last of the four to five major professional sports to integrate a more holistic model for player care and performance training.

Do you think this model works if the patient isn't a professional athlete, and maybe isn't as motivated to engage in fitness?

I think about how we train fundamental reading and writing. When my kids were kindergarteners and first graders going to school and learning how to read, they took a test and then they got a book that correlated with their testing results. There's a book group that's harder and a book group that's easier, and a middle book group, and if the children are provided with the right level, the process allows for simple error detection and selfcorrection and understanding, and that in turn allows for a consistent development of the reading process. I've found it completely surprising that we didn't have a similar model to develop and progress systematically toward movement and musculoskeletal health the way we do for reading and writing, which are far more complex constructs. But, fundamentally, whatever it is, if it's reading, math, exercise—no one wants to be in the "easy" group, right? No one wants to be in the easy exercise group. Everyone wants to be in the "hard" exercise group because we're hard-core and we're going to punch through it. And yet, when people aren't good at one

thing, they go do something else. When the harder books are too hard, the kids get stressed out and don't want to read and then just get away from reading all together. So there's got to be a way to pull you in. You've got to be engaged or anchored somehow to create an environment that allows for growth and development.

However, like most things in life, it isn't just as simple as the process being right—it's also how the process is communicated. The words that are utilized to describe the process play an integral role in optimizing an individual's potential. The language and the terms we use are just as relevant as the data we use. Some people don't like their data. I don't like looking at my checkbook. I don't like looking at the scale on a daily basis. How do we change that to have a positive spin on it? The last thing you want someone to do with their information is to have it hurt progress. So we really engage the patient and let them know that whatever is going on with them, it isn't a limitation like they think it is, and it doesn't mean they're not as good as they think they are, and it doesn't mean that they're done with their process. The data is just a representation of where they are at this current point in time, and by going through this consistent training and testing process, we will understand how close they have come to how far they can go.



How did you get interested in physical therapy and biomechanics in the first place?

My PhD was in biomechanics at [the University of Delaware. I graduated in 2005, and did a post-doc at [UNC-] Chapel Hill, and that was where I started getting interested in arthritis pathways, in understanding more about how knee injuries are associated with early arthritis in young adults. It didn't make a lot of sense to me that, after you finished recovering after your ACL surgery, you're likely going to develop knee osteoarthritis at a really young age. How does that connect? I thought, We've got to be able to do better than that. I just started unwinding the story of why this is the current medical expectation and asking, where is the point that we all agree upon is unacceptable, where can we get some standards in place? And I quickly realized that in the musculoskeletal care world, we don't agree on a lot of things, whether it's how much a joint should move, how strong muscles should be, whether someone should be in pain, how functional people should be, how fit they should be-all of which are different factors related to whether or not someone is healthy or stays healthy in the long run.

During my time at Duke, I was lucky enough to collaborate with an oncology research group at UNC-Chapel Hill, at the Lineberger Cancer Center, and if you compare what is standard practice from the musculoskeletal standpoint to what is standard practice from an oncology standpoint, it's night and day-you don't leave an oncology unit until your numbers are where they are expected to be for you to be able to live when you return home. But for musculoskeletal treatment, it's like, "Well, do you still have pain?" "Yeah, a little bit." And we send you on your way—typically stating that the symptoms will resolve over time, or that you should follow a pharmaceutical regimen. We don't even agree on some of the fundamental biomarkers that create success and health and wellness after a surgery.

The one thing I always struggled with as a biomechanist was the fact that it's not really an accessible technology. You have smartphones and you can take videos, but there are still issues related to how our bodies move three-dimensionally in space that are only accessible—and only reimbursable—at certain biomechanics labs around the country. You can go to one of these locations and pay them \$1,000 and they can do whatever tests on you, but what does that mean? How do you train based off of that, and what does that lead to? I don't know that we have a good idea of how biomechanical information connects to some kind of individualized plan down the road. This limited knowledge base drove me to undergo training to receive a doctorate in physical therapy while working full-time as a professor [at the University of Evansville in Indiana]. That allowed me to begin to understand why we are not translating our research into clinics effectively.

So part of the spirit of all these questions I was having was realizing that [as healthcare professionals] we almost have to prove deficits as opposed to assume deficits [in a patient]. The more we enable a person to be an athlete, to be athletic, to be fit, to exercise, the closer they'll get to healthy—as opposed to putting some sort of disability or limitation on them. Unfortunately, for most of the country, we support individuals when they are not healthy, but there are no models to financially support actually being healthy. For me, the fundamental question gets down to this: how can we figure out how to pull in data to enable performance, as opposed to disable performance?

Is there something about baseball in particular that lends itself to your areas of research?

Baseball just drew me in. It forces you not to solve a problem at one level—you've got to solve the problem across nine different locations, with all different levels of athletes, who have different dialects and different

backgrounds and different histories and different abilities. Some players are drafted from college, some are drafted at 16. Some grew up on rice and beans, some are vegan, some haven't figured out how to eat like adults yet. So how do you systematically make decisions on a larger scale to maximize the athleticism and the performance and maintain the health of each individual on the team?

Baseball is an opportunity to examine a microcosm of some of the issues facing our healthcare system in general. It's easy to take a pill. It's easy not to engage. It's easy to be passive. At times I think that may be why, right now, musculoskeletal injuries and diseases are the number two leading healthcare cost. You wouldn't think that—you'd think oncology has to be second after cardiovascular disease, right? Well, number two is musculoskeletal injuries: back pain, knees, ankles, everything. When you go get a physical, everyone gets their blood pressure checked, we test your eyes, we test your blood, and that's covered by insurance. But we don't really ask [about musculoskeletal health]. We generally tell you, "Oh, just go exercise."

We continue to make money, as a health care industry, off of more sickness, not more health. The goal is wellness, but we make a lot of money off of sickness and disabilities. As far as the healthcare industry is concerned, it's very counter to what our needs are as a country. How we treat people is still a volume thing. Insurance dictates that. A lot of your cost comes in the first fifteen minutes of seeing an individual, and at the same time, once you get your volume to a certain level, there's almost a cap on what can be reimbursed. The majority of the time we spent on Marcus's therapy was not "on the book" or done on billable hours. It was just a matter of trying to get it right, which didn't make a lot of money for anyone. It was just three or four people who said, "This is the goal, and we should do what we can to support that goal." How that level of care could

be scaled to the masses is a work in progress, but it is not impossible.

What advice would you give to the average person who wants to maintain or improve their musculoskeletal health?

Let's be clear: the majority of musculoskeletal injuries can be taken care of by one thing: exercise. But what do we do to promote exercise? We talk about it, but there's really no benefit to doing it other than just being healthy, right? It gets down to a time factor. What do you with your free time? Do you use that as a time to get outside and be active? We don't have a lot of engaged outdoor environments for adults—there's no play areas or monkey bars. Fitness is all videos on

and school and cars with flat tires and dogs that are randomly vomiting on the carpet, the idea of 120 minutes of uninterrupted athletic activity is likely difficult to carve out of the day. So the goal is not 120—the number needs to be more obtainable. Eight minutes of something is better than zero minutes of additional resting behavior, particularly if your eight minutes are balanced between high intensity work in an appropriate functional range combined with intermittent rest periods.

There's a strong argument that, as opposed to taking away the arts and the physical education that kids get in school, they should get more of

Let's be clear: the majority of musculoskeletal injuries can be taken care of by one thing: exercise. But what do we do to promote exercise?

the internet. You get into a sport as a kid, and then you grow up and realize there's no place that has crew shells in your area. So what do you do? You pick up running. But then you don't have time to go out and do 60 minutes of running. But when you do 16 minutes of high interval training, it's far better than 60 minutes of running—it's less stress on your joints, which leads to a more healthy overall individual. But you think, there's no way that 16 [minutes of exercise] can be better than 60, because we assume more exercise is always better, and anyway, you've always had back pain and tight hamstrings and none of that can be changed, right? Unless we allow ourselves to be open to change.

Too often we think we need 60 minutes to run and 15 minutes to change into the right clothes, another 15 minutes to warm up and then 30 minutes to cool down. These were really amazing delusions of time utilization for me in grad school. However, now there are jobs and kids

that, in balance with some of the time associated with the core education, in order to create a more robust, learning human. Kids act out in class, but we take away the one thing they likely need, which is movement and engaging with the outside environment. That's one of the things that's so great about St. Andrew's—the three-sport model. I still remember—it was my third year here, and I wanted to do an IP one season that was basically me playing more soccer. But Jon O'Brien said, "Yes, we could sign off on you doing that, but that's not what's going to allow for you to really develop. More soccer is not the answer." Which we know now is true—the better athletes are the ones who were engaged in more than one sport to develop their athleticism, while still working on particular skills. In the end, that diversity of experience tends to make you more resilient as a professional athlete, and it's no different even if your "sport" is maintaining your health amid all of the other events that fill your days. \strace

Alumni Athletic Accomplishments

Garner Recognition



ALEXANDRA PORRAZZO '13 ANNA CUTLER '15

Alexandra and Anna were recognized this spring for their rowing prowess by the Patriot League. Alexandra is a member of the Georgetown Women's Rowing Varsity 8, which was named the Patriot League Varsity 8 Boat of the Week on March 29. Anna is a member of the Navy Crew Women's Varsity 4, which was named the Patriot League Varsity 4 Boat of the Week on the same day. Go Alexandra & Anna!







MYLES STEPHENS '15

In March, Myles led Princeton to clinch the inaugural Ivy League men's basketball tournament title, giving the team an automatic bid to the 2017 NCAA Tournament. Stephens was named Most Outstanding Player in the conference tournament, and scored a careerbest 23 points against Yale in the tournament's championship game. Prior to the tournament, Stephens was named Ivy League Defensive Player of the Year, having averaged 15.4 points per game and 5.3 rebounds per game in Princeton's 14 conference victories (Princeton had an undefeated conference record for the season).

"Myles is quietly one of the biggest forces in the league," said Princeton Head Coach Mitch Henderson after the Ivy League tournament. "Our success was Myles playing more minutes. He brings a lot to the table and when he's going we're very good."

"He's a silent assassin," concurred Yale Head Coach James Jones.

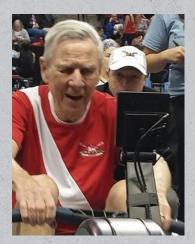




Z ROACH '13

Wesleyan University's men's squash team won the championship in their division at the College Squash Association National Team Championships on February 19. Z is a cocaptain of the Wesleyan men's team, and won the No. 3 position during the team's championship tussle against Hobart College. Going into the tournament, Wesleyan men's squash was ranked 26th in the nation; this is the team's first national championship since 1992. While at St. Andrew's, Z was part of the SAS boys squash team that claimed the Mid-Atlantic Squash Championship in 2013. Z was named to the NESCAC All-Academic Team and as a CSA Scholar Athlete.





BILL BROWNLEE '44

Trustee Emeritus Bill P'73,'75,'77,'79 GP'05,'09,'14, '17 competed at the CRASH-B World Indoor Rowing Championships in Boston on February 12. Bill, who is 89, placed first in the heavyweight veteran men division (ages 85-89) with a time of 8:52.9. Bill is an avid member of the St. Andrew's Alumni Rowing team, and was a fouryear member of the men's heavyweight rowing team at Cornell University from 1946-1950.





FRED PINCH '95

Fred has been named the Assistant Coach of the Year, Mid-Atlantic Region, by the National High School Baseball Coaches Association. Pinch is the pitching coach and the JV baseball head coach at St. Albans School in Washington, D.C. At St. Albans, Pinch coached Danny Hultzen from 2008-2012; Hultzen went on to be drafted by the Seattle Mariners after playing baseball for three years at the University of Virginia. While at St. Andrew's, Pinch was a member of the Saints baseball team that tied for the Independent Conference Championship his senior year (1995). "Fred was an outstanding pitcher on that team and a key reason why we were co-champions," recalled then-Head Coach Bob Colburn. On February 27, Coach Colburn traveled to St. Albans to present Pinch with the award on behalf of the NHSBCA.





J.P. BLANDIN '88

J.P. was inducted into the Delaware Baseball Coaches Hall of Fame on June 11, with Coach Colburn presenting Blandin with his Hall of Fame plaque. Blandin has been the head coach of the men's baseball team at Delaware State University since 2001, and is the winningest coach in that team's history. "He's highly respected among college coaches," Colburn said, "and is known especially for his expertise in pitching."

"Obviously," Coach Colburn continued, "I am very proud of these former players' accomplishments. It is one of the greatest rewards for me to have former students and athletes have success in their fields."



- 1 Belle Dallam '18 lives on a dairy farm and judges cattle competitions, so Santiago Brunet '18 thought he would surprise her during crew practice with a visit from a bovine as part of his asking her to prom. Just your average crew practice/prom proposal/afternoon at the SAS boathouse.
- 2 Ryann Schutt '18, Isabelle Mauboussin '18 and Theodora Simons '17 planted monarch butterfly-friendly milkweed in the School's new pollinator garden. To read more about recent SAS environmental initiatives, visit standrews-de.org/sustainability.
- 3 The members of SAS Breakfast Bible Study, hosted by Chaplains Jay Hutchinson and Dave DeSalvo each Friday morning at local favorite Manhattan Bagel, discussed "doubting Thomas" on May 5. "Thomas learned that faith is something that occurs without hard evidence," said Associate Chaplain Dave DeSalvo. "Students discussed this in the context of their having to adapt to changes like going away to school, living in a community of trust, and dealing with failures as well as successes. We were greatly blessed by the presence of Trustee and parent Betsy Cahill P'11,'12,'19 [center right]."
- **4** Students gathered atop a Front Lawn Bounce Castle during Maui Waui weekend.
- 5 Participants in the first annual faculty-student tennis tournament, organized by Tad Scheibe '19, pose for a photo after the competition. "With 30 participants and at least 25 enthusiastic fans—mostly freshmen boys—the tournament was a wild success," said Dean of Teaching and Learning (and storied SAS girls tennis coach) Elizabeth Roach. "The winners were Annie Roach '18 and Taylor Foehl, but the fashion award went to Kellyann Conners and Emily Paton '20 with their matching ribbons and color scheme."
- 6 Alex Cameron '18 and Isabelle Mauboussin '18 were happy to be at the People's Climate March in Washington, D.C. (along with many of their classmates) on April 29.
- 7 On her last day of dorm duty on Pell, graduating senior Emma Marvil '17 (seated at center in the orange t-shirt) organized a friendly (but intense!) game of dodgeball in the Sipprelle Field House after study hall. She baked her III Form girls brownies, had them dress in red or blue according to which floor of Pell they lived on, and had music blaring from the SWAG speakers throughout the game.

ST. ANDREW'S MOMENTS





TALK OF THE T-DOCK













Reality, Memory, & Fiction Painter David Graeme Baker Visits Warner Gallery

Painter David Graeme Baker was on campus on April 7 to speak at the opening of a new Warner Gallery show of his works. The exhibit, titled "Reality, Memory, and Fiction," showcases recent figurative paintings and sketches, which the artist explained are "the results of a lengthy process of collecting and cataloging narrative and visual ideas around a theme" and utilize "inspiration from art history, literature, photography, popular media and music" (and often his own wife and children as models).

"Baker very eloquently shared with students and faculty his artistic process," said visual art teacher Navanjali Kelsey. "He finds inspiration in articulating imagery of moments from his life. His images are a stunning narrative into everyday life in Maine, but as one student so beautifully stated, they have a 'wistful' quality to them. Baker is seeking a visual harmony in combination with his own emotional response."

"When I first walked past David Graeme Baker's work I knew he lived in Maine," said art major Grace Flynn '17, who hails from Maine. "His work features grassy plains with pine trees in the back, a road with a view of the vast ocean to the east. Baker's work is vibrant with colors and filled with intricate details. What first drew me to his work is the smoothness of his strokes and the photographic gloss that graces the surface of each piece."

Baker was born in South Africa in 1968, and graduated from Wesleyan University as an art major with a focus on sculpture. He later attended the four year studio art certificate program at the Pennsylvania Academy of Fine Arts in Philadelphia. After working as an artist for a number of years in Philadelphia and Bucks County, Pa., he moved to Mount Desert Island, Maine, where he still resides with his wife and two sons. Baker has, in the past, painted a number of portraits of SAS faculty children and families.

"For me, it was particularly interesting to hear about the manner in which he goes about the process of finding a starting

TALK OF THE T-DOCK



point for each work," Kelsey said. "What immediately struck me is how our seniors face this in the studio constantly, and that hearing about Baker's methodology could be useful. For example, he explained his painting of a girl wearing a mask. Baker used the mask—which he brought with him, and passed around during his talk—as his point of departure. Through careful examination of and thought about this object, his resolution for the painting became clear."

"I was able to speak briefly with Baker before the gallery opening," Grace recalled. "I asked him how the looseness in the background of one of his paintings played a role in that piece, since the backgrounds in his other pieces were uniformly detailed. He told me the background movement helped to emphasize the focus on the painting's subject, but that he was still thinking about going back into the painting and creating more detail in the background. I enjoyed hearing about his work and how he is constantly going back and reworking a piece until he is happy with it. His dedication to his craft is admirable."





Be Big.

LeMar McLean '00 Returns to Campus for a Semester of Teaching—and Learning

Is it possible that LeMar McLean '00 is the best announcement-maker in the School's history? No archival footage exists (that we know of) of McLean making School Meeting or lunchtime announcements, but we're willing to make the call based solely off the hilarious announcements he made this spring alone. Seventeen years after his graduation, McLean returned to St. Andrew's this spring to serve as a second-semester sabbatical replacement for Arts Department Co-Chair Ann Taylor. Throughout his three-month tenure as acting teacher and director of the spring theatre production, we witnessed him repeatedly "going big" in his announcements in the Dining Hall and Engelhard Hall.

When not making cameos at St. Andrew's, McLean lives and works in his hometown of New York City, where he's been performing improv at the Upright Citizens Brigade and other venues since 2004. "I got really into improv in college," McLean said, "to the point where my senior year I scheduled my college calendar so that I had no classes on Wednesday, so that I could drive to New York on Tuesday nights and watch all the improv that I possibly could." During his junior year at Haverford, McLean joined the school's improv group, The Throng. "I was already hanging out with the improv people," he recalled. "I had a crush on one of their roommates, so I wanted to hang out with her all the time, and it just so happened that she hung out with all the funny people on campus."

After college, McLean thought he might continue to pursue improv opportunities in Philadelphia, but "at that time, the Philadelphia Improv Theatre and the whole improv community there wasn't really happening yet," he said. "I knew I had to move back to New York." He spent a few years taking intensive improv classes, attending weekly shows, and networking, eventually landing an internship at the Upright Citizens Brigade theatre in the winter of 2005. "I just lived there [at UCB]," McLean recalled. "I was there every night. Even when it wasn't my

shift, I was there helping out or whatever. I was deep in the mix of that."

Ultimately, McLean became a player in UCB's Thursday night "Cage Match," a competitive improv show featuring a parody wrestling match in the middle segment. McLean's character was Marz the Black Planet, originally conceived of as a security guard for the the event's Vince McMahon-inspired character.

