

# ST. ANDREW'S MAGAZINE

WINTER REVIEW 2017



**Bryan Stevenson  
Visits Campus**





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# 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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*by Austin Brannan '19*







FROM *THE AMERICANS* BY ROBERT FRANK



MAX MAYER '17 BY SOPHIA CORDOVA '17

*“A photo is still a powerful thing, a framing device that can manipulate our realities..., a political minefield fraught with personal implications for the people being represented.”*

*Last February, photographer Myra Greene* came to visit St. Andrew's. I sat in on a workshop she led for students and faculty, and at some point during our discussion, Greene stated that, unlike most professional photographers, she does not have an Instagram account, because she thinks it's a dangerous game to consume a vast quantity of images uncritically. That's exactly what we do if we're on Instagram (and 500 million of us are, including @sasdelaware): we scan and scan and scan a stream of photos, replenished 24 hours a day, our thumb flicking upward mindlessly. We may pause to critique or analyze an image here or there, but safe to say our consumption of Instagram images is primarily passive.

Our ability to make images of ourselves, and the frequency with which we do so, has increased to an almost incomprehensible degree in this Information Age. As author and technology policy expert Alec Ross pointed out in his talk to students this January, 90 percent of the world's information has been produced in the last two years; every two days, we produce as much information as was produced by humans from the time of the first cave paintings, up through 2003. In the last days of film photography—the year 2000—Kodak publicized the fact that an estimated 80 billion photos had been taken around the world; in 2016, we were estimated to have taken more than one *trillion* photos.<sup>1</sup> The SAS Communications Office took 40,000 of those photos during the 2015-16 school year, and we're on track to add 40,000 more by this year's graduation.

Despite the fact that we may be living in an era where the image is “cheap,” I think Greene is onto something. A photo is still a powerful thing, a framing device that can manipulate our realities (and not just through Photoshop blemish smoothing), a political minefield fraught with personal implications for the people being represented. We think and talk about photos all day long here in the Communications Office, and the

<sup>1</sup> Heyman, Stephen. “Photos, Photos Everywhere.” *New York Times*, 29 July 2015, <https://nyti.ms/2jHQMtJ>.





40,000-YEAR-OLD CAVE ART FROM SULAWESI, INDONESIA

care and consideration that goes into taking, editing, and selecting the photos you see in this magazine, or in the Friday News, or on St. Andrew's Instagram account, are not minor. Are students acting differently simply because we're in a classroom with a camera? Are we showing the same students over and over again? In cropping this or that student out of the frame, are we changing the narrative of the photo? Is there a club or a team or a department that we under- or over-represent? Why are we choosing to use a particular photo? Is it because the photo is technically excellent—or because the photo beautifully represents some aspect of St. Andrew's—or because the photo speaks to our personal preferences or unconscious biases? What is a photo saying about St. Andrew's with its "thousand words"? And how will you, dear reader—alumni, prospective student, parent, grandparent, whoever you may be—interpret the image?

Our final litmus test for a photo? It must meet the expectation set forth in this quotation by the photographer Robert Frank (check out his book *The Americans*): "There is one thing the photograph must contain: the humanity of the moment." I'm not sure if, in using the word humanity, Frank was referring to the universal experiences inherent to the condition of being a human, or if he was referring to a certain compassion or benevolence that must be present in the photograph. Either way, the standard works, and we hope you'll find evidence of its use within these pages.

Liz Torrey  
Director of Communications  
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## SAS PUZZLER

*The Magic Square*

Supposing that the letters in Saint Andrew's corresponded to the numbers 1-9:

S	=	1
A	=	2
I	=	3
N	=	4
T	=	5
D	=	6
R	=	7
E	=	8
W	=	9

Use the grid of squares provided to arrange the letters to:

- ensure that the sum of each row and column is 15.
- maximize the number of three-letter English words (read horizontally from left to right and vertically from top to bottom).


The use of a Scrabble dictionary is allowed.  
[scrabble.hasbro.com/en-us/tools#dictionary](http://scrabble.hasbro.com/en-us/tools#dictionary)

### ANSWER CORRECTLY & WIN GEAR!

Send in your Puzzler submission by May 15 via any of the contact methods listed in the white box below.

Correct submissions will be entered into a drawing for a \$25 gift certificate to the St. Andrew's School Store.