"I had the black suit, black tie, black shirt, and I would just stand there with sunglasses on in a basement," McLean said. "That was how it started-I was just this bad guy who would say horrible things. Over the course of several years, I got to change up the character—I was the bad guy, I was the good guy. I got to write my character and I got to wrestle for giggles almost every week—it was really, really fun. But it takes a toll physically, if you're taking bumps for real, which I was. At the same time, I hit a wall creatively, because the other work I wanted to do, I wasn't doing. I was visible at UCB, but there was something that was missing. I think it was being in a space where I didn't know how welcome my voice was. It's one thing to have a character, but to actually tell other kinds of stories—that wasn't happening there."

McLean began producing web series, short films, and podcasts, including Brothers from Another Planet with fellow performers Don Hooper and Tarik Davis, and 3-Man Weave with fellow SAS alums Kodi Shay '00 and Andrew DeSalvo '00, both of which you can listen to on iTunes or at lemarmclean.com. In 2014, he founded the improv group Comedy People's Time, which features writers and performers from all walks of stand-up, improv, and late-night television. "That's the most gratifying experience that I've had over the past few years," McLean said. "Don, Tarik and I started it when we realized that, after years of writing and hanging out and doing podcasts, we hadn't performed together, ever. Over time, we started getting more and more

"I just don't think there's always an inherent benefit to 'being small.' Elon Musk is not quiet. Steve Jobs was not quiet. Be big."

great people on. They're people of color, women, or from the LGBT community—some combination of the three, by design. It's become this crazy group of people that all have the same kind of story of being one of the few people like themselves in that comedy environment and who never had the opportunity to do comedy in their own language." McLean also recently produced the six-minute comedic horror short *Page One* with Hooper and Davis; they're now in the process of submitting the short to more than 50 film festivals.

In the midst of all this, McLean decided to make time to come back to St. Andrew's this spring. McLean had been involved in the theatre program while a student at St. Andrew's, and had remained in touch with acting teacher Ann Taylor over the years since his graduation—even performing together in a two-man improv show at McLean's 15th SAS Reunion in 2015. After the show, Taylor mentioned her upcoming sabbatical and asked if McLean might be interested in taking over for her in her absence, teaching acting classes and directing the spring play.

"I thought, 'Sure, I'm interested,'" McLean said. "But I'd never directed a play. I had all of the experience to do it—live show production, juggling schedules, moving pieces around, I'd done it all. Just not in this context. I think I might have been at a disadvantage if I had directed a high school play before. I actually had to stretch my brain a little bit. It was fun to not be able to rely on a very set way of doing things." McLean and students mounted the hilarious Once in a Lifetime: A Night of One-Act Plays (you can see a gallery of photos from the production at standrews-de.org/flickr). "We did eight different [one-act] plays," McLean said. "I think it made it easier for the actors to lock in. They had ten, 15 minutes to be accountable. It was also easier for me to work with them and make sure that they were focused on the job. I said to them, 'This is your play. You cannot hide tonight."

"At the same time," he continued, "it is a lot of different stories to try to tell at once. It was fun because it was challenging. Every actor has a different set of strengths and challenges, both personality-wise and in terms of craft. I had the luxury of looking at the feelings [of the characters] and finding those choices [with the actors] and pushing them in this direction or that, based on what I knew they could do, that they might not have realized they could. That's teaching, right?"

Outside of his teaching and play-directing, McLean worked to connect with students, particularly students of color, in the same way that faculty members had connected with him during his time at St. Andrew's. He founded a student improv group "to be able to connect with students on that level who have a need to express themselves but aren't necessarily entirely comfortable with what that means," and of course participated in all the other daily duties of being a faculty member: lunch table conversations, rides into town, etc. "I feel like that's part of being here," he said. "I wanted to at least do the things that I appreciated while I was here. So I tried to put myself out there in the way of saying 'I'm here'—in case you want that to mean something. That's ultimately all I can do."

McLean cites Mel Bride, Ana Ramírez, and Bobby Rue as some of the faculty members with whom he was closest. "To know that these people were checking in [on me] in their own way—that meant something to me," he said. "Looking back, it was like, 'They went the extra mile just to see that I was all right.' That mattered. That has a lot to do, now that I think about it, with me coming back here and having that connection."

At the end of the school year, McLean gave the address at the annual VI Form Dinner, in which graduating seniors are welcomed into the alumni body and present their class gift to the School, and in his talk blended the wisdom he'd gleaned from his experiences as an alum and as a member of the faculty. "Everything that I pulled from was based on some interaction that I had with a student over my time here," he explained. "All of the conversations I had had with seniors and other students, the whole vibe up until that moment. Only then did I know

that it would be something truthful." You can listen to McLean's talk on our website at <u>standrews-de.org/podcasts</u>.

He acknowledged that his experience as a faculty member had given him new insights into St. Andrew's, noting that particular aspects of the School had changed since his years as a student. "I think there have been more positive changes since I left," he said, "particularly in terms of the ability for kids to try things. We didn't have an art buildingwe were basically in a garage when I was here. A lot of programs have expanded significantly, and I've never seen more brilliant work. I think that if there is something that a kid really, really cares about, and really wants to do, this is your school." He noted that the increased options in terms of opportunities for student involvement come with a downside: the increased potential for students to overwhelm themselves. "I think the balancing act is something that the School continues to struggle with," he said. "It's something that I worry about because I've been out there, and I know the value of singularity of purpose. I'm not sure that advising against specialization is always the best thing, but I also know the value of a more well-rounded person. So I get why we do that. There's got to be an inbetween."

Despite, or perhaps because of, the remarkable student work he witnessed during his three months on campus, McLean also became aware of a certain aspect of the St. Andrew's ethos: its quiet humility. "It's this sentiment that humility is virtuous at all times," he said. "It's [a habit] that I had to get myself out of, and that [habit] probably started here. That's why I'm so loud when I'm here—that's why I try to go big. It's not a criticism of the culture here. I just don't think there's always an inherent benefit to 'being small.' Elon Musk is not quiet. Steve Jobs was not quiet. Be big."

"Everyone here is doing extraordinary things," he concluded. "Everyone is playing in their game or doing their event or performing in their concert. Don't insult the work that you did to get there. Are we shining? Are we living in that? I want that for these kids. I want that pride, that badge of honor."



"I had the luxury of looking at the feelings [of the characters] and finding those choices [with the actors] and pushing them in this direction or that, based on what I knew they could do, that they might not have realized they could. That's teaching, right?"



FRIDAY, MAY 12

GALLERY OPENING + ANDREAN READING + ORCHESTRA







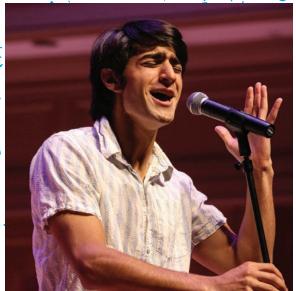






SATURDAY, MAY 13 THE NOXONTONES + FILM STUDIES + JAZZ ENSEMBLE + ONE-ACT PLAYS





































SUNDAY, MAY 14

CHORAL SCHOLARS + ST. ANDREW'S DANCE













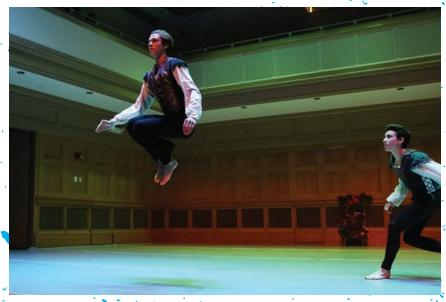














MUSICAL THEATRE SHOWCASE

We enjoyed a fully student-produced, directed and performed Musical Theatre Showcase on May 21. Students performed songs from *Chicago*, Avenue Q, Grease, Hamilton and many other Broadway shows.



CAST MEMBERS

ALANI DAVILA • ALLAIRE BERL • ALTHEA CLARKE '19 • AMELIA PARRISH '17

ANDY DUPREE '20 • AUSTIN BRANNAN '19 • BILAL MORSI '19 • CARA MCTAGGART '18

CHARLOTTE BERL '17 • CINDY LAY '18 • CRISTLE IKE '19 • DIANA HONEY '19

EMMA FERRANDINO '17 • WENDY TAYLOR '17 • JARYD JONES '17

KEELER NICHOLS '20 • LILLY EGAN '20 • MARION HUMPHREYS '17 • RUTH PURYEAR '17

SAMIR ARRINGTON '18 • TAD SCHEIBE '19 • THEODORA SIMONS '17



DIRECTORS
EMMA FERRANDINO '17
& RUTH PURYEAR '17

LOVE HOLDS

Reflections from the Student Diversity Leadership Conference

IDEGRITATION OF THE PERMITTERS OF THE PERMITTERS

Each year, St. Andrew's sends a group of students and faculty to the Student Diversity Leadership Conference (SDLC), a three-day gathering of high school students from across the country that explores issues of diversity and equity and building cross-cultural relationships. SDLC is itself a part of the larger People of Color Conference (POCC) for educators, which focuses on issues of equity and diversity in schools. (Both conferences are hosted annually by the National Association of Independent Schools.) In these pages, students and faculty who attended this year's conference in Atlanta share some of their reflections on the experience.

RYANN SCHUTT '18

I was completely floored and amazed by the entire experience of SDLC. It made me question everything. Who am I? What is my purpose? What have I done for the past few years on campus? How have I impacted our School? Have I ever not been open to hearing someone talk?

At SDLC, for the first time, I was a minority, and I didn't feel comfortable speaking my opinion, like I've always done. I spent the first two days just listening; I didn't really feel like my voice was needed. That was a very humbling experience because I'd never really thought about my place in the classroom. When I raise my hand, or when we talk around the Harkness table, I usually don't second-guess when I say something. But I heard from the students in my group that it's harder for them to speak up in classes when they feel like they have to represent

From the girl in my affinity group whose mother is a North Korean refugee, to the gay student at my lunch table who attends an all-boys Catholic school in Texas, everyone I met—even those who had more similar upbringings to my own—taught me something about myself.

their entire culture. Many people in my group were saying, "Because you're white, you have to use your voice to represent us who are unable to express our voices in the same way you are." But I don't know how to—I don't want to speak for people, but I also don't want to be a bystander. So I guess that's something I'm still struggling with.

I feel like SDLC set me back a bit, because I was so unaware, and I just became even more confused and more presented with everything that's real for other people that isn't real for me. That's discouraging, but also real. I look at it as a chance to ask: How do I engage with my peers who haven't had that SDLC experience? It's interesting, because while we all live in this one space [at St. Andrew's], every person brings a different background from their home to our community, and so many people have had different experiences. That's the reason we did the Silent Movement last night for Chapel. [Students who attended SDLC led a Chapel service in February; the Silent Movement is a diversity exercise in which leaders read from a list of physical or social characteristics and participants stand up when they identify with a characteristic.] I wanted the white students, who make up 58% of our student body, to understand that the experience of every student on campus is not the same. I wanted people to be aware of the different identities that embody our campus.

NAM NGUYEN '18

I had heard a lot of past participants say that the Student Diversity Leadership Conference was "life-changing" or "indescribable," so I initially worried it might not live up to the hype, but SDLC completely defied my expectations. The program is truly unique, and is a slap in the face to people unaware of their privilege and ignorance. The speakers and facilitators spared us of sugarcoating and immediately set the tone for a weekend of growth. For me, the most impactful part of SDLC was being able to interact with a large range of students who live drastically different lives than my own. From the girl in my affinity group whose mother is a North Korean refugee, to the gay student at my lunch table who attends an all-boys Catholic school in Texas, everyone I met—even those who had more similar upbringings to my own—taught me something about myself.

I am an international student at St. Andrew's, so an especially interesting moment for me at the conference was when I met Steven, a fellow international student in my affinity group. Steven is a Chinese senior at another boarding school in America. What particularly struck me about him was our mutual fondness for American culture, but our heavily contrasting approaches towards American politics. Steven's firm opinions on the recent presidential election, which he willingly expressed in many of our conversations, surprised me. As an international student, I try to be more reserved when American politics—and particularly issues around the election—come up in conversation, because the outcome of the election affects me much less than it does those who live in this country. Seeing Steven's investment in a topic I tend to shy away from made me rethink the experience I wish to have in America and how I wish to fit into the culture. Months after the conference, Steven and I still keep in touch; I'll occasionally check my Snapchat and find political memes from him.

through it. I catch myself speed-walking to class, counting down the minutes till bedtime, and telling myself, "I just have to make it through this week and then I'll get a rest." But in this mentality lies an underlying self-absorption. Each one of us has our own agenda for the day—each of us is just trying to make it through. We're just trying to get to Christmas break, or Spring Break, or Long Weekend, or just the plain weekend. In doing so, we habitually rush about our daily routine, scrambling through the hallways, faces around us blurred, the sound of our own footsteps pounding into our heads. During class we watch the clock. We are drained by the repetitiveness of routine. After study hall we arrive back on dorm, our backs hurting, our heads aching. We are so exhausted, we are so done, that we do not pause. We are eager to cover ourselves in blankets, wash the day off our faces, and cherish our sleeping moments. We drown out the voices outside in the hallway, longing to retreat into ourselves. We are so, so desperate to stop listening.

But what SDLC taught me is that it's time to start

How well would our alums say that St. Andrew's prepares them to understand socioeconomic diversity? Are our attempts to make socioeconomic status invisible getting in the way of education and awareness?

Attending SDLC has definitely changed the way I see other students at St. Andrew's, particularly those who don't necessarily fit the mold of a "typical" St. Andrean. We tag students as cynical and withdrawn because they don't appreciate the same things to the same extent as the majority of the School population—but the unconventional way these students choose to interact with the School are simply reflections of different upbringings and life experiences. From the students who choose to study for the AP Psychology test on dorm rather than attending the Frosty Dance, to the person who spends their free day indoors watching anime, everybody has a story that we should try to listen to. During the Silent Movement Chapel, we asked if people felt like they had a voice at St. Andrew's. If I had not attended SDLC, I would have been shocked to see so many people stand up for "no" in answer to this question (especially considering the fact that St. Andrew's prides itself on being diverse and accepting) but I now have a better sense of the silenced voices and the hidden diversity in our community. SDLC helped me appreciate the diversity I am surrounded by on campus, and for that, I am thankful for the experience.

ANNIE ROACH '18

In our St. Andrew's community, our days can seem repetitive, our goal for the day being to simply get

listening, to freeze our selfishness for a minute and to listen. The voices outside preventing you from sleep are the voices that indicate that we are alive, that we can speak. The faces that circulate around us throughout the day are proof of our unity. The steady, even breathing of your roommate in the middle of the night is proof that someone is in the room with you, that you are not stranded. The teacher in class, talking as you unknowingly zone out, is proof of our amazing opportunity for education. Instead of ignoring these little things, notice them. Listen to the voices you normally wouldn't listen to. In our school, and on a larger scale in our world, we are all united.

At SDLC, I realized the sheer value of voice. We cannot know our own side of the story if we do not know the other side. Instead of plugging our ears every time we hear someone talking about how great Donald Trump is, we should unplug them. We should ask him what his experience is. Ask him why his experience has shaped him as such. Listen. Share our own stories. Resist the urge to sharply reject his words and block out his explanation because we are so tied to our own beliefs. Instead, we should back up. We don't know their story. We don't know how they have experienced the world. We are all molded by our upbringings; we are formed by the world around us. For all you know, that person could have seen Trump as an emblem of hope, as someone who cared about them. Personally, I saw Clinton as an emblem of hope because, to me, she embodied a strong, intelligent female, and I saw the possibility of her election as creating a new sense of voice for women in powerful roles. Others viewed her in a hopeful light as well, but probably much different than mine. Our definitions of hope and promise are all different. We should listen to as many definitions as we can. In doing so, we can learn more about our own definitions.

GRETCHEN HURTT '90

Dean of Studies

I have been thinking about socioeconomic status and student experience at St. Andrew's for a long time—ever since I myself was a St. Andrew's student who received generous financial aid. At POCC, it was interesting to learn of one California school's self-study around this issue. The project studied how students' feelings of belonging were related to their socio-economic status. Perhaps not surprisingly, in an elite school with under 20% financial aid, their alums felt the school did not prepare them to understand

our attempts to make socioeconomic status invisible getting in the way of education and awareness?

SHRIDHAR SINGHANIA '18

My perspective on diversity in general is a little bit different. Back in India, I was the majority. My parents are financially stable, "upper caste" Hindus, which is a relative position of power in India. Whereas, when I came to St. Andrew's, I became the minority, and that was a different experience. SDLC allowed me to better gauge that, and to better understand my identity. It made me question a lot of things; there were very uncomfortable discussions. I learned the harsh realities of people that have it so much worse than I do. Some people may view my experiences like a museum, or like a zoo—where you go in and see an animal and you're maybe petting it or giving it food, but you're not really concerned with it as an equal. But my experiences are not a museum, because they're my life. At the same time, I realized that's what I was doing for others who had it worse than I did.

We have to treat these conversations as opportunities to learn from one another—to learn about each other's identities as individuals. Without this, we can't make any progress.

socioeconomic diversity, financial aid students were half as likely to seek help from teachers, and financial aid students felt less belonging to and ownership of their school. The school looked at things that brought out disparity and exclusion—such as travel abroad programs or daily transportation arrangements. Students were directly involved in the research, which helped raise their awareness of socioeconomic status issues, and they eventually formed an affinity group for students who felt that socioeconomic status limited their school experience.

I actually left this workshop feeling good about the ways St. Andrew's financial aid works to serve students by anticipating costs and factoring in the "full cost" of a St. Andrew's experience, and about the way we continually share the message about St. Andrew's original mission and foundational commitment to financial aid. I wonder, too, how we can help students and faculty discuss socioeconomic status more openly—for example, in moments when teams want to order jackets, or when weekend offerings involve costs for food or activities. I wonder how students from lower socioeconomic backgrounds might view this aspect of their identity as a strength, not an embarrassing fact that should be made as unrecognizable as possible. How well would our alums say that St. Andrew's prepares them to understand socioeconomic diversity? Are It made me feel guilty, a little bit, but I also realized that guilt isn't the point of it. I had this long conversation with Profe [Spanish teacher Dave Miller] in Waffle House and we were talking about guilt. At first, I was arguing that it doesn't really matter what it is that drives someone to help [someone else], and if guilt is the driving force, what's wrong with that? But then by the end of the conversation, I realized that the means matter just as much as the ends; you should be helping someone because you believe that all people are equal, and you understand different aspects of everyone's identity—not because you feel like they're some charity.

I think the one thing we as a School struggle with, when it comes to these issues of identity and race, is in fact conversation. We're really good at conversation outside of these issues, but with identity and race, people are a little bit on edge to talk about them, and that's perfectly okay. But people at St. Andrew's actually do want to have these conversations. They want to know, they want to learn, and most want to help. The key is understanding that they want these things, and to give them a chance to learn and help by also giving them the benefit of the doubt. We have to treat these conversations as opportunities to learn from one another—to learn about each other's identities as individuals. Without this, we can't make any progress.

Commencement 2017

Class of 2017 Haokuan Luo Ribbil Dourdas Walker Malhotra

Alec Yuya Hasebe Maloney

Max Paul Owen Mayer

Emma Grace Marvil

Kecgan Mateo José Anton

Amelia Barclay Parrish

John Ramborst Paris

Sarah Elizaketh Paton

Kathryn Ora Patott

Sarah Elizabeth Pinto

Jenniker Nicole Popper

Kathryn Alice Murphy

Katharine Holt Moore

David A. Moffitt

Benedict Kinsolving Baumann Grace Catherine Alden Flynn Kaitlyn Marie Lizardi Foster Emma Katherine Ferrandino Joycelin Maribel Farmer Charlotte Dominick Berl Colin Bernard Campbell Hannah Sheffield Beams Sophia Maria Cordova Margaret Gentry Cece Brennan Fairfax Ayres Lynden Alexis Fausey Amelia Moselle Atalay Harrison Davis Foley Kya Dominique Bunn Kiara Giselle Campos Jung Yeon Peter Choi Addison Paul Dolido Cairlin Louise Cobb Colin Yagmur Cool Shalena Kesi Adams Thuy Anh Duong Brianna Adams Yubang Chen

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Head of School's Introduction of Heather Mitchell '92

I have known Heather now for over 25 years, a time span that covers her matriculation as a III Former at St. Andrew's in 1988 to her work as a member of the St. Andrew's Board of Trustees today. If you are lucky enough to meet Heather's daughter Carter you will have a good sense of the personality, curiosity, intelligence, generosity, and spirit that Heather brought to St. Andrew's as a student. She was an outstanding scholar and athlete; she was a gifted singer, actress, and leader in her class. She was also a young woman intent on improving, developing, and cultivating the experience of coeducation and the experience of students of color at St. Andrew's.

Heather is a graduate of Williams College, where she earned a B.A. degree in English and was a Herbert Lehman Scholar, NAACP Legal Defense Fund. In 2004, Heather earned her Master's degree in Liberal Studies (highest honors) at Dartmouth College Graduate School of Arts and Sciences. Her professional career has included leadership experience in both education and business. From 1998-1999, Heather taught English, served as Associate Director of Admissions, coach and advisor of multicultural life at St. Andrew's. Since 2004, Heather has worked with Capri Capital Partners, LLC, where she has served as President and Chief Operating Officer.

Heather Mitchell '92

It's an honor for me to speak today, to assist in ushering out St. Andrew's Class of 2017 and welcoming them as our newest alumni. I am going to be completely candid with you; I remember very little about my own Commencement ceremony. In fact, up until last night I did not remember who even spoke at my graduation until Mr. Roach reminded me that he was in fact the speaker. Oops. But I'm certain that me not remembering wasn't due to the message that was conveyed. It was all me.

During those final days that preceded graduation and culminated in the ceremony, I was filled with an intensity of emotion that I had never felt before—a combination of excitement, trepidation, sadness, confusion, and accomplishment. You may be experiencing this yourselves, but all of the sudden I felt panicked that I did not spend enough time getting to know certain classmates or teachers. I realized I did not get a chance to fully show my gratitude to staff like Mr. Simmons, who used to open the gym for me to shoot around when technically it was supposed to be closed. He even rebounded for me sometimes. There just was not enough time. So it is my intention that I leave you with something, some nugget that you will remember, but I will not be offended if you do not. I clearly get it.

I would like to start by also sharing another honest thing about me. I absolutely adore the Academy Awards. In my household, the Oscars is like Christmas. My poor husband, Kenny, and my absolutely complicit daughter, Carter, and I make it an all-day affair, starting with critiquing the fashion

on the red carpet. This year, Carter even got dressed up and practiced her acceptance speech with her very own "Oscar" in hand, a golden, plastic replica that I picked up a few years ago at a flea market in Hollywood. I typically try to see many of the films that have been nominated. And so I must share with you a secret that I have disclosed to very few people: I refused to see the movie *La La Land*.

Now I have nothing against Ryan Gosling or Emma Stone or any of the fine actors who were featured in that film. I was rooting for Tarell Alvin McCraney's Moonlight. He co-wrote the script for the film. A MacArthur Genius Award-winning playwright, Tarell is also a Steppenwolf Theatre ensemble member. And as a board member of Steppenwolf, I have had the pleasure of meeting Tarell many times, and in person, he is a humble, brilliant, sensitive, and extraordinary man, who also happens to be black and gay, and whose personal journey is not entirely autobiographical, but reflected in many ways in the script. So needless to say it was with great anticipation (and heavy eyelids) that we waited for the final award, for Best Picture, to be announced. So when Warren Beatty turned to Faye Dunaway to save him from making what he most likely sensed could be a colossal mistake, (i.e. when he threw her under the bus) and realized that she had mistakenly announced the wrong winner—La La Land—and that Moonlight had actually won, I felt incredibly vindicated. See?! I was right! Forget La La Land!

Moonlight is many things, but in my mind it's largely about finding hope in hopeless situations, overcoming adversity when the prognosis appears impossible, it's about forgiveness, and finding joy even when despair is overwhelmingly pervasive and crippling. For me, Moonlight gives me the permission,

really the audacity, to feel positive about the future of film—as well as other cultural mediums. It makes me think that stories of inclusion may be becoming an integral part of a new normal, as opposed to isolated incidents that check the diversity box. And unlike the previous year, when like many others, we participated in the #OscarsSoWhite boycott, Carter, Kenny and I could engage in a meaningful way in this celebration.

Why no La La Land? You are clearly an astute class of seniors who have figured out that La La Land is really a metaphor. I have honestly just lost all tolerance for it-La La Land, that is. I'm over fake news and appendages, alternative facts and misogynistic politicians and cable news networks. I'm over jerks who give out roses and invite multiple women to fantasy suites. Now let's be clear, the alternative to La La Land isn't exactly more palatable. Personally, I'm over my daughter's fear of her father's penchant for the hoodies that he loves to wear or explaining why he repeatedly got pulled over by the police when he would commute to a small city in Florida, about 30 miles from where Trayvon Martin was killed. I no longer have a plausible explanation for why her paternal grandparents, longtime, proud residents of Flint, Michigan, still do not have clean water streaming from their kitchen and shower faucets. And although we live in one of the most iconic and beautiful cities in the world, Chicago, I am tired of worrying about my family's safety, as our city marked 2016 as its deadliest year in almost 20 years. And too often I am concerned about the inhabitants and the staff of the originally small homeless shelter that my grandfather founded on the West Side of Chicago over 50 years ago—the Primo Center for Women and Children-which is now the second largest organization in the city serving homeless women and children, with locations sprawled across the city's toughest neighborhoods. Progress, in this case, is not about getting bigger or better because we are farther away from eliminating homelessness and all of the ensuing traumas associated with this condition than we have ever been.

So as I, like many of you, have struggled to make sense and cope with non-La La Land, I recall several months ago responding rather critically to Ms. Diahann Johnson's text of well wishes for a happy 2017. I texted her back with a look-alike emoji of me with a large hammer destroying the year "2016." I added many sad, weeping, emoji faces, the extent of my technical abilities by the way. And in response to my dramatic display of emotion, she wrote back: "It's in God's hands. He just needs us to stay woke and keep doing what we are doing and fight the good fight." She wrote this along with a smiley face of course.

Now, for those of you who know Ms. Johnson, the beloved French teacher who is retiring this year after 23 years of service and mother of Caleigh who

is also graduating this year, Diahann is a deeply spiritual woman, with tremendous patience, empathy, and optimism. These are only a few of the attributes that make Diahann an outstanding educator and influence on jaded friends like me. So I decided to follow her lead, the more righteous path, and to not give my power away by holding onto negativity and doubt. And it became clear that as a citizen of this world, the only way that I would personally be able to combat any



Stay Woke means not just keeping your wits about you, it is about staying hyper aware and vigilant. Often it's about combatting injustice, but it's always about movement, actively maintaining a point of view, and sometimes fighting for what you believe is right.

of its many challenges and adversities, is to commit to Staying Woke. No *La La Land* for me. I believe that God has been hinting for quite a while (actually more like banging us over the head with that emoji hammer) for us to wake up from the stupor, to push aside the apathy and hopelessness and like Tarell did, to go find and cultivate our joy within the despair.

Stay Woke? Yes, I was an English teacher and know that this phrase is grammatically incorrect. But somehow "Stay Awake" or "Be Awake," just does not have the powerful cadence of Stay Woke. In my opinion, it resonates like Kate Chopin's 19th century novel *The Awakening* on steroids. One of the first feminist authors of our time, a countercultural game-changer, I think Chopin would approve. Stay Woke means not just keeping your wits about you, it is about staying hyper-aware and vigilant. Often it's about combatting injustice, but it's always about



movement, actively maintaining a point of view, and sometimes fighting for what you believe is right.

So I ask of you as I have been demanding from myself, the venerable Class of 2017, to Stay Woke. The irony does not escape me that most people think that St. Andrew's is La La Land. Bucolic and idyllic, it is often described as a "bubble." I had the opportunity to speak to a handful of seniors about a month ago, and several of you articulated your concern about leaving the bubble. Would you be prepared to make tough decisions without the strong and established community that you've come to know and cultivate around you? Would you be able to navigate a less perfect or accepting world and create and abide by your own set of standards and expectations? Would you still be you without this place, these friends, these teachers? The fact is that this isn't a bubble—as you have witnessed this year during campus lock-downs or when you've been forced to figure out how to balance your workload, art, music or team participation, often in frustration and over little sleep. Many of you

have had an experience while you've been here that has changed the trajectory of your life in a meaningful way. This is as real as it gets.

In Zora Neale Hurston's novel Their Eyes Were Watching God, Janie and Teacake escape to the muck, a bountiful, uncensored and fertile part of the Everglades where folks would work and play hard, a place where our protagonist Janie's "soul crawled out from

her hiding place."
Hurston depicts
the muck as both
refuge and reality,
where "all night the
jooks clanged and
clamored. Pianos

living three lifetimes in one. Blues made and used right on the spot. Dancing, fighting, singing, crying, laughing, winning and losing love every hour. Work all day for money, fight all night for love. The rich black earth clinging to bodies and biting the skin like ants." The muck is reminiscent of St. Andrew's, where your "souls have crawled from their hiding places," where you are covered communally in, bonded by the black earth, where you have worked quite diligently and also forged incredible friendships. Like Janie, you are now "pulling in your horizon like a great fish-net. Pulling it from the waist of the world and draping it over [your] shoulder. So much of life in its meshes!"

Stay Woke

As graduates of this esteemed institution, in which almost 50 percent of the student body receives a sizeable allocation of financial aid, you have an obligation to give back to it. Whether you have received financial aid or not, every single one of you has benefitted from this extraordinary experience in fact the experience was made extraordinary due to almost 50 percent of you receiving financial support—and you all have an obligation to give back to it. Because once you take it for granted, it will disappear and there are many that will follow you who will work just as diligently and sacrifice just as much and deserve this as much as you do or I did. Don't sleep—or underestimate what will happen if you do not actively participate in maintaining the viability of this amazing school.

My fellow trustee and friend, John Matouk '89, describes St. Andrew's as a compass: a place that

Don't sleep—or underestimate what will happen if you do not actively participate in maintaining the viability of this amazing school...
This place is something bigger than yourself and you have a responsibility to hitch your wagon to it.



we can easily find or stumble our way back to, that reinforces what is good and meaningful, the healing and edifying effects of diverse perspectives and backgrounds that culminates in an ideal of community. Where an ethos of faith, humanity and integrity is counter cultural. But it's not all roses and sunshine either: it's grit, resilience and perseverance. It's making tough calls when it's easier to not bother. It's the highest state of consciousness or wakefulness. This notion of a compass is what he's referring to during his farewell speech when President Obama encouraged America to "hitch your wagon to something bigger than yourselves." This place is something bigger than yourself and you have a responsibility to hitch your wagon to it, in addition to the many significant interests and causes that you will support over your lives. But you've got to fight for it to ensure its viability.

Similar to how Pilate carries her father's bones and her own name she writes on a slip of paper and places in a box that she fashions into an earring in Toni's Morrison's *Song of Solomon*, I always keep my compass in my pocket. Pilate carries these objects to both redeem and remind herself. The bones are symbolic of her ancestry, simply a reminder of where she really comes from. The earring is a bit more convoluted, but basically is about her choosing to own her name rather than rejecting it or allowing its perceived negativity to define her.

I have kept my compass in my pocket for going on 25 years now. I refer to it all of the time, really: when I'm in situations that I just don't feel right about and refuse to compromise my integrity; when I stand up for colleagues or friends or even strangers because they've been treated unfairly; when I could remain angry and resentful but choose empathy and forgiveness. I refer to it when people repeatedly lectured me that I could not possibly help build a diverse, countercultural firm in the financial

services industry—and that it could be diverse AND successful.

And recently my compass led me to the difficult decision to actively make a change in my professional life, which even though I now-like you-face uncertainty and an unchartered path, know that it is one of the best decisions I have made in my entire life. It forced me to put aside one of my greatest strengths and greatest hubris-my competitiveness; my irrepressible desire to win-and instead do what was best for me, my mental and physical health and my family. And just because I keep my compass close by does not make me Mother Teresa, in fact extremely far from it-which Will Speers, Tad and Elizabeth Roach can attest to for sure. But I'm not afraid to admit that I'm a proud compass carrier. There is no shame in something that keeps me yoked or hitched to something bigger than myself. It forces me to Stav Woke.

The following is the final story that I would like to share with you today: on a sweltering day in June of 1988 I sat for three hours in a tiny, non-air conditioned office in the basement of Founders Hall. I did not know it then but I would be the first student that Will Speers accepted into St. Andrew's, due to the good fortune of Will being newly appointed as Interim Director of Admissions. My parents, bravely and nervously, would drop me off, just as my uncle and aunt did their daughter Sydney two years ago, now a rising junior at St. Andrew's. I would enter that fall as a III Former.

Of course, Will would not realize until many years later that I—and my large, boisterous, extremely opinionated and overwhelming package-deal of a family—would be a major pain in a certain real appendage of his for the next 29 years and counting. He would be my advisor for the next four years, and then after I graduated from college, my boss for two, and then he would eventually have to tolerate me as



Mr. Robinson, and all the adults in this room, including all of our parents, have allowed each of us to be loud, outspoken, and passionate; you have never silenced our voices because you have seen our potential in being bearers of the values that make St. Andrew's special.



a Trustee. In between, Will would become my dear friend, confidante, mentor, rabbi, Kleenex-provider, potential jump-from-roof-remover, amongst many other essential roles that I would require. Over the years, I have been incredibly grateful for his, Tad, Elizabeth and many other faculty's influence in my life but have never been able to express this adequately. Because they have and continue to keep me yoked, and if for just that gift alone, I am deeply indebted.

My story is not unique; you all have similar stories and trajectories—how you came to this magical place, how you will leave it better than when you found it, and how you intend to live in the world, informed by the many examples that were here during your time. And as you go forward, do not forget to give back to this place so that you may always be able to return to it and allow others to receive it as well. Stay Woke. God bless, thank you and congratulations, Class of 2017.

"For what is a man, what has he got If not himself, then he has naught To say the things he truly feels And not the words of one who kneels *The record shows I took the blows And did it my way.*"

Every time my parents hear this song, they remind me that I was actually named after Francis Albert Sinatra—it's really true!—but whenever these lyrics ring in *my* ears, I think about the Class of 2017.

Frank proclaims in these lyrics that expressing himself sometimes meant getting roughed up along the way, but it was worth it. Frank Sinatra knows the St. Andrew's Class of 2017. He knows the freshman girl who would scamper out of her room every night to go gaze at the stars. He knows the sophomore boy who kept on wearing bucket hats long past when *GQ* said it was "in"—Ok... that was me. He knows the junior boys who serenaded an entire girls' dorm with "Nobody Wants to See Us Together"—sending the security guard into a bike-pedalling frenzy. And he knows the seniors who celebrated the end of exams in January by jumping in an absolutely freezing pond.

Our record shows, we took some blows—for being a little too headstrong, a little too impulsive, and just a little too reckless for our own good.

It is a credit to St. Andrew's that, even after four years, our drive to do it "our way" remains intact, but because of the rare, generous spirit of this place, each of us has refocused what we fight for. In 2013, we were raw and edgy; in 2017, we are more thoughtful



and refined. Yes, we have faltered, and we've gotten back up, bruised but better.

I want to thank all of our teachers, dorm parents, advisors, mentors who have guided us throughout our careers at St. Andrew's. I know that every member of this graduating class has counted on the wisdom and kindness of you all, some of us more times than we can ever remember or repay.

One member of the faculty has been an unfaltering presence of support to our entire class. He has kept us together, through advances and retreats, and I can confidently say that we, individually and collectively, would not have the same purpose and vitality without him. Mr. Robinson, thank you for everything that you have done for us. We won't forget it, and we'll see you at our five-year Reunion.

Mr. Robinson, and all the adults in this room, including all of our parents, you have allowed each of us to be loud, outspoken, and passionate; you have never silenced our voices because you have seen our potential in being bearers of the values that make St. Andrew's special. You have made kindness and fairness unstoppable forces in our lives.

Trying to articulate for you the growth of our class since 2013 is not easy, but I am guided by the words of another mentor. Mr. Nathan Costa, my choir teacher here for three years, maintained two rules when we sight-read: sing loudly and don't stop singing. Even when you make a mistake, even when you miss a beat, even when you say a word wrong, you keep going and you keep going loudly. His words capture the attitude of the 78 souls that sit right in front of me today.

The Class of 2017 has used its "loudness" to chorus St. Andrew's emphasis on justice and goodheartedness. I hear my classmates' voices *resound* on

climate change, technological advancement, police brutality, gender inequality, presidential politics, mental health. Their actions *reverberate* their constant commitment to pursue their *own* paths and to strive for what they believe to be right. We are on our routes to becoming amazing problem-solvers who will go out into the world and *declare* a difference.

And now, Class of 2017, the end is near,

And so we face our final curtain—at St. Andrew's My friends I'll say it clear,

I'll state my case, of which I'm certain

We've lived this life that's full

We've traveled each and every trailway,

But more, much more than this,

We did it our way.

Take it from me, Class of 2017, Francis Albert Kigawa: sing loud, sing on, and we will lead, confident, bold—and maybe, still, a little headstrong. Thank you.





Dare to be you, an unrestrained, talented, and empowered you.

△ Jasmine Southerland

Every year, the curtain opens and welcomes a new class to rise to the daunting stage of senior leadership. At St. Andrew's, the senior class is granted the opportunity to perform and showcase their talents in leadership roles for the benefit of the community, whilst developing their own character and sense of self. As leaders, the Class of 2017 managed to alter the traditional perception of senior leadership, through our personable actions of kindness, empathy, and love shared with all members of the St. Andrew's community, whether on dorm, sports teams, ensembles, or in the classroom. The members of Class of 2017 were able to form genuine friendships with underclassmen, because we never put on a façade of perfection but led with authenticity. We tested boundaries and our faults were often as publicized as our successes, but (for better or for worse) we always fought for what we believed in.

Our unconventional leadership style managed to culminate all of our distinct and diverse voices, whilst retaining the individuality and unique character of each member in our Form. Now, the Class of 2018, with one foot in the audience and the other on stage, are in a transition period, at the cusp of forming their own leadership identity. The Class of 2018 should

not simply mimic or fill the role of past seniors but create their own culture, representative of their voice, for the St. Andrean community. However, how does the Class of 2017 continue to be bold, confident, and test boundaries within the more restrictive systems ingrained into our future communities? As individuals, how are we to change a narrative?