[www.standrews-de.org/schoolstore](http://www.standrews-de.org/schoolstore)

### ■ WE LOVE LETTERS (AND EMAILS)

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





In what is perhaps St. Andrew's noisiest tradition, students gathered in the Dining Hall on the final night of the fall semester (Thursday, December 15) to shout a variety of Christmas carols at the top of their lungs from atop Dining Hall tables and benches. It's kind of hard to describe, but you can watch a snippet of last year's rendition of "We Three Kings" at [standrews-de.org/carolshout](http://standrews-de.org/carolshout). Students note it's a great way to burn off any lingering end-of-semester stress, and to come together as a School one last time before departing for Winter Break the following morning.













Peter McLean took his III Form Biology students to Bombay Hook National Wildlife Refuge (just north of Dover, Delaware) as part of their winter term bird unit, in which students observe birds in their natural habitats both on campus and at Bombay Hook. Students are asked to record at least 75 unique bird observations of at least 25 different species of birds. Bombay Hook offers a 12 mile wildlife drive, five walking trails, and three observation towers, and according to Dr. McLean, allows for some of the best birdwatching on the East Coast.





St. Andrew's hosted the DISC Swimming Conference Championships on February 4 at our Genereaux Aquatic Center, and both our boys and girls teams clinched the conference title! The boys placed first, fifty points ahead of their next-nearest competitor, and the girls placed first in a tie with Wilmington Friends School. "For the first time in years, the St. Andrew's boys and girls hold the title of conference champions simultaneously," said Head Coach Richard Samulski after the meet. "I credit the determination and effort of our girls, the camaraderie and work ethic of our boys, and the leadership and examples set by our captains for this incredible accomplishment. These swimmers have worked so hard to achieve their goals and I'm so proud of what they've been able to do." Read more Saints swimming and other winter teams highlights on page 32.

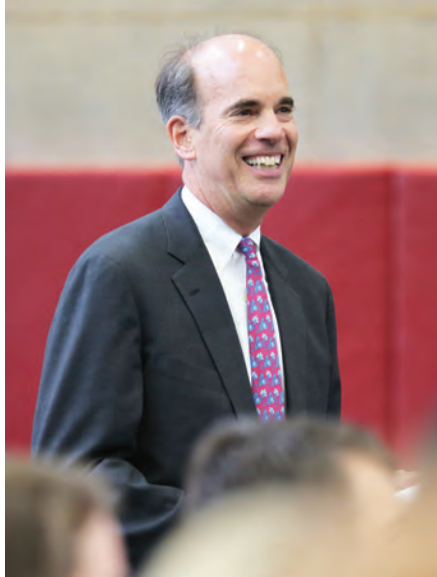








*As I introduced Bryan Stevenson to St. Andrew's* in January,



I tried to capture the significance of the moment, and I found myself addressing all the members of the extended and historic school community who contributed to making diversity a foundation for education pursued and enacted on this campus. I had the powerful and distinct feeling that Bryan's visit marked both a time of accomplishment, promise, and future aspirations for this school.

You might know that the bonds of segregation forced our first Headmaster Walden Pell to travel personally to the homes of applicants of color and explain to parents that he could not consider their child's application, for as Bill Amos explained in *Time to Remember*, "a visit or the presence of a black youngster at admissions testing day could set off alarms among the student body, white applicants, their parents, and the faculty."

In the early 1960s, our second Headmaster Bob Moss sought to join St. Andrew's to the national movement of integration, and he wrote these compelling and prophetic words: "what unites mankind is far more significant than what divides it... American democracy reflects this creed. It speaks of the underlying equality of all men; it extends the public welfare to include weak as well as strong, the underprivileged as well as the affluent; it offers to the multitude of nationalities and races which have come to this land

the dignity that is the recognition of their essential sameness."

In 1977, our third Headmaster Jon O'Brien brought great passion, experience, and commitment to the cause of racial equality in America and at St. Andrew's. Under his leadership, we expanded admissions outreach to students of color across the country, began to diversify our faculty, and studied important curricular and student life innovations.

Elizabeth and I devoted a significant part of our work in those years at St. Andrew's to the support, affirmation, and celebration of students of color. Our apartment was their second home; our presence assured them of mentorship that would always be there to sustain them. In many ways, this work gave us some of the most important and transformational relationships in our careers.

At times, we heard criticism and complaints from colleagues and students: was it fair, was it necessary for students of color to leave study hall on a Friday night to meet in our apartment?

How could we explain at that time that we sought to fill the gap, the void that students of color felt as they sacrificed so much for the opportunity of a St. Andrew's education? How could we say that those conversations about race at St. Andrew's and America could only have occurred in the safety and sanctuary of our home? How could we say that our simple gestures of hospitality and commitment sought



to prepare