As Mr. Hoopes and members of the girl's tennis team once said, "In a world filled of infinite possibilities and opportunities, a leader does not wait for permission to achieve but takes the initiative, whilst being willing to open their eyes to the environment around them, and to use their abilities to create new opportunities for not only themselves, but others." Do not close your eyes to people in need, instead reach out, and attempt to form the same connections, you created at St. Andrew's.

Our values of creativity, honesty, and authenticity will not always be treasured or even wanted in our world filled with inherent systematic oppression, prejudice, and judgement. However, this is not just a caution, but a challenge to continue to be fearless, different, and innovative within a world that values mediocrity and routine. Do not let fears of possible mistakes and failures in the future force you to succumb to society's will contrived of pressures of conformity and limited perceptions of success with an intent to paralyze and constrict; instead lean into that uncertainty, embrace it; because the vital moments of true self-exploration and discovery lay down that uncharted path. Dare to be you, an unrestrained, talented, and empowered you. So, when you face the final curtain, I hope that you'll be able to sing "I did it my way." 👿





















Recipients of Awards

Cresson Prize

For the greatest improvement in athletics.
Hannah Sheffield Beams
Jasmine Nicole Southerland
Colin Yagmur Cool

Art Prize

Awarded to the student who has contributed the most to the art program in effort, originality, and technique in various art forms.

Hannah Sheffield Beams Sophia Maria Cordova

Ceramics Prize

Awarded to the student who has demonstrated a mastery of skills, a strong imaginative quality with his/her work, and proven to be a creative model among his/her classmates.

Maria Christine Sargeni

Larry L. Walker Music Prize

Awarded to the student who has made outstanding contributions to the Orchestra.

Bohong Wang Soo Myung Jang

Larry L. Walker Music Prize

Awarded to the student who has made outstanding contributions to the Jazz Ensemble.

Ziyu Zhou William Eric Buchanan Gray

Choir Prize

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

Gwendolyn Guion Taylor Theodora Bonnell Simons

Drama Prize

Awarded in memory of John Fletcher Hinnant, Jr., Class of 1953, to the best actor or actress.

Gwendolyn Guion Taylor Adam Winston Gelman

Dance Prize

Awarded to the student who has shown exceptional leadership, dedication, and artistry in dance.

Shalena Kesi Adams Ruth Louise Puryear

Hoover C. Sutton Drama Prize

Awarded in honor of Hoover C. Sutton, drama teacher at St. Andrew's School from 1980 to 1993, for the greatest contribution to the theatre program in technical work.

Rachel Yan Ming Sin

Keri J. Advocat Photography Prize

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

Katherine Isabelle Tuveson

Purchase Prize

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

Rachel Yan Ming Sin

Chester E. Baum Prize for English

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

Sarah Elizabeth Paton Duohao Xu Lynden Alexis Fausey

Charles H. Welling, Jr. Prize for Writing

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

Lynden Alexis Fausey Duohao Xu

Amanda Leyon Prize for Creative Writing

Given in memory of Amanda C. Leyon '95 by her classmates, to the student who has excelled in creative writing.

Hanna Assieh Soulati Anne Calvert Roach



Louis C. Mandes, Jr. Library Prize

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

Kathryn Ora Paton Sarah Elizabeth Paton

Sherman Webb Prize for History

For outstanding work in history.
William Monroe Imbrie-Moore
Duohao Xu

W. Lewis Fleming Prize for French

Given by the Alumni in memory of W. Lewis Fleming to the student of French who is most deserving in interest, effort, and achievement.

Emma Katherine Ferrandino Kathryn Ora Paton

The Nancy K. Hargrove Prize for Spanish

Given by Joe Hargrove, Class of 1967, in memory of his wife, who was a great admirer of St. Andrew's. Awarded to the student doing outstanding work in Spanish.

Margaret Gentry Cece Lynden Alexis Fausey Gwendolyn Guion Taylor Yubang Chen

Chinese Prize

Awarded to the student doing outstanding work in Chinese.

Shalena Kesi Adams Thuy Anh Duong

G. Coerte Voorhees Prize for Classical Languages

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

Duohao Xu

Awards Night

Walter L. Harrison Prize for Mathematics

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

Haokuan Luo Yubang Chen Duohao Xu

John Anthony Higgins Award for Mathematics

The John Anthony Higgins award is given by members of the Math Department in honor of John Higgins, beloved and legendary Math teacher at St. Andrew's from 1980 to 2012. Awarded to a student who shares John's joy for learning, who appreciates the beauty, precision, and utility of mathematics, and who seeks to infuse this passion in others.

Sarah Elizabeth Paton Kathryn Ora Paton

The Computer Science Prize

Awarded to the student of Computer Science who has demonstrated exceptional skill, understanding, and depth of interest in the field of Computer Science.

Kathryn Ora Paton Haokuan Luo

William Day Scott Prize for Science

Awarded to the student who has taken at least two science courses and, through performance in these courses, has demonstrated real promise in the field of science.

Sarah Elizabeth Pinto Bohong Wang Harrison Davis Foley Haokuan Luo John Ramhorst Paris

William H. Amos Prize for the Life Sciences

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

Emma Grace Marvil Gwendolyn Guion Taylor Bohong Wang

Virginia Layton Orr Prize

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

Emma Grace Marvil Theodora Bonnell Simons

Walden Pell Prize for Religious Studies

Given to a student of the VI Form whose work in Religious Studies is distinguished for his/her understanding of the relationship between Faith and Learning.

Kathryn Ora Paton Sarah Elizabeth Paton Gwendolyn Guion Taylor Kun Woo David Kim

Francis L. Spalding Award

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

Ann Yancey Bassett Benjamin Cornelius Horgan

Harry C. Parker Prize

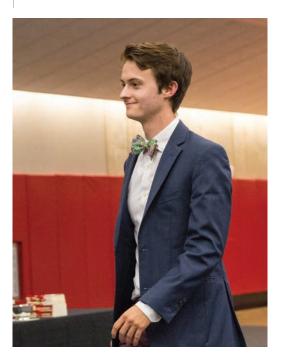
Given by Harry M. Parker '64 in memory of his father, Harry C. Parker, to the VI Former who has achieved the greatest academic improvement in his/her St. Andrew's career.

Grace Catherine Alden Flynn Jasmine Nicole Southerland Austin Hoyt Reed

DyAnn Miller Community Service Award

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

Charlotte Dominick Berl Sydney Katherine Gyenge Marion Newcomb Humphreys Maria Christine Sargeni





Calder Prize

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

Katerina Marcella Kourpas Lamar Khari Duncan

J. Thompson Brown Award

Given to the boy and girl below the VI Form who have made the greatest contribution to community life.

Ryann Avery Schutt Kristina Jane Taylor James Martin Rowley Yunhao Zhang

Malcolm Ford Award

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

Caroline Belle Dallam Samir Idris Arrington

Robert H. Stegeman, Jr. Award

Given in honor of Bob Stegeman, inspirational history teacher, Academic Dean, Assistant Headmaster, and Dean of Faculty at St. Andrew's from 1978 to 1999, awarded to the junior boy and girl in the top academic ranks of their class who have demonstrated intellectual leadership and who have made exceptional contributions to the life of the School and community.

Alexandra Maria Hopkins Emma Hart Tapscott Alexander Michael Horgan Dylan Hugh Torrance

Robert T. Jordan Award

Given by his classmates and former teachers at St. Andrew's in memory of Robert T. Jordan, Class of 1986, who died September 11, 2001 in the World Trade Center attack, to the IV Form boy and girl who display the qualities that made Robert so memorable and distinctive: a love of humanity, an appreciation of friendship, a willful perseverance and resolve amidst adversity and opportunity, a unique and refreshing perspective on life and all its possibilities.

Su Bee Kim Theodore Harris Jaffe

Christopher Wilson Award and Scholarship

Given by his parents in memory of Christopher Edward Wilson, Class of 1999. The award recognizes that senior who best embodies Chris' virtues and personal qualities: a love of St. Andrew's, a quiet and authentic appreciation of life, friendship and community, a devotion to service and to children, and a kind and generous spirit.

Charlotte Dominick Berl

Jonathan B. O'Brien Head of School Award

The Head of School Award celebrates the brilliant and courageous leadership and vision of St. Andrew's third Headmaster, Jon O'Brien, who led the School from 1977 - 1997. The Award recognizes seniors who contribute to the ethos of the School with integrity, humanity, generosity, and love.

Emma Grace Marvil Jasmine Nicole Southerland William Monroe Imbrie-Moore Francis Albert deFrancis Kigawa Nikhil Douglas Walker Malhotra

The Cristin C. Duprey Diversity and Inclusivity Award

Awarded in memory of Cristin C. Duprey, Class of 2004, to the VI Former who has provided exceptional service in the cultivation of a diverse and inclusive St. Andrew's School community.

Camille Geraldine Seeley Jaryd Nygel Jones

Fine Arts Award

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

Ruth Louise Puryear

The Henry Prize

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

Caitlin Louise Cobb Hannah Aldrich Sailer Keegan Mateo José Antonio Pando John Ramhorst Paris

The King Prize

For the leading scholar during the VI Form year.

Duohao Xu

The Founder's Medal

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

Duohao Xu

William H. Cameron Award

Given to the VI Form boy and girl who have performed outstanding service to the School.

Sarah Elizabeth Pinto John Ramhorst Paris

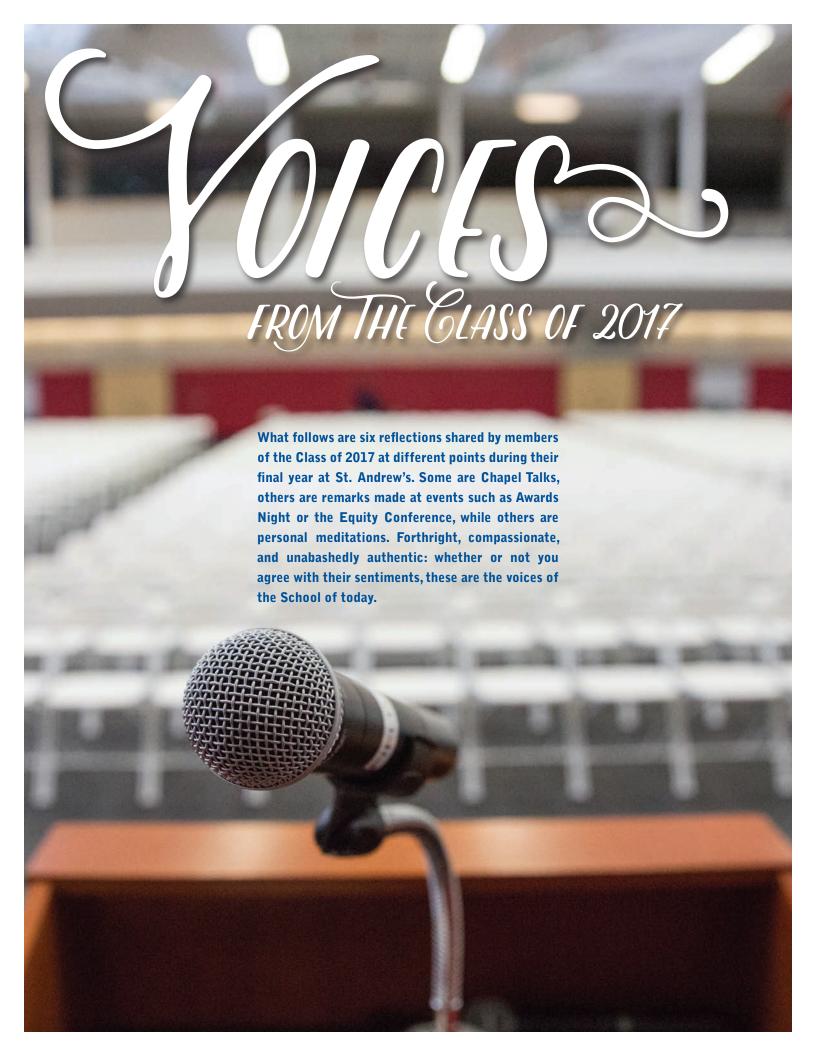
St. Andrew's Cross

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

Harrison Davis Foley







Those "I Can't" Moments LYNDEN FAUSLY 17

There is not a day that goes by when a St. Andrean isn't thinking. Monday through Saturday we are working hard in class, and Sunday we are busy preparing for the next Monday and the next week of classes. It is definitely safe to say that the academics at St. Andrew's are rigorous. Our academic schedule is demanding, and, sometimes, you wake up on a Monday, Wednesday, or Thursday, and just say "I can't." "I can't" sit through another double of math, "I can't" write that ten-page paper on *Hamlet*, and I most certainly "can't" take that physics standard on springs.

My "I can't" moment came this year in my Advanced Study Biology Class. I left the first class with the mentality that I just needed to survive. I wasn't the only one with this attitude; it became apparent after the first test that everyone in the class was struggling. We even dedicated a whole class to discussing all the answers to that first test because of all the confusion and frustration. That first test gave us a choice which would determine the rest of the year. It could have been a year of misunderstandings, miscommunications, frustration; a year where learning becomes stagnant. However, with our teacher—Mr. O'Connell—and our great class dynamic, we changed our attitude and thrived.

I feel like we owe a lot of the credit for the success of our class to Mr. O'Connell. Mr. O'Connell, with his love for knowledge and undying enthusiasm for the beauty of science, motivated all of the students in his class to do more than we thought possible. His excitement was contagious; it rubbed off on us so much that we were grasping onto his every word. We even collected quotes, and, at the end of the year, we presented him with a water bottle of all of our favorites.

Personally, I was never really confident in science. I always thought my mind didn't work well with the specificity and the memorization associated especially with biology. But Mr. O'Connell taught me that science is so much more than that. It's creative and inspiring because it uncovers the magic and wonder in the world around us. Everyone in the class became better scientists and better people because of him, and I'm not sure a water bottle is enough thanks for that.



I believe the key to the St. Andrew's academic program is the teachers. Like Mr. O'Connell, the teachers here push us to our limits so that we know that we don't have any. They push us to the point of "I can't" so that we can prove to ourselves that we can—that our potential is infinite. They're the

The teachers here push us to our limits so that we know that we don't have any. They push us to the point of "I can't" so that we can prove to ourselves that we can—that our potential is infinite.

ones quoting Shakespeare to us for our papers, the ones who help us study for our math and physics standards, and the ones who piece together our broken Spanish. Tomorrow, when I go up to receive my diploma from Mr. Roach, if I could then I would go up and hug each and every one of the teachers because every single one of them has shaped me into the academic I am today.

Of course, teachers can push their students, but in order for their hard work to be worth it the students also need to respond to that push. If after the first test all the people in my AS Biology class gave up, the year would not have been anywhere near as productive and enjoyable. We could have stopped listening, stopped trying, stopped caring about the class, but instead we chose to respond to the rigour with more tenacity, resilience, and heart. Instead of working only for ourselves, we worked with and for the whole class. Biology would not have become one of my favorite classes in my St. Andrew's career if it weren't for Marion's cheesy jokes, Tiger's brilliant questions, Wendy's challenging and thoughtful comments, Mr. O'Connell's quotes, and everyone's curiosity, love for knowledge, and support.

I guess what I'm trying to say is that St. Andrew's could have the perfect academic structure, but it would mean nothing without the people who explore it. Without the teachers who support and push us and without the resilient and determined student, St. Andrew's would be no different from any other school and nowhere near as spectacular as it is today.

So, please, listen to me when I tell you—teachers, students, parents—thank you. Thank you for making me feel like I can be a genetic counselor, or a writer for Pixar, or a physicist living in Spain, or a historian living in France, or any other job or place my mind can imagine. And students, please take what you learned here with you. Take your curiosity, resilience, determination, and your love for knowledge to wherever you may go. Share it with others. Inspire and nurture those same traits in the people around you so they, too, can know what it means to feel infinite. Stop saying "I can't," because St. Andrew's already taught you that you can.

THE IMPORTANCE OF MAKING MONSTERS

During my time at St. Andrew's, I had the honor of working with and learning from many teachers in

Make some monsters.
Otherwise, how will you know what's good and what isn't?

different areas of the arts program at this school, and I can say that working with each of them has given me different skills and experiences I would never have hoped to find in a single class. The importance



of diction from both Ms. Kerrane and Ms. Pressman, the license to observe the world around you from Mr. McGiff, from Ms. Kelsey, an eye for strange combinations of colors that somehow seem to work together, and the list goes on. This is what the arts at St. Andrew's is about: being able to participate in more than one area of the arts, forcing people to work and learn with a different group of classmates and teachers while building a strong base in each respective art. Should a student want to explore music, dance, photography, and or any other forms of arts offered at the School—be it film, painting, ceramics, or theater—the scheduling team will do its best to fit these arts in the two to four years he or she attends the School.

Whenever the studio art majors would complain about how bad our work looked, which happened basically every time we met—I myself am guilty of this—Mr. McGiff would always tell us, as if he were a broken record player, much like the one in the drawing studio, "Make some monsters. Otherwise, how will you know what's good and what isn't?" (Not word for word, but you get the idea.) If I take anything from the arts program here at St. Andrew's, it's that you shouldn't be afraid to make mistakes. Yes, mistakes are major confidence breakers, but the way we recover from these mistakes is what defines us as human beings. Besides, what's the fun in being perfect?

I am extremely critical of my own work, not just when it comes to my drawings but even in my work as a musician or my acting in the winter play here at St. Andrew's. I've made many mistakes and in many of those situations I wanted nothing more than for the pain to end: there have been moments where I wanted to snap my bow in half while playing cello thank goodness I didn't, otherwise my mother would have killed me, they're not exactly the cheapest things in the world. Other times I wanted nothing more than just to rip up my drawings and give up. As many of you in this building may already know, making art isn't exactly the easiest thing to just do. You don't just wake up one day a viola master like Mr. Geiersbach or with the elegant dancing ability of Mr. Gold. That being said, I believe there is an artist in every St. Andrean, and we, as artists or students in the arts or whatever you want to call us, have a right to make our own art.

At the beginning of the year, Mr. McGiff sent the studio art majors a letter from Sol LeWitt to Eva

Hesse on the topic of self-doubt which personally pushed me and reminded me that art isn't about making a good product the first time, it's about the process. It's about creating some monsters to help guide you to the grande finale. So, I would like to close with an excerpt from this letter.

"Don't worry about cool, make your own uncool. Make your own, make your own world. If you fear, make it work for you... I have much confidence in you and even though you are tormenting yourself, the work you do is very good. Try to do some BAD work—the worst you can think of and see what happens but mainly relax and let everything go to hell. You are not responsible for the world; you are only responsible for your work—so just do it."

LEGACIES WE CAN BE PROUD OF WILL IMPRIE-MOORE'17

Just as I'm getting up here to speak, some of you might be asking yourselves: what in the world does this privileged, white, straight male know about diversity? Well, when I came here almost four years ago and heard St. Andreans discussing the importance of diversity, I was asking myself the same question.

To answer it, I want to talk about inheritance. From the moment they are born, everyone in this country and in the world inherits the legacy of hundreds of years of their predecessors, and we inherit the privilege—or lack of privilege—that comes with it.

From kindergarten to eighth grade, I went to school with a class that was entirely white. Being surrounded almost exclusively by people who looked exactly like me was my normal. And, my family and background did little to add a more diverse perspective to my life. On school breaks, I visited my grandparents' house to hear my grandmother tell me, with pride, about our ancestors who fought in the American Revolution. And my grandfather would tell me about the generations of Imbrie men who, one by one, got their Princeton degrees and became Presbyterian ministers. On other breaks, we visited my mother's parents, in southern Delawarejust a few miles from Bryan Stevenson's childhood home. But for my mother growing up in the 1960s, those few miles between their neighborhoods made a world of difference. While my mother grew up



with immeasurable privilege—including the privilege to be able to come to St. Andrew's—the black community of southern Delaware was isolated and neglected.

Only now, years later, have I thought up some of the questions I should've asked my grandparents as they told me

stories of my family's privileged past. How did my Revolutionary ancestors treat the Native Americans that were here before them? Would those generations of Imbrie ministers have allowed people of color to pray in their churches? What about the women of my family's history—where are their stories? And the question that scares me the most: Generations ago, did the Moore family of Delaware have slaves?

These are the questions that I carry with me every day as part of the legacy that is an unavoidable part of my identity—it's in my name, in how I look, and in how I was raised.

It is only in accepting that privilege, and using it to lift up others, that we can leave a better, more just legacy for the future.

There was one member of my family who, in her little way, did something good and just with her privilege. In the late 1960s, my grandmother and her family lived in Leonia, New Jersey—a small, predominantly white suburb of New York—where many white landlords were illegally preventing minorities from renting their properties. My grandmother helped these minority families by posing as a prospective renter, discovering which homes were only being offered to whites, and exposing the illegal behavior. My grandmother had never really been an activist, and she generally kept to herself. But her contribution—which was really the least she could do—made a difference for Leonia's

We can't change the legacy of injustice that precedes us, but we can use our privilege to change the present and the future.

VOICES FROM THE CLASS OF 2017

black community. Whenever a black family was being denied fair housing, they could go to Barbara Imbrie, and they knew she would help them. She saw an injustice, got proximate, and let those with less privilege know they could count on her.

Lots of privileged people tend to wonder what they can do about all the injustices surrounding us. For most people in my community at home, they feel satisfied if they just vote for Democrats and call it a day. But when hundreds of years of privilege is staring the first and most important thing we can do is to be someone that people of every identity know will have their backs—just like the black families of Leonia knew my grandmother had theirs. We can't change the legacy of injustice that precedes us, but we can use our privilege to change the present and the future. If you're willing to be someone that underprivileged communities can count on, then maybe someday your ancestors will finally have a legacy they are proud of.



I encourage all of you to take advantage of all the opportunities presented to you, to challenge and push yourselves so that you develop into the best version you can be, to cherish the times and experiences you have with your teammates.

me in the face, I'm not comfortable with that. So, there are of course ways to be much more active in making a change. Dozens of us sounded the alarm for justice at the Women's March in January, and members of the Whites Against Racism group worked hard to push Mr. Roach and the administration to hire more teachers of

color. Really, there are many ways to get proximate with all kinds of injustice in our surroundings. But

BECOMING THE BEST VERSION OF OURSELVES

COLIN COOL'17

When Mr. Speers approached me and requested that I give this short talk about athletics at St. Andrew's, I was wildly surprised. In comparison to my closest friends who are incredible athletes, I figured that they would ask someone who is getting recruited for their sport or was an All-State player. As an incoming freshman, I had minimal experience in any sports. I played a little bit of pony league baseball but didn't make my middle school team, I had never been a part of an actual basketball team, and I "participated" in my middle school's flag football team. So upon arriving to St. Andrew's, sports were not my top priority. I was a chubby, slow, and inexperienced freshman who enjoyed watching sports but not exactly competing in them. In the fall I thought it would be fun to try to play on the football team. Due to my size, I was placed on the offensive line and practiced against the six-foot-four, 250-pound giant that was Sam Gowen '14. I realized that my skills and talents were obviously not needed on the football field so I switched to cross-country.

My junior year, after growing a decent amount, I decided to give football a second chance. Little did I know that my change in size would be of any help. I remember one play against Milford in my first game; I was playing safety. My job was to be the last line of defense. Their tight end, a humongous towering beast, caught the ball right in front of me and I was the only one who could've made the tackle. In fear for my life, I decided to try and strip the ball rather than attempt to tackle him and be pummeled. I ended up being dragged about thirty yards downfield but I slowed him down just enough so that Avi Veluchamy '17 and Garrett Hanrahan '16 could catch up and bring him down with me. My senior year, after John

Paris '17, our star player, was injured, there were a few holes to fill. I wasn't nearly as athletic, fast, tall, or handsome as him but I tried my best to ease the pain of his absence on the team.

Through my athletics career here, particularly my football one, I've learned that St. Andrew's athletics is not about the individual and his or her talents, stats, records, and ability to dominate the playing field. It is about the priceless experiences and opportunities you have with your coaches and teammates. The final scores, season records, and state rankings can't even begin to capture the essence of an entire season. That's when I realized why I'm here speaking to you today. It is true that for a couple hours a day we get to forget everything, give our busy brains a rest, and give our bodies a chance to be pushed. But the real beauty of our afternoons is the invaluable bonds we make with one another and the incredible opportunities we have to be the best versions of ourselves. The best example I can give of this was the other day in our final baseball game. Joey Shields '18 was up to bat with one out left and Patrick Windels '17 was up to bat next. This was potentially the last out of our season and Patrick was desperate to have one last chance to bat to finish his high school career. Joey grounds one to their shortstop, but due to a poor throw, Joey and the first baseman collided at first base. Joey was called out and Patrick never got to bat. After the game, Joey approached Patrick and apologized for letting him down, since he was aware of how much Patrick wanted to play. In response, Patrick told him not to worry about it and that he'd much rather remember Joey trucking the opposing team's player than having one more measly at-bat. The incredible part of this story is that it isn't about the individual or what happens on the field; it was the brotherhood and love the two teammates shared. Here, our teams are supportive of one another and trying out new sports is in fact encouraged. I may not have the best jumpshot and I might not be the touchdown factory, but I know that I've done what I could during my time here on the sports field and am grateful for the relationships and adventures that I've been a part of. Which leads me to my favorite quote:

"Big time players make big time plays in big time games." That was said by Santana Moss, a former wide receiver. At first, it sounds a little bit cliché and part of some speech to hype players up but to me, being the analytical English student that I've grown



to be, the phrase relates to our entire lives. I believe our lives are made up of these opportunities to be these players and make the plays to be successful and happy in the game that is life. Those that don't train, work hard, aren't dedicated won't be the ones who are prepared when the lights come on. I encourage all of you to take advantage of all the opportunities presented to you, to

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devout people are here
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and gather in this little
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challenge and push yourselves so that you develop into the best version you can be, to cherish the times and experiences you have with your teammates, and I promise you'll cross the finish line proud of what you've done with your time.

SACRED SPACES AT ST. ANDREW'S WENDY JAYLOR'17

I'm not a spiritual person so much as a religious person. You often hear people say that in reverse. They recognize that they connect to a higher power, but in a personal way, separate from other people and their faiths. This has never worked for me. For me, God is all about the connection between people, about the sense of community that forms when everyone is relating to the same higher power in a sacred space.

The word "sacred" has always really embodied the sense of God's presence for me. We think of sacred spaces as places where God is more present, but sacred actually just means "set apart." When a place and time are marked as times when we all, as a community, make the choice to be focused on God, rather than on ourselves, God is truly, tangibly there. I feel embraced and surrounded by a loving God.

St. Andrew's does a really good job of this togetherness in a lot of spaces. I'm thinking of the classrooms in which we all strive toward one intellectual goal with such focus and dedication. I'm thinking of when we all are gathered as Choral Scholars, focusing on one note or one particular intonation or final consonant, and we are one in that moment. I'm thinking of when Mr. Roach gets to the front of the Engelhard stage and sits down with his hand over his head, like he does—I was shocked, as a freshman, that there was no whispering, that there was no wrestling, there was just complete focus on his words and on the community that we wanted to create. However, throughout my time at

Have you ever walked into a room that you spent a substantial amount of time in and realized just how much that room has meant to you?...This room is a place you'll never forget because all the people and lessons that have been in this room will be with you forever.



St. Andrew's, I have had to find a more self-driven connection to God because the Chapel was the one place in which St. Andrew's doesn't really do this very well.

Sacred spaces in this Chapel are not always there when they are supposed to be. For Sunday Chapel, our community does not gather in large numbers to focus our attention on a divine presence—our community gathers to avoid marks. The feeling of disinterest and even disdain for Chapel is almost as tangible as the feeling of togetherness that permeates our other sacred spaces. So I've had to learn during my time here to carry God with me, even as I'm surrounded by whispered conversations, surreptitiously conveying deep resentment for those rituals I hold so dear. I've had to learn to say the things that are so important and central to my faith while staring into the unfocused eyes of my silent, stone-faced classmates. I have had to learn-and I have been able and supported to learn—to seek out and create sacred spaces. I love optional Friday Chapels, these moments when just a core of devout people are here for all the right reasons and gather in this little space right here and really surround each other with love. I've been able to find God there.

I've been able to find God even in the solitary dark of the Easter Vigil, without music, without ritual, alone. I have had to strengthen my faith, and be able to realize that God isn't made from other people. It's made from me, and he's always there. I think my faith is stronger because of the adversity it has faced in this community, and I hope those who come after me can learn to find their own sacred spaces.

ON THE PELL COMMON ROOM KYA BUNN 17

Have you ever walked into a room that you spent a substantial amount of time in and realized just how much that room has meant to you? Have you walked by it for years and maybe didn't even realize how essential it was to your life? Have you thought about the memories that that room holds? Can you bear to part with that room? That describes how I feel right about now. But if you don't get it, I can explain.

So picture this, it's 7:35 in the morning and while you're trying to sleep you hear, "Hey, Katie, are you going to breakfast?" being yelled down the hall from that special room. A bunch of laughter and talking

is happening right outside your door, coming from that same room. All throughout the day, as you're walking in the halls, you hear, "Hey Kya B!" and other gracious greetings, followed by some other semi-embarrassing nicknames we gave each other in that room. You play tennis with a girl, the same girl that tells you weird stories in the special room almost every day.

By 7:30 the same night, after a long day of classes and practice, while you're in your room relaxing, three girls come and ask you if you are on duty and if you can check them in. By 7:45 there are 10 young ladies standing in front of you in this room, all trying to check in at the same time, saying many different things to try and grab your attention first. By 8:00, all the freshmen should be in their rooms with their doors open and phones out. But this obviously doesn't happen without someone getting water first or asking that last-minute question or making a bowl of ramen before Study Hall starts.

By 9:00, five girls have already asked if they can print something out or visit a friend's room to ask a question about math. At 9:55, you can tell that the girls are starting to get bored of doing their work and you hear people from ESH coming back to dorm. It's 9:59 and you yell, "Check in!" down the hall. All of the girls on dorm come running at you from all different directions, waiting to check in.

This is where the fun begins. This is when everyone comes back to this one room. This is where everyone lets out all of the energy they've been bottling up. In that very room is where you get to have a fun function and get to know each and every one of them on a better level. This is the room that builds relationships. The same common room that we sat in where we have all of the hard talks about washing dishes and being respectful about each other's laundry, is the same place where we play Consequences and eat Ms. Pressman's baking. It's where we celebrate birthdays and half-birthdays. It's where we make bucket lists and where Aubrey tells you stories about how she always got a red card for doing something she wasn't supposed to in elementary school.

This common room is where we announce that we're playing Cops and Robbers in the arts center and the roar of excitement that comes from the girls is so animated you'd think it was the best thing they had heard all day. This common room is where Emma asks anyone that passes her if they can get her a cup of milk and everyone says yes (except me).

This common room is where we all heard the basic rules about living on dorm on Opening Day. This is the same common room you sat in as a freshman. This is the same room that you made friends in, this is the same room that you checked into every day of freshman year, and now every day this year.

But before I start to dwell on this too much, it's 10:20, so you yell, "Brush and wash!" to the whole dorm. The girls take their time leaving the common room, so you say it a few more times. By 10:25 you have at least one room with their lights out. But that didn't happen without Aliay and Georgina blessing Christine and Nicole, and many of the girls saying, "Just wait a second. I have to send my streaks." And the night wouldn't be right if you didn't catch someone from Upper on Lower at 10:28. By 10:30 you reach that last triple and once you turn out their lights, you almost let out a sigh. But then you walk into the common room and you see your friends hanging out in this special room. That same common room that we sat in as freshmen, doing the same exact thing. Talking and laughing, playing games, telling stories. Because it isn't just a common room, it's a place where relationships are built. The place where you learn something about the girl who lives across the hall from you. It's the room where you make best friends. It's the room where we talk about where we're going to college and freshman year memories. It's the room where you decide who will be your roommate next year. It's where you learn some very important lessons and values.

This room is a place you'll never forget because all the people and lessons that have been in this room will be with you forever. But it's so much more than just a room, right? It's where all those memories happen. So when you have something like this in your life that you know won't be forever, you stare and look at it just a little bit longer. Spend a few minutes longer in that room with the ones you love. You'll never forget that room, you'll always cherish that room, love that room.

fing in the



A Conversation with VI Formers on Their STEM Experiences at St. Andrew's



KATHRYN PATON '17





ISABELLE TUVESON '17





HANNAH BEAMS '17



TIGER LUO'17

Before you came to St. Andrew's, were you engaged in your science or math classes? Would you say you identified as a "science/math person," whatever that means?

Kathryn: I didn't. I still don't particularly think of myself as a science and math student. But I do love doing science and math here. I never really felt engaged in a science or math class before St. Andrew's. Those classes focused on memorization, they were really repetitive and slowly paced, and there weren't opportunities for people who were getting material quickly to do more with it.

Hannah: Before I came here I was sort of neutral about math and science. I knew that I could do them, and they made sense, but it was nothing I really found inspiring. I don't know what it was over the past four years, but since freshman year, being around here with teachers like [biology and chemistry teacher] Dr. O'Connor—the conversations that I've had with her—I could see myself going into medical research. At the moment, I'm planning on majoring in biochemistry in college.

Tiger: I like math and science in general, but it's not specifically math or science that I'm interested in—it's the style of thinking, which is what we call problem solving here at St. Andrew's. Problem solving can be found in any type of subject—math, computer science, physics, even a history research paper is a problem-solving process. I love problem solving—I like the experience of facing challenges, thinking through them and finding a

solution. Usually you have to have some creative inspiration to solve some of the really hard problems. I find that really rewarding, and math is just a way for me to do that. The thing St. Andrew's has helped me with a lot are my communication skills. I'm from China, I'm a math and science student, and my English presentation skills were not the top. But at St. Andrew's, because all the classes feature discussion, I had to talk a lot. So last summer I was teaching at a computer science camp and I found the communication and discussion skills I had learned at St. Andrew's were really helpful for me when I had to explain all the concepts to the students. I really think communication skills are essential for modern scientists.

Let's talk about that—about St. Andrew's problem-solving focus in its science and math courses. Did you find that you responded well to that way of learning?

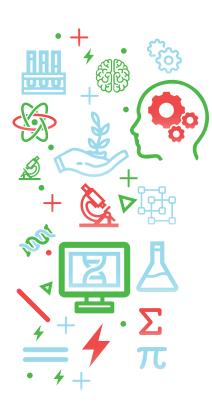
Hannah: In our freshman year, we were all placed into these problem-solving math classes where instead of having a textbook, we were given a packet of problems. The problems weren't like "solve this equation"—they're worded in a way that relates to the real world and you can see how you might use it practically, beyond St. Andrew's, in your everyday life. It was challenging because we weren't give theorems or equations to use; we had to solve them ourselves. So we were pretty much teaching ourselves and getting a better understanding by just working through it with frustration and white boards to get the answers.

Harrison: For those first three weeks, it was kind of rough. But once I warmed up to it, I really liked it. It took me three weeks to get comfortable with being uncomfortable, if that makes sense.

John: It's challenging while you're doing it. But because of that approach—where you're learning everything by yourself or collaboratively, but either way it's not being spoon-fed to you—it kind of gives you a confidence in math that you can take with you anywhere. I know that when I go to a math competition or take a standardized test



John Paris '17 and chemistry teacher Eric Kemer.



that maybe I haven't prepared enough for, I feel very comfortable—far more comfortable than I should, because I know that I can figure this out on the spot. I'm not just reciting formulas. I didn't memorize everything. No matter what they throw at me—I mean, I may not be able to figure it out, but the chances are that I'm going to be able to think creatively and figure something out to get the answer.

Harrison: A lot of IPSGA [Intro to Problem Solving in Geometry and Algebra], for me, wasn't even math. You had to figure out how to set up the problem. Alex the Geologist is a classic one—it shows up in every packet. That problem is all about optimizing how quickly Alex can get from one point to another given circumstances about restricted speed in certain areas. The real struggle with that problem, for me at least, was how to set it up, how to express it on the whiteboard. That is more than just math. That's kind of "life-thinking."

-

John: The algebra of the Alex the Geologist problem is easy. Anyone could have done it. But knowing how to set it up is really the hard part.

Hannah: It really prepared you well for future math classes, obviously, but also higher science classes, and in some way, it all translates to everything you're doing with English and history and languages. Just having that ability to think in a creative way, outside the box, if you're stumped.

John: You really need to have that kind of interdisciplinary approach to math and science because—when [author and tech policy expert] Alec Ross was here in January, he talked about how the world isn't going to be fixed by people doing really technical things. It's going to be people with technical skills but also humanities-based ideas. You can learn any technical skill through an EdEx course or any online educational system. The real value of an in-person education, a St. Andrew's education, is the way that you learn, and the interdisciplinary aspects of that.

Isabelle: My little brother is a freshman, and he's kind of going through the same thing. He finds all the math classes really challenging. But the teachers and their willingness to reply to your questions and help you with any of the problems, and how they encourage you to ask questions in class, definitely helps a lot.

How would you say your teachers have impacted your science and math scholarship?

Hannah: I think the most rewarding part of these classes is having the teacher be so engaged and passionate about the subjects and what they're teaching us and what we're doing with experiments. [Chemistry teacher] Mr. Kemer, for example—he's always so excited, in the most goofy and wholehearted way. He's buzzing around the classroom and he's saying he spent 30 hours in the lab over the weekend doing something just so that we could have an experiment for class that day that may or may not work. He's putting so much time into it just so that we can have a good class and a good learning environment.

Tiger: St. Andrew's is a really supportive place. I have really appreciated all of my science teachers—especially Mr. Hammond. He's not my advisor, but he treats me like I am his advisee. I had him for AS [Advanced Study] Physics and ATT [Advanced Topics Tutorial] Physics.

John: The teachers are so great because they all could be doing something phenomenal outside of teaching if they wanted to. They're all so accomplished outside the classroom. They haven't just read our physics textbook and know how to preach it to us. They know much more than that and can really foster discussion. If you get them talking about something, they can just go and it'll be the most interesting conversation you've had in your life.

Isabelle: Dr. O'Connor is my AS Bio teacher, and she was an opthamologist. She's so unbelievably talented and intelligent. She can understand and talk about any subject in biology. Learning from her about a subject that she's really passionate about,

and that she went to school for, and that she has been working on her whole life, has been just so fascinating. Instead of reading stuff out of the textbook, Dr. O'Connor is talking about different medical fields, and bringing in case studies, and even pointing out different aspects of the real world that you wouldn't really think about too much in terms of their association with biology. I feel like the teachers do a really great job at integrating situations from the outside world into our classes. They make class not just learning all this stuff from the textbook—we figure out how to use what we're learning in the real world.

Kathryn: They're so knowledgeable in their fields beyond teaching, but they're also really committed to teaching us the material. For me, in AS Physics, one of the most empowering experiences I had this year was the extent to which Mr. Burk really cared about my progress as a student. He's so open and communicative that I felt like I could have honest conversations with him, and work productively and efficiently to improve myself as a student, because of his willingness to engage in such a deep way.

If you had to pick one science or math class or experience—a lesson or lab or even something as small as a particular problem in a packet—that stands out to you as revelatory or memorable or just really enjoyable, what would it be?

Tiger: The Multivariable Calculus class I took sophomore year with Dr. Johnson is one of the most impressive classes that I've ever taken. He's just such a cool teacher. It's not very common for a math class to be based on discussion, but Dr. Johnson succeeded in doing that. He would just present us with some materials, and usually he wouldn't directly teach us what to do. Instead, he kind of let us lead the discussion, and we'd see if we could arrive at some conclusions. I totally enjoyed that experience.

John: I would say Econ with Mr. Finch would be my favorite. We'll get into these conversations as a class about things like healthcare, or the Great Recession, or consumer theories, and he brings very rational examples and approaches that just make sense, and make you question the assumptions and decisions you've made. Now, there will be instances where, not as a math student but as a consumer, I'll ask myself, "Why did I buy that?" You can use these economic models to see why you bought something, or why you didn't buy something, or why you did and you shouldn't have.

Kathryn: Mr. Finch is such a dynamic teacher. He brings really fun, unparalleled energy to the class that I think is really invigorating and inspiring. I love the way we have these discussions in relation to our work with an MIT EdEx course, in relation to watching a documentary about the Great Recession, in relation to *Economist* articles and *Planet Money* podcasts. He brings in a lot of different media and technologies to really help us get a sense of economics outside of the classroom. That's been rewarding for me.

Harrison: If I had to point to a specific great moment, it would also be in Mr. Finch's Econ class, when we talked about diminishing marginal utility. He brought in a bunch of Munchkins from Dunkin Donuts, and had us eat one and then rate it out of 50. Without telling us what was going on, he had us just keep eating and rating, eating and rating. My marginal utility started at 50, then went to 49, then 37, and then I just started making up declining numbers because I didn't want to get too full. That's because if you have too much of something, its utility to you is going to decline, and I thought that was a really cool way of showing that. We used that to discuss how you can conduct experiments that measure how people value their time in dollars, and how we subconsciously make decisions out of that valuation.

Hannah: AS Physics with Mr. Hammond. For me, that's been one of the most challenging classes because physics isn't something that comes naturally to me—unlike chemistry, which for me does make more sense. I'm not sure why, but I really struggled in the beginning of the year. Mr. Hammond and I had a lot of long email chains where we tried to figure out the gaps in my thinking and why it wasn't making sense. We worked on coding and models, and it started to come together for me. Physics turned out

Instead of reading stuff out of the textbook, Dr. OConnor is talking about different medical fields, and bringing in case studies, and even pointing out different aspects of the real world that you wouldn't really think about too much in terms of their association with biologu.



BRING IN THE WORLD

For the problems Ive looked at in engineering, the solutions aren't highly technical. A lot of times they're creative or entrepreneurial. The MakerSpace fosters that spirit because it's a place with tools that allows you to just build.

to be this thing that I could discover more and more about just by engaging myself with the class and Mr. Hammond and the textbook and everything that we were doing.



Kathryn: I loved the coding and the computational modeling too—we did a lot of that with Mr. Burk in AS Physics. That was a fun and challenging class for me. I loved the collaborative problem solving and the interdisciplinary aspects of it.

If you had to change one thing about your math or science experience at St. Andrew's, what would it be?



Harrison: I mean, we've definitely talked about the fact that our Physics class this year was in an English classroom. I wish that we had gotten into the lab more. But there isn't enough space in Amos Hall.



John: Well, with AS Physics, you don't really need to be in the lab as much because it's all theoretical and equations-based.



Harrison: That's true. In sophomore year Physics, you'd be in the lab very often doing different things.



John: It was funny, though, because in AS Physics, we were looking at climate



Kathryn: We were looking at the physics of climate change, and specifically global warming and radiation and how that works.



John:-but then we looked at the energy-efficiency of the building where our classroom was. We were in Amos Hall and we were examining the doors, the windows, the energy flow in and out of the windows in the winter. And we discovered that all the little leaks and stuff throughout the whole building add up to having an entire wall open. Air was just streaming in and out. It's really cold in there in winter.



Isabelle: Half the building is cold and half the building is really hot. The chemistry room is so cold but the math classrooms are so hot.

Hannah: I feel like St. Andrew's could have more of a gender balance in math and science. You see Dr. O'Connor and [math teacher] Mrs. Lazar and [math teacher] Ms. Heath, but being able to picture yourself as a scientist, as a mathematician, is sometimes hard if you don't see people of your own gender or your own ethnicity in your future field. Isabelle and Kathryn and I want to see ourselves [teaching] the science courses, the math courses. I don't think anyone's promoting a gender bias here at St. Andrew's. But we did a class on gender in physics, and what we saw is that if you're an assistant professor or a full professor or even just doing research with a Ph.D., the number of women in those positions decreases pretty dramatically once you leave the high school [teaching] level. I guess it's just sort of accepted within the sciences that women aren't always fully present.

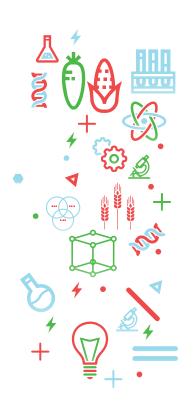
Kathryn: I was walking out of AS Physics class earlier this year and some girls from sophomore Physics were coming in, and one of them asked me, "Wait, are you in AS Physics?" And I said, "Yeah." And they said, "Oh, that's really hard." Now, it is a challenging course, but with the great support systems and mentorship, it's something that's really manageable. But it was obvious that this girl and her friend saw it as something that was intimidating or something that couldn't be approached. That's not the way I grew up looking at math and science, but it was how a lot of my female friends around me viewed math and science.



Isabelle: In AS Chemistry, there are only three girls in the class.



Harrison: Yeah, there's five people in our Computer Science class and Kathryn's the only girl.



Tell me more about St. Andrew's computer science classes—have many of you taken them?

Harrison: I loved Computer Science 3. We worked with Javascript and Unity, and that was a good way to practice problem solving skills in computer science while having some fun. Our final project was to make a computer game on our own.

John: I took one computer science class, and I spent a lot of time in the MakerSpace. I basically blocked out every Thursday afternoon this year as my MakerSpace time. It allowed me to be pretty creative—I designed whatever I wanted, like golf tees, or this funny car. For the problems I've looked at in engineering, the solutions aren't highly technical. A lot of times they're creative or entrepreneurial. The MakerSpace fosters that spirit because it's a place with tools that allows you to just build.

Tiger: I took Computer Science 2 and Computer Science 3. Those classes were pretty different than what I've done [in computer science] on my own. On my own, I worked on algorithms, which are pretty mathematical and based on problem solving, whereas the computer science classes here are more about designing projects. That's a really different part of the field, and I'm glad the School provides this kind of class, because it's something I can now continue to learn on my own. In Computer Science 2, we did this really cool project with the dance program, where we coded a background for the dancers to perform with. They used it Arts Weekend my sophomore year.

Do you guys plan to pursue science or math fields in college, or in your careers?

Isabelle: When I was little, I wanted to be a veterinarian. I don't know if that's exactly where I want to go now, but I definitely see myself pursuing biology, chemistry, or environmental science in college.

Kathryn: I'm really excited about being able to do interdisciplinary work in college, especially in the social sciences. I think it'd be really cool to do, for example, neuroscience with psychology, or computer science and biology. I've become more interested in the intersection between the hard sciences and the humanities... I have difficulty picking subjects I love.

Harrison: I've thought, since the fourth grade, that I wanted to be an engineer. I was introduced to basic electrical engineering when I was in middle school, and I started computer programming here. A lot of colleges have departments shared between electrical and computer engineering, but right now I think I want to try my hand at majoring in computer engineering.

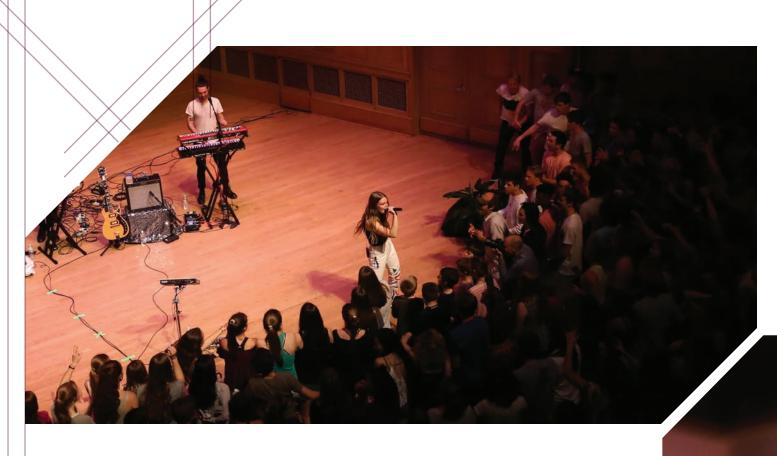
John: I was pretty dead set, as a kid, on aeronautical engineering. I just really wanted to fly. It was ultra-specific and maybe a little unrealistic in terms of what I was thinking I could accomplish—it was all flying cars and *Star Wars*. But I'm still into that. My senior tutorial with Mr. Finch is called "Industries of the Future," and I'm focusing on train and air travel in the future. I'm researching maglev trains, hyperloop, ground transport, and smart subways. So I think that's what I want to do when I'm older—either mechanical or aeronautical engineering, something along that route.

Tiger: I think I want to study artificial intelligence in college. I'm not the type of person who would want to do just pure math. The reason I want to research artificial intelligence is—have you heard of the theory of singularity? The theory of singularity claims that human technology develops exponentially, and a singularity will occur when artificial intelligence surpasses human intelligence. I don't know if human beings are all that fundamentally different from machines. It's a really complicated question, but if we are not fundamentally different, if human beings are just biochemical algorithms—if that is the case, the role AI is going to play is going to be central to the fate of humanity. So I'd like to be involved in that. It's the meaning of my life, I think.



TAKES THE STAGE





In April, musician Maggie Rogers '12 returned to campus to give a surprise concert to the entire School community in Engelhard Hall. Maggie's major label debut, Now That the Light is Fading, came out in February 2017 and reached #4 on the Billboard Heatseekers Albums chart. Her "big break" occurred in early 2016, when a YouTube video of producer and singer-songwriter Pharrell Williams becoming visibly moved by one of Maggie's songs in an NYU Tisch School of the Arts masterclass went viral. In the year since that video was shared, Maggie signed with Capitol Records, had multiple songs appear on the Spotify Viral Top 50 chart, has been profiled on NPR and in The New Yorker, the Village Voice, and Vogue (among other publications), performed on The Tonight Show, and completed a three month, sold-out headlining tour in the United States and Europe. Later this year, she'll re-release her earlier independently produced albums, The Echo (2012) and Blood Ballet (2014), the first of which she wrote, produced, and recorded in the sound studio at St. Andrew's during her VI Form year.

The concert was announced at School Meeting just three days prior. Maggie arrived on campus on Sunday morning (in between tour stops in D.C. and Boston) and spent the day meeting with students for a discussion of everything from making music to being a teenager at SAS, plus visiting with faculty members. Interested students were also able to attend a Q&A session with her band, and helped the band load in and set up on the Engelhard stage. After the concert,

Maggie joined students and faculty in the Warner Gallery for a reception.

In between all of that, we sat down with Maggie on a bench outside of Founders to talk with her about her reflections and experiences in this whirlwind of success.

When you came to St. Andrew's, did you anticipate being involved in the music program? Was that something that drew you to the School, or did you discover your love of music here?

I'm originally from eastern Maryland, and I came to St. Andrew's as a sophomore. For me, St. Andrew's was always a place for music, for higher education. I started playing the harp and piano when I was eight. I taught myself guitar and started writing songs when I was 13. I learned to play banjo at St. Andrew's when Molly Belk '12, who lived across the hall, kept asking me to help tune hers. I just kept keeping it in my room for longer and longer amounts of time and before I knew it, it stuck! My first records were banjo, violin, and cello.

At St. Andrew's, I joined the Choral Scholars as a sophomore, and I think I joined the Noxontones as a junior. I was in the Orchestra and the Jazz Ensemble, I helped out with Open Mic Night, and then I spent all my free time in the recording studio. I was just really busy. I had an extracurricular every night! I played every JV sport because I knew I wasn't going to play sports again, so I thought I should at least be somewhat capable in a bunch of different ones. Last year I played a festival with the Avett Brothers, and

behind the festival everyone was playing soccer, and I thought, "Oh my God, this is the Front Lawn." I played JV soccer, so I could hang.

What pushed you in the direction of writing and recording your own music? Was there an "ah-ha" moment for you? I remember playing [music] with my classmates Katherine Haroldson '12 and Courtney Chang '12—they played violin and cello—and I remember bringing them some of the songs I had been writing. I would show them the charts and they would play along with the chord progressions. And that was just like... oh my

God. I just couldn't believe how it sounded when it

was more than just me playing. I will never forget the

first time that I heard other people play along with my songs, and I was just totally obsessed.

But you don't draw attention to yourself at St. Andrew's. There is this culture of quiet humility. It has its pros and its cons. I think it helped me in the long run, but it also made me really hesitant to share my music at first. There is an incredibly supportive community here, but for a long time I just didn't want to draw attention to... well, it's high school. You don't want to draw attention to yourself, and you don't want people to think that you are trying to draw attention to yourself.

But I think ultimately this culture of St. Andrew's benefited me, because I think I learned how to put myself out there, in a way that was comfortable to me and felt humble and grateful, at a really young age. I did this in college, and I'm not uncomfortable doing it at this point since it's my job, but I think it's really benefited the way that I communicate to the world about my work.

How did you develop as an artist after St. Andrew's? What was your experience at NYU?

I still, to this day, have never been as academically challenged as I was at St. Andrew's. I was an English major and a recorded music major [at NYU]. I was in a really small, 30-person program, and I studied the music industry: the history of recorded music; how to record, produce, and write music; how to market that music and write contracts—just generally the business of recorded music. I was one of the first students in my program to do a double major, because most students were more interested in thinking about how quickly they could start working. I was just the weird kid in my class who loved school.

I feel like St. Andrew's was my college experience and then I went to grad school. St. Andrew's is so much

"I REALLY BELIEVE THAT THIS ALL SORT OF WORKED OUT FOR ME BECAUSE I CAME HERE, BECAUSE I CAME TO A PLACE WHERE I WAS SUPPORTED. I CAME TO A SCHOOL THAT TAUGHT ME THAT ONE PERSON CAN MAKE A DIFFERENCE."

like going to college. It's a small liberal arts education, where you study everything. Then I went to college, or what I think of as grad school, and studied one very, very specific thing. It was almost like going to trade school. And the English major was so I didn't die in the meantime.

But, I really did come out of NYU with an education. When I was at St. Andrew's, I was recording. engineering, mixing and producing my own work, and I felt incredibly empowered to do so. I remember at the end of my freshman year [at NYU], I went to talk to the head of my department, and I was like, "I don't feel like I have learned anything. In fact, I feel like I have backtracked: now, I'm actually scared to engineer, because I know more, so I know I'm not doing it right. Should I transfer? I'm becoming a worse musician!" Because before, there was no right or wrong way; I was just recording a sound, and learning so much by just doing it. But at NYU, I was suddenly learning all of these things, and it was clear I wasn't an engineer, or that I hadn't been doing it properly. It was this incredible unraveling process. So I went to this professor and I was really distraught. He said, "The purpose of higher education, if we are successful, is to take everything you know and totally knock it down, and then build you back up from scratch." I came in so confident that I just couldn't even believe that. Now, I totally get it. I was made better by going through that process, as uncomfortable as the process was sometimes. I had some great professors—I'm still very close with them—and incredible mentorship.

My final project at NYU was to make a business plan for my music, and then to present this 20-page business plan with a five-minute presentation to a board of investors. So I was actually able to do label meetings by myself, because I was able to walk in with my business plan. I laid out exactly what I was going to do for the next five years, month to month, and exactly how I was going to do it— how were they going to argue with me? I was able to say, "This is what I want—who wants to be in business with me?" Because of that,

"EVERY NIGHT I STAND ON STAGE AND I TRY TO CREATE COMMUNITY, AND I LEARNED THAT HERE. THANK YOU ST. ANDREW'S FOR HAVING ME, AND FOR MAKING ME, AND TEACHING ME TO THINK, AND FOR ALL OF IT."

I was able to write my own contract, and I have an awesome deal.

Tell me about that—what makes an awesome recording contract?

I own my own music, I own my masters. I own my own record company, a publishing company, a touring entity, and I'm about to start a merchandising company. It didn't feel hard. It just felt like I was in charge. I think that people lose power in the music industry by thinking it's just about making great music. But that's only half of it. They don't really realize that if you want to be a musician, you are going to be in charge of your own business. Being in control of my career means protecting my creative process.

I think, if I wasn't doing music, I would be a freelance journalist, which is similar in that you're kind of running your own business. I worked in journalism for two years when I was in college, at *SPIN* and at *Elle* as a writer. Before I graduated, before the video [with Pharrell] went viral, I took my [older] music offline, because I was going to be applying for journalism jobs, and I was trying to make myself less Googleable. I was

looking for work that was going to make me money while I was working on my music. I quit *Elle* a year ago, when I was working on their Women in Music issue, and then I was asked to be in it this year.

How does the media attention make you feel? Are you happy about that?

It is crazy. I don't even know... the thing is, the media attention is not my work. My job is not to be a public figure; my job is to make great music and play great shows. But my job is also to market myself. So it's this very strange process. I was in the Speers' kitchen this



morning, and I opened up the *New York Times*, and there is my face. That is super-weird. It is so strange that I almost don't think about it anymore because it is too weird. The press stuff is cool, but it isn't my work. St. Andrew's taught me to enjoy the process, to enjoy the work—not the reward.

Do you feel like you have lost any of your anonymity at all? Oh, I really don't have any of it.

Really? It is already gone?

I get stopped on the street almost every day. I don't take the subway as much anymore. I wear hats and sweatshirts. People feel entitled to me, like they know me, and it is just really strange. It's especially uncomfortable in my hometown, which is a bummer. I took pictures and did autographs at Christmas Mass this year.



The craziest thing is, people from St. Andrew's, when all of this happened, they were the first people to reach out to me and ask *how* I was doing, not *what* I was doing. They were the first people to ask, "Are you okay? Can we support you?" What I love about St. Andrew's, and what I always have, is that I get to be just a piece of it. There are so many people doing such incredible things at this School—so that I get to be just one part of that makes me really proud and excited. Yeah, I do my thing, but everybody does their thing. I am so consistently impressed and blown away by the work my classmates are doing. They are all achieving similar amounts of success in their fields and doing incredible things in the world. Mine is just weirdly public.

Can you talk a little bit about your plans and your vision for your work over the next few years?

I have two independent albums besides the five-song EP that is my label debut. I recorded the first one here and the second at NYU. [St. Andrew's photography teacher] Joshua Meier did the cover art, and he did my first press photos ever. So we're planning a re-release for those albums. That will be fun, because hopefully people will see that I have been doing this forever. I'm working on my third record—

That's pretty incredible for someone who is your age.

I turned 23 in April. From a really young age, I wasn't thinking about pop music, or what was going to sell. I was thinking about making a body of work that would be just the same equivalent as writing a book. I was thinking about music and art, about lyrics and poetry. Every time I write a song, I say to myself, "Can I show these words to [St. Andrew's English teacher] Mrs. Roach?" That's what I use as my litmus test of whether the lyrics are good or not. And then I'm like, "Okay, I'm going to rewrite half of this."

I think about St. Andrew's all the time. It really did teach me how to work hard for something, and how to be proud of my work, and how to be productive. The thing is, this is the goal that I always wanted to work for. Now that I have it, I almost don't know what to do. I also haven't had a break long enough to figure out what I want. I know that I just want to keep making music. I want to keep finding creative challenge. I want to make a great record. That is all I want. I want to make a really, really great classic record. That's pretty much it. §

BEHIND THE SCENES











St. Andrew's celebrated its annual Reunion Weekend June 9 through June 11, and welcomed more than 300 alumni back to campus for the three-day celebration. This year's Reunion honored class years ending in 2s and 7s, from the Class of 1952 to the Class of 2012, but alumni from many years of the School's history were in attendance.

Weekend events offered activities for every age and interest, including presentations by Head of School Tad Roach and Dean of Teaching & Learning Elizabeth Roach on their 20 years of leadership at St. Andrew's, and a "listening

circle" led by Andrew Forsthoefel '07 and Matt Russell '07 that featured guided meditation and listening exercises.



























This year's Distinguished Alumni Award was given to Cristy Colón '87. Cristy has more than 15 years' experience working at the United Nations at various agencies and in different capacities on environmental, governance, women's empowerment and child rights programming. Over the last eight years she has focused on climate change and since 2013 has been at UNICEF, where she is a policy specialist on the Climate, Energy and Environment team. Her work revolves around advising governments and development partners on how climate, energy and environmental issues affect children, and how entities can ensure the rights, health and well-being of children are not undermined. Part of this work entails finding opportunities for leveraging climate finance to achieve improved results for children. Cristy received her B.S. in Foreign Service from Georgetown University and her J.D. from Brooklyn Law School. She currently lives in Ardsley, N.Y., with her 9-year-old son, Gabriel, her dog, Mikey and two goldfish.

The Distinguished Alumni Award is presented to the alumnus/a who has distinguished him or herself professionally, personally, and in service to the community and country, with strength, commitment, and perseverance, in the opinion of the Head of School. The Distinguished Alumni Award Fund, created by the Class of 1959 on the occasion of its 50th Reunion, brings the recipient of the Distinguished Alumnus Award to campus during the following School year to engage with students.



REUNION GIVING AWARDS



REUNION CLASS PHOTOS









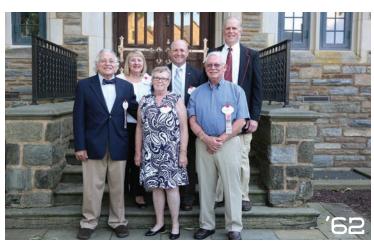






(l. to r.) The Class of 1957 received the Pre-1973 Fishers of Men Plate (with 57% of the class giving to the Saints Fund this year); the Class of 1977 received the Post-1973 Fishers of Men Plate (with 67% of the class giving to the Saints Fund) and the Giving Bowl (for largest total amount given to the Saints Fund).

















ST. ANDREW'S SPIRIT SOARS

elix duPont gave each of us a tremendous gift 88 years ago when he founded St. Andrew's School. To celebrate the ongoing legacy of that gift, this year, during the week of our annual Coast to Coast Toasts, we grouped our alumni and parents into "teams" and challenged each to make 88 gifts to the Saints Fund by Friday, April 14.

A huge THANK YOU to the 512 of you who participated in the St. Andrew's Cheers Challenge. You banded together and gave more than \$100,000 to the Saints Fund in under a week!

Clinching first place in the Challenge with a stunning come-from-behind victory were our 1990s alums, who closed out the Challenge with 107 gifts. They rallied over the final

weekend of the Challenge and made more than 100 gifts in total.

In second place were our 2010s Alums, who also surpassed our goal of 88 gifts per team and made 95 gifts.

In third place were our Alumni Parents, who made 80 gifts to the Saints Fund during the Cheers Challenge. Close behind were the 1980s, 2000s, and Current Parents.

Your enthusiastic participation in the Cheers Challenge affirmed the historic foundations of St. Andrew's, the power of our alumni network, and the strong bonds that you, our SAS family, have formed with each other and with the School.

Thank you for your support of St. Andrew's, and cheers to you!

CHEERS CHALLENGE STORIES

Oliver Turner '94 threw down the gauntlet for his 1994 classmates with this inspiring email (that resulted in 27 gifts!):

Dear SASers,
Chesa Profaci and gang at the
development department at
St. Andrew's have created a
heartbreaker of a challenge designed
to make the ancient alumni feel even
more aware of their mortality.

It's one of those "let's make it a competition so that it's fun" type of things. Only this time, the "Old Guard" (Classes 1936-1959) are being given a handicap of sorts in order to make them more competitive/increase fun production.

The theme is Decade vs.

Decade with a twist/reminder that
St. Andrew's has been around for
88 years. The challenge is for each
decade to raise 88 gifts, but the
proud remaining "Old Guard" only
needs to raise 88 gifts even though
they span 3 decades.

Our class's share of 88 is 8.8. I shouldn't even be telling you this, but for 2017, 8 of you have already given. So who is going to be the .8 that pushes us over the top? Or are we going to over-achieve and make up for the 90s classes that were older than us, who we looked up to and who hazed us? And don't forget the younger 90s classes that presumably werelare addicted to playing Sim City and listening to One Direction, etc. They need our help!

I recommend checking the box for recurring gift so it will auto-deduct.

OK so that's it. Chesa and co. will be sending out emails this month with info about Toasts and updates on the challenge.

I hope to see you all soon! Love, Oliver Class Agent Andy Adams '59 did the math and figured each class in his team (the Old Guard Alumni, comprised of 1934 through 1959 grads) needed to make approximately four gifts per class to reach their team goal of 88 gifts. Andy kept after his classmates to do their part Challenge gifts, and did not relent until 1959 (the "bookend" of the Old Guard) had done its part with nine gifts!

Many alums made gifts in honor of their Class Agents. Agents who were recognized for their good work included Sue Moon '76, Amy Barto '86, Noelle (Richards) Frieson '95 and Jennifer (Pilson) Merchan '95.

We received this note from Sara Penn (Daniel) McFall P'04,'07 after the Challenge:

I like these short-term initiatives that rally the troops before the fiscal year ends. Hopefully makes your job a little easier. SAS meant so much to both of my boys I can't imagine not supporting it every year. Next year you will get to 88 on every level. Cheers, Sara

Gary Simendinger GP'20 (seen below with his family) received his Cheers Challenge card in the mail and, inspired by the spirit of the Challenge, immediately drove over to campus and announced that he would be donating his boat, the Miss Carol, to St. Andrew's for biology class excursions on Noxontown Pond. Gary partners with St. Andrew's to farm some of the School's land, and he named the boat for his late wife Carol, who was a longtime St. Andrew's staff member and shared her light and spirit with our community for more than 33 years. Although gifts in kind can't be made to the Saints Fund, they can certainly be made to the School, and we so appreciate Gary's generosity!



Thanks to all of our alums and parents who encouraged others to give, whether in person, via email or phone call, or on social media!































TOASTS BRING ST. ANDREANS TOGETHER

For the thirteenth year in a row, St. Andreans the world over gathered together in groups large and small to toast to the fellowship and great spirit of our School. Thanks to all of you who came out for our 2017 Coast to Coast Toasts—and for those of you who couldn't make it, know that you were with us in spirit!

Our 2017 Toast began in Shanghai...



... and ended in San Francisco!

"Big success here for the SF SAS Toast!," wrote Emily Calkins '10. "We had about 25-30 people and a wonderful time over the course of a few hours. Shared memories on carving our names into the wall, favorite prom traditions, best exhibition books, and most encouraging friendships that have come out of each of our time at SAS. Thanks for the opportunity to host this incredible event; I loved doing it, and am so appreciative of this wonderful St. Andrew's tradition."

CAN'T HELP BUT CONNECT

What, no Toast in Texas? Morgan Scoville '00 took it upon himself to organize one! "I'll do whatever SAS needs me to do," Morgan said. "Just let me know." Four days later, Morgan ran in the Boston Marathon!





Julie Holderness '99 has hosted several Toasts over the years, and for the last two years has hosted the Raleigh Toast with her husband Gavin at their home in Raleigh, N.C. Thanks, Julie!





The Charlotte Toast at the home of Susan and Scott Baker P'14 was so fun that they almost forgot to take a photo! "We had a wonderful Toast here last night with great attendance," Susan said. "The photo doesn't tell the story because we forgot to take the photo when everyone was there —we just captured the tail end of the evening."

And the NYC Toast had such a great turnout that they couldn't quite fit everyone in their group photo!















Not many of us are getting married these days, and even fewer of us are eloping, but George Brakeley and Tamara Kaspar did both. They got married on May 5 on a mountaintop in Iceland surrounded by glaciers, transported there from Reykjavik by helicopter—a pretty good way to start off their 17-day odyssey in Iceland, traversing the entire country and putting 2,100 miles on their rental car. In addition to glaciers and volcanos, Iceland offers beautiful waterfalls, majestic mountains, miles and miles of lava fields covered with irridescent moss, and so much more. There are 330,000 people in Iceland, 72% living in or near Reykjavik, and once they got out into the hinterlands, they could drive for 10 minutes in some places without seeing another car.

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George Brakeley '57 and his new wife Tamara in Iceland.

1961 Ken Richards is still actively painting and showing his art at the Museum of Nature and Science in Denver and at the Farmer's Market at Steamboat Springs, as well as for sale on eBay. His subject matter includes fauna (especially birds of

all kinds), flora, faces and places, and he also does custom commissions in both oil and watercolors. His website is kenrichardsart.com.

1982 This update excerpted from **Perry Yeatman's** annual family update, "...It was an amazing year!...Professionally, I have had another great year of self-employment. I'm now actively pursuing three of my professional passions: 1) being effectively an outsourced CCO via Perry Yeatman Global Partners 2) helping women have the careers and lives of their dreams via my new social enterprise called "Your Career, Your Terms" and 3) working at the intersection of business and society (eg, social impact) through Mission Measurement. I am so lucky to be able to be the mom I want to be while learning and growing, working with super smart people and delivering important and valued work. So, it's been great. But I will confess that by the end of last year I really missed being in an office outside my house and being part of a big team. So I put my hat back in the ring for a "big job" (corp CCO, head of social impact/sustainability, CEO of an NGO or association or foundation). I was pursuing an exciting opp in London, when one of my current clients decided that they needed more of my time in Chicago and made me an offer I couldn't refuse—giving me in effect the team, the space and the type and volume of work I'd been craving—all without having to uproot my family. So, I've signed on to work even





more closely with the Kellogg School of Management for 2017. What an awesome group of smart and committed people. I'm so excited to be paid to think about the future of business education, to develop and deliver coms courses for MBAs and to write a book about female leadership, which dovetails beautifully with my writing for Fortune Most Powerful Women and my podcast series "Your Career, Your Terms: Pivot Points."

Perry continues that all is as great with her family including new dog Winnie. She concludes, "Every day has its challenges but more and more every day I am mostly just grateful. As a friend and colleague pointed out to me recently, a life well lived isn't about avoiding stress. It's about pursuing things you love and that matter. And that's what we're all doing, to the best of our abilities, each day."

1988

Brandon Mathews writes, "Credit where credit's due. In the last class notes, I name-Jonathan checked **Banks**—calling him out to come over and say hi. Before it was



even published, he had visited us in Switzerland. Photographic proof published. We had so much fun that I'll name-check him again... and will encourage all visitors transiting through Zurich to check in."

1995

Camellia Ibrahim and her partner Danny Major travelled from Newfoundland to join Rev. David DeSalvo and the St. Andrew's community for a special Easter baptism of their daughter Katherine.

After years of spiriting the Class, Jennifer Merchan is passing the Class Agent mantle to Shelley Huntington. Thank you both for your commitment to your Class and to St. Andrew's!



Rev. DeSalvo with Camellia Ibrahim, Danny Major and daughter Katherine.



May 13, 2017 at Peirce Farm at Witch Hill in Topsfiled, Mass. The wedding brought Jessica Torres '08, Joe Lee '10 and me together, celebrating her wedding and our friendship."

1998 Tucker Mahoney writes from Atlanta, "The kids are off school, so we dyed Easter Eggs with Pringle (Jackson) and her kids. Actually, our current headmaster sent at least one of his daughters to SAS—it's a small world!"

2001 Serena (Roberts) Houlihan and her husband, Anthony, welcomed their daughter Elizabeth Ren Houlihan on February 18, 2017, in Houston, reports Grandfather Cap Roberts '62.

2010 Dan Hasse just wrapped shooting of his first feature film! HAMLET/King of Infinite Space is a three-part project produced by Roll The Bones Theatre Company with production support from "The Immersive Storytelling Studio" at The National Theatre (UK). Part One: A Feature











Children of the Class of 1998: Alden and Frances Jackson up top; Lee, Boyd and Kay Mahoney below. Tucker also wrote, "Clearly the girls thought dress-up was also necessary."

Film | Part Two: An Immersive Theatrical Production | Part Three: A Virtual Reality Experience was performed and shot on location at Grantstown Castle in Co. Tipperary, Ireland. For information regarding the upcoming film and VR release, contact: rollthebonestc@gmail.com.

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2014

Megan Hasse just auditioned her way past literally hundreds of others (lines down the street in NYC, packed dance calls, etc.) to get the ingenue lead of Hope Harcourt in "Anything Goes" at the Mac-Hayden Theater in the Hudson Valley/ Berkshires region. It's one of the best summer stock companies and she's been hired for seven musicals between May and early September. She gets only two days off a month so if you are ever passing through that region, the odds are you can see her at work. "Anything Goes" runs from May 25 to September 2.

Campus Visit Check-In

We love when alums visit! Please let us know when you are coming to campus so we can let Security know, so they can welcome you—and direct you to updated facilities or tell you where the class photos now hang. Times have changed, and our security team monitors all traffic on and off campus. Please email alum@standrews-de.org or call 302-285-4411, or if it's an impromptu drive through campus, please contact Security directly at 302-285-4911.



Andrew Pfeiffer '09, Nancy Lilly '11, Ryan Koski-Vacirca '10, and Kayley Hanrahan '10 all happened to be at the Feel Free Concert in Charlottesville this spring. Feel Free, Andrew Pfeiffer's band, plays around the D.C.-area, Virginia and Maryland.

Robin Lilly '80 P'11,'13 reports, "The funny thing was, we didn't know they were there until Nancy went to the concession stand and heard, 'Hey, Nancy!' and turned around to Ryan and Kayley. Later, we were joined by Nick Watson '11 and Mary Shea Valliant '09, who sadly just missed Ryan and Kayley.

"The best part was when Andrew saw Nancy (he didn't know she was in town). He was running around, setting up, and was headed in the door when he looked up and almost ran into Nancy—his jaw dropped and his face lit up! So much fun to see them all together again!"



27th HOWARD M. SMITH DIAMOND STATE MASTERS REGATTA

Noxontown Pond, Middletown, DE Saturday and Sunday, July 22nd and 23rd, 2017 8:00 am to 4:00 pm both days

Registration information: www.diamondstatemasters.com Sponsored by *The Wilmington Rowing Center*

The Memory

James Alton Bacon '45



CMDR James Alton Bacon, USN, Ret., 90, died peacefully on April 16, 2017, in a local hospital. A native of Laurel, Del., he was the son of the late H. Alton and Evelyn Hastings Bacon.

A 1945 graduate of St. Andrew's School, Middletown, Del., he was drafted into the U.S. Army in the closing months of World War II. After the war, he entered the U.S. Naval Academy and graduated with the

Class of 1951. He served at sea on five submarines, culminating with his command of the U.S.S. Tench SS 417. Subsequent duty included two tours on COMSUBLANT staff and other submarine-related billets.

Commander Bacon received a master's degree in International Affairs from George Washington University, and a diploma in Naval Warfare from the U.S. Naval War College. He retired from the Navy after serving as submarine consultant at the Center for Naval Analysis. Following his naval career, he joined Sovran Financial Corporation (Bank of America) and retired in 1990 as Senior Vice President and Director of Corporate Planning.

In retirement he led a full, active life. An Episcopalian, he was an active member of the Church of the Good Shepherd and served as a member of its vestry. He was a member also of the Naval Academy Alumni Association and the Retired Officers Association, served on the Finance Committee of the Norfolk Botanical Garden, and joined the board of directors of Lee's Friends. For many years, he volunteered his time delivering meals to the elderly and driving cancer patients to their medical appointments.

In his later years, he was an avid reader of Tom Clancy thrillers, an indefatigable fan of Navy football, and all things lacrosse. He enjoyed the occasional glass of white wine and had a weakness for chocolate Oreo cookies.

Throughout his life, he conducted himself as a gentleman: with kindness, courtesy and modesty. He upheld the ideals of honor and integrity, and served as an exemplar to his family and to all who knew him.

He is survived by his loving wife of 60 years, Marguerite Overbey Bacon; his daughter, Mary A. Bacon and her husband John Crowder of Richmond, Va.; his son James Alton Bacon, Jr. and his wife Laura of Richmond, Va.; and his son Jesse Cabell Bacon and his wife Rives of Berryville, Va.; and eight grandchildren.

From James A. Bacon, Jr., "My dad was not a famous man, but he was a great man—at least in my eyes. He served his country in the military. He rose from humble beginnings to a high-level position in the corporate world. He was active in the community, helping those less fortunate than him. He loved his family, and his family loved him. The greatness of America lies not in its presidents, celebrities and billionaires, but in its ability to produce millions of men (and women) like my dad who work diligently, pay taxes, raise their families, practice their faith, give to the community and leave the world a better place. His death a week ago at the age of 90 warranted no news articles or paeans in the media. To a nation that

did not know him, he was invisible. But the country is diminished by his passing."

Robert F. Schelling III '45



After visiting with family, Robert "Bob" Freidrich Schelling III, of North Hatley, Quebec, passed away peacefully at age 89 on March 5, 2017, at the Centre hospitalier de Magog.

Born May 20, 1927, in Buffalo, N.Y., the second of two children to Robert F. II and Louisa (Woodard) Schelling, young "Bobby" grew up in East Aurora, N.Y., before attending St. Andrew's School in

Middletown, Del., where he distinguished himself as a member of the rowing crew. Like many of his classmates, he was allowed to early and defer his university admittance in order to enlist at the tail end of World War II. He joined the U.S. Navy (1945-1946) and served on the USS Tarawa, where, as Quartermaster, he helmed that first aircraft carrier through the Panama Canal.

After his tour of duty, he attended Princeton University, working summers for the New York State Coast Guard to pay his tuition fees. A member of both the Princeton Tigers football team and rowing crew, he graduated Class of 1950 with an A.B. degree in International Affairs.

In 1955, he was elected a Republican delegate for Chatham County, N.J., but moved to Toronto the following year. He relocated to Montreal in 1967, became a Canadian citizen in 1969, and married for the second time in 1970.

A marketing executive for several multinationals throughout his career (Proctor & Gamble, Unilever), he also taught in the M.B.A. program at Montreal's McGill University and was a Trustee of Quebec's only fully bilingual elementary school when it was threatened with conversion to French-only education by the separatist government of the day. It remains open and bilingual to this day.

In retirement, he moved to La Vieille Ferme, his beloved mountainside property outside the town of North Hatley in the Eastern Townships, where his hobbies included winemaking, gardening, preserving and cooking.

An active member of the local community, he served as volunteer Director and President of Festival Lennoxville (1978-1982), transforming the annual summer theatre festival at Bishop's University into a bilingual series. A longtime member of the North Hatley Club, he was especially active in his later years as president of the North Hatley Library. The Massawippi Valley Princeton Club, which he founded in 1985 for alumni living in the Eastern Townships and greater Quebec, will mark its 33rd annual reunion this summer.

He is survived by his wife, Sylvie, and three children: Melissa, Timothy "Tym" and Stéphane "Steven."

Sandy Beard writes, "Bob Schelling: Always gregarious, always cheerful—never critical. Long to be remembered will be the time two of us from the dear old UVA arrived at Princeton late at

IN MEMORY

night. Unexpected, we sought 'Bob's Place.' Unceremoniously, Bob willing, we took over his beds. Bob was a welcoming friend whose brightness lightened all scenes. Long live his memory. This merely was one example."

Frank Giammattei '47



Frank Giammattei died peacefully at his home on June 8th, with many family members present, after a lengthy decline. Frank (Francis Giammattei, Jr.) was born in Tarrytown, New York on August 3, 1928, the son of Dr. Francis Giammattei and Betsey Presby Giammattei. He graduated from St. Andrew's School in Middletown, Delaware in 1947 where he held leadership roles and the school batting average record

of .500 for over fifty years.

He graduated from Yale University and married Helen ILL in 1951 and started working for the DuPont Company. After serving in the Navy in the Civil Engineer Corps he returned to DuPont for the remainder of his working career. A transfer to Michigan moved the family to the Midwest for many busy and creative years. He was a life-long Episcopalian and his faith was a meaningful part of his life. Back in Wilmington and in retirement he served on the vestry and as the Chairman of Buildings and Grounds at Christ Church Christiana Hundred and at St. Andrew's School.

He spent many hours in his workshop making furniture for various members of the family and making workbenches and dollhouses for grandchildren. He liked to have everything in good working order both at home and at their home in Mantoloking, New Jersey. "Poppy fix" was an often-used phrase. He was also an avid golfer and sailor, and he particularly enjoyed being out on Barnegat Bay.

Frank is survived by his wife Helen; his three children: Frank (Pres) (Lindy), Bruce (Amy) and Jane (Lance); ten WONDERFUL grandchildren who are all graduates of Grammy and Poppy's manners camp in Mantoloking and one great-grandson who hopefully will be joined by many more.

Timothy C. N. Mann '47



Timothy Charles Nelson Mann, 87, passed away peacefully on Monday, May 1, 2017, at Center for Hope Hospice in Scotch Plains. Born and raised in New Rochelle, N.Y., he had been a longtime resident of Fanwood.

Tim was a graduate of St. Andrew's School, an Episcopal boarding school, in Middletown, Del. He went on to earn a B.A. with honors in Political Economy from Williams College in 1952. He continued

his education with a M.S. in Mathematics in 1964 and a M.S. in Computer Science in 1991, both from Stevens Institute of Technology. Tim was the editor of *The Western Electric Engineer* magazine for many years, and later went to work as a computer program developer for various companies, including Cap Gemini and AT&T.

He was a veteran of the United States Army, serving as a First Lieutenant in the Ordnance Corps. He taught classes on electronic fire control systems utilizing radar and analog computers to control antiaircraft artillery. He also served as a Section Chief for the S.A.G.E. Air Defense System, teaching classes on radar theory and supervising a group of engineers performing tests on the System.

Tim was a member of Grace Episcopal Church in Plainfield for nearly 50 years where he served on the Vestry. He was an avid clarinet player and a longtime member of the Westfield Community Band. He also played in the Rutgers Alumni Wind Symphony for many years.

He is survived by his wife, Jane Mann; their children, Theodore "Ted" Mann and Priscilla Mann; and his two grandsons, Calvin and Miles Woodruff.

Henry Herndon '48



Henry N. Herndon, Jr. of Hanover, N.H., and formerly of New Castle, Del., died peacefully on April 5, 2017, surrounded by his family at the age of 86.

Born in San Antonio, Texas, in 1930, he lived a classic 20th century American life as the son Henry N. Herndon, Sr., a Texas-born Episcopalian minister, and Amelia Linder Herndon, a classically-trained pianist from New York State, with his beloved sisters

Mary, who predeceases him, and Nancy of Wilmington, Del. As a child he later lived in Plattsburgh, N.Y., and spent summers in Grand Isle, Vt., at "Camp Ma-New-Na" where he enjoyed the love of his family, his dog Buddy, and his horse Silver whom he bought and brought home on his own one day to his parents' surprise. His family later moved to Wilmington, Del., and he attended St. Andrew's School in Middletown, Del., which became an enduring part of his life. He next attended the University of Mississippi ROTC and upon graduation served as an officer on the USS Freemont in the United States Navy.

Following his military service, he attended Columbia Law School in New York City. During his last year in law school, he met his wife, Lin Hartell Herndon of New York. Following their marriage and his graduation, he and Lin moved to New Castle, Del.,where they lived for more than 40 years. He worked at the law firm of Morris James for his entire legal career where he served as a partner and eventually managing partner with a focus on corporate law, litigation and trusts and estates and argued before the U.S. Supreme Court. He supported the broader Delaware legal community through other activities, including as the President of the Delaware Bar Association. After his multi-decade career at Morris James and many deep friendships with colleagues, he retired from the firm in 2002.

During his career, he continued to be driven by a sense of service and he valued people above all. He served on the vestry of Immanuel Church in New Castle for years and he was elected Trustee of the Common in New Castle. He also returned to St. Andrew's where he served as the Chair of the Board of Trustees for many years and later established a fund in the name of his parents. He loved his community and the people in it. After a Saturday morning at the office and lunch, he would routinely sweep the sidewalks outside his home at Third and Harmony streets to the early aggravation of his wife who later realized it was his way to connect with a passing neighbor.

However, his family remained central to him. He and Lin had a daughter, Mary Brooke, and a son, Matthew, in whom he instilled a deep sense of mission and values that guide them today. Through Lin's family, he spent summer vacations on Martha's Vineyard where he loved to do chores, including his legendary and beautifully imperfect carpentry, and enjoyed the waters of Cape Pogue in which he took a ritual swim each night. He also spoiled his family with other vacations including winter ski trips marked by racing competitions with his children.

With his passing, we've lost a beloved husband, father, brother, mentor and colleague. He is survived by his wife Lin of Hanover, N.H.; his daughter Brooke and son-in-law Eric Miller and their

son Benjamin, all of Norwich, Vt.; and his son Matthew and his daughter-in-law Kendall and their children Taylor and Luke, all of Cohasset, Mass.

"Henry was a dear person whom we will miss. He was kind and thoughtful—a real gentleman—always faithful to St. Andrew's. We loved him!"—Skip and Mary Loessner P'84, '86

Richard S. Pettus '54

Richard Starr Pettus, age 80, of Bel Air, Md., formerly of Staten Island, N.Y., passed away on February 3, 2017, at the Harford Memorial Hospital in Havre de Grace, Md. Born in Santa Barbara, Calif., he was the son of John DeForest Pettus and Elizabeth (Jennings) Pettus. He attended Emmanuel Episcopal Church and was in the chorus at St. Andrew's Episcopal Church. He played soccer with Manufacturer's Hanover Trust team in the 1970s-1980s. He was involved with the early computer programming in developing the COBOL language. He retired from Manufacturer's Hanover Trust in 1991.

Richard enjoyed working binary puzzles, logic puzzles, and wooden puzzles. He played many instruments including, saxophone, violin, piano, and many others. He enjoyed reading books and would never leave the house without a book in hand, particularly science fiction. He also enjoyed Chinese artifacts.

Richard is survived by his wife of 49 years, Maria Pettus; children, Richard Starr Pettus, Jr. of Belle Mead, N.J., Karen Sroczynski and her husband James of Bel Air, Md., and Stevie Famulari of Bronx, N.Y.; grandchildren, Teresa Sroczynski, Clare Sroczynski, and Andrew Sroczynski; siblings, Elizabeth Pettus Losa of Boston, Mass., Timothy Pettus of Mass., Charlotte Pettus Alexandre of Colo., and Andrew Christopher Pettus of Lafeyette, La. In addition to his parents, he was preceded in death by his brother, John DeForest Pettus, Jr.

Peter Dunning '55



C. Stephen Baldwin '55 writes, "How sad and somewhat ironic that I should learn of Robby Robinson's and Pete Dunning's deaths in the same week. Their classmates will remember when as roommates they also served as Second Form dorm monitors—I think in our Fifth Form year—which is when I got to know them both. Where Rob only tolerated me, Pete became the closest to being a real friend I ever had at St. Andrew's,

and we were drawn together by our mutual love of English and respect for good writing—and Bill Cameron, the single most important man in my own pre-college formation.

"Pete was too readily an athlete and academically high-performing to be much in my company, in those days, but we did share one great moment: we founded, 'printed,' wrote, and distributed the one edition of *The Discard*, our little protest against what we considered the pedantry and sycophancy of the regular school newspaper, *The Cardinal*. I'll never forget our excitement, working together one late evening in front of the Coke machine, stuffing copies of this pathetic little rag into everyone's mailbox—and our even greater excitement next day, overhearing all the inaccurate speculation about the upstart's supposed authors.

"No one ever found out; even Bill Amos got it wrong in his wonderful book, and was generous in thanks to me, one late Reunion Weekend before he passed, for pinning down the miniscule mystery once and for all.

"Pete was also my roommate for our 25th Reunion, which we co-celebrated a year earlier with the Class of 1954 for some reason,

perhaps due to our already greatly-reduced class ranks, itself a function of our bad and, finally, too-openly boozy group (it was rumored that Waldy Pell had to spend the summer following our graduation recovering from us in a sanitarium). Either then or soon after, when he came to New York to sing with his group, Pete came out to me, and soon after that he moved to California.

"Which is where I lost track of him. I tried numerous times to reestablish contact, but never succeeded, and this I greatly regret. Pete was above all a gentle and compassionate fellow, who must have been greatly loved by his family and, to me, a largely unknown circle of friends. All who share in that love, including me, will mourn our loss of Pete for the future, and for all the past times now forever missed."

Robert Houston Robinson, Sr. '55



Robert Houston Robinson Sr., 80, former publisher of *The Sussex Countian* newspaper in Georgetown, Del., died Wednesday, April 5, 2017. A lifelong Sussex Countian, Robinson was born May 5, 1936, and was the son of the late Julian Thomas Robinson and Mary Comfort Houston Robinson.

Robinson grew up in Georgetown and Rehoboth Beach. He attended the Georgetown schools and in the eighth grade

entered St. Andrew's School in Middletown, Del., from which he graduated in 1955. He attended the University of North Carolina in Chapel Hill on a United States Navy Scholarship. At UNC he was a member of the Navy drill team and St. Anthony Hall fraternity. A short novel he wrote while a student at UNC, *Going the Other Way*, was published by Random House in the collection *Three:* 1964. Robinson graduated from UNC in 1959 with Honors in Writing.

Robinson then served in the U.S. Navy. After completing his Navy service, Robinson became the third generation of his family to publish the *Sussex Countian* weekly newspaper, following in the footsteps of his mother and his grandfather, U.S. Congressman Robert G. Houston. He published the *Countian* for 30 years, retiring after selling the newspaper to *The Dover Post*.

A very creative person, Robinson had a variety of interests, great intellectual curiosity, and a notable sense of humor. In addition to his novel, Robinson was the author of a number of books on many topics, including *Visiting Sussex: Even If You Live Here*, a guidebook to places of interest in Sussex County, *The Craft of Dismantling a Crab*, which showed how best to clean crabs and other shellfish, *Old Country Churches of Sussex County*, and *How to Do A Kandinsky*. He also published works by other authors and for a time authored a periodical about shellfish. One of his short pieces appeared in the volume *The Best of Bad Hemingway*, which featured parodies of the writing style of author Ernest Hemingway.

Robinson's two siblings, Margret Katherine Robinson Peters and Thomas Peter Robinson, are deceased. He is survived by his wife of 46 years, Dorothy Battle Rankin Robinson; his son, Robert H. Robinson Jr. and his wife Alix Karl Robinson of Georgetown; and by his daughter, Dorothy Newsom Robinson Scott and her husband Brewster Nelson Scott of Maplewood, N.J. He is also survived by four grandchildren, Clemens Houston Robinson and Graham Newsom Robinson of Georgetown and Samuel Baumann Scott and Catherine Battle Scott of New Jersey; his sister-in-law, Alice Pitt Robinson of Lewes; his brothers-in-law: the Rev. Albert FitzRandolph Peters of Seaford, and Robert S. Rankin, Jr. of Durham, N.C.; and his nieces and nephews and their families.

Necessarily So

For Christmas in 1960 those of us who lived too far from the Mason-Dixon Line to be picked up by car travelled



by John C. Parrish '64

home by train from Wilmington. We left school cheerily, anticipating our freedom, but were still expected to wear the coat with tie that was our dress code. That December home for me and another wee third former, Mike Biscayart '64, was Maxwell Air Base in Montgomery, Alabama. Our fathers were enrolled in the Air Force's Command and Staff program there. Two other classmates, Tommy Snyder '64 and Dan Moore '64, would travel with us as far as Atlanta.

The office had instructed us that we held reserved seats in Car 16B of the Silver Meteor. The train would run through the night on its way to Florida. As the winter sky darkened toward what looked to be a cold one, I can still see the four of us carrying our suitcases along the Meteor's long, damp platform. We checked the number located on a metal plate at the corner of every car. Each was one of a long line of shining silver cars that sporadically hissed strange smelling steam. There was no 16B by the end of the train. A porter told us to wait for an extension.

Soon enough, another long line of shining silver cars came down the line. That is, all save one ancient relic that Sherman couldn't be bothered with on his march through Georgia. We looked at each other, checked the car number against our tickets again, figured our parents were saving some money, and dutifully boarded old 16B. You may have guessed what we discovered. Four young white bread boys from St. Andrew's had been booked onto the "colored car." An older African-American passenger promptly asked, "What you boys doin' here?" so we showed him our tickets. He said, "Huh, you okay with that?" We answered, "It's the right one, isn't it?" with more confidence than we felt. He harrumphed a smile, shrugged a yes and we all settled into our seats.

The train was barely out of the station when the good times began to roll. There was lots of holiday chatter, laughter, even some singing. We had nothing to eat, so food was shared with us when several picnic baskets were opened. A big suitcase was set on its side, and a raging game of penny ante poker began. We played hands that I'd never heard of with a beat-up deck in which every card seemed to be wild. Our meager funds were soon lost and then gleefully returned to keep the game going. We were invited to join in a communion of "joy juice" sipped from a bottle in a brown paper bag passed from hand to hand. I was shown pictures in a girly mag and asked my opinion of one that revealed more than most. Trying to sound thoughtful, my reply was "Interesting," which caused howls of merriment. Suffice to say, that car rocked all the way through Virginia.

The conductor eventually doused the lights and we fell asleep in our seats. We arrived in Atlanta by mid-morning. Bleary eyed, we said farewell to our travelling companions. Mike and I then boarded our next train for the final leg across a part of the country I had never seen: the deep South. Every car in that train was in little better condition than the one we had left, but we weren't in the "colored car" any more.

Upon our arrival in Montgomery, one of the first things I saw was a large billboard of a hooded white knight riding a rearing horse next to a burning cross. The sign read "Welcome to Montgomery, the Capital of the South." I asked my father what it was for. He said it was intended to intimidate, and that I should ignore the intention but remember the sign along with other things I would see. He was angry that, according to city ordinance, dark skinned officers from nations who were our allies could be arrested if they stayed overnight in the home of an officer living off base in a white neighborhood. He had become friends with a Colonel from Burma and we lived off base.

I also remember accompanying my father downtown to a state liquor store. The building was as barren as you could imagine. The store was a plain counter across the middle of the room. One clerk stood behind it. Bottles were stacked on metal shelves that ran back into the building. You crossed a linoleum floor to stand in one of two aisles. The people in both looked to be mainly down-and-out bums. They were separated by a chain stretched between them. The clerk always brought bottles to the bums in the line marked "Whites Only" first. There was no communal joy in that place.

By mid-January, I was safely cloistered once again within SAS's sturdy stone walls. By summer my father had new duties at Andrews Air Force Base in Maryland. He said that what he was doing was secret but protected us from threats and intimidation by the Russians. What I saw on NBC during the coming semesters though was increasing anger, hostility and violence toward Black Americans who said they were boarding their train to freedom. White people were threatening to close schools. People around me were wondering if all this was really necessary.

Maybe our tickets had been coded wrong. Maybe what I had done and seen hadn't been proper. Maybe the code I was learning to live by really didn't cover everything. What I knew was that I felt different. What had happened on that trip to Atlanta was okay with me. It had all simply been "necessarily so."

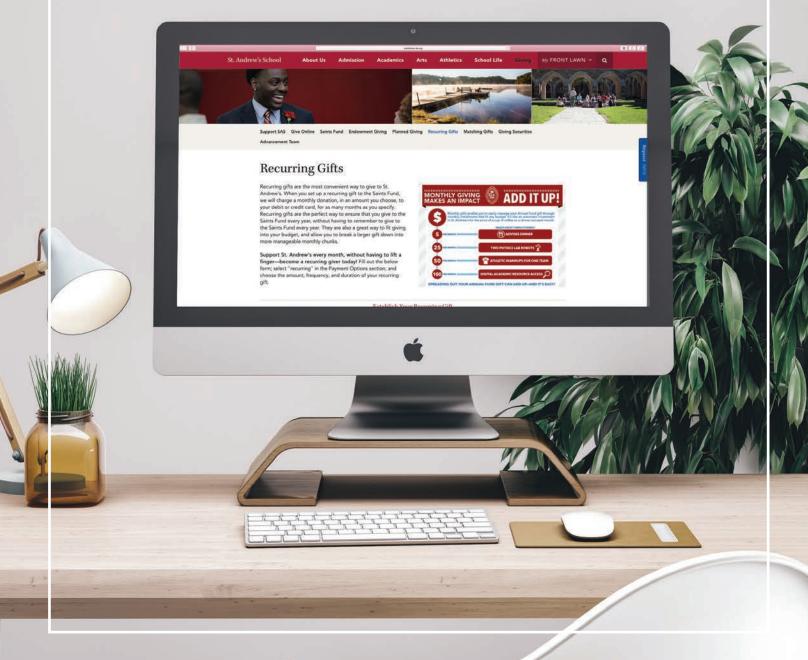


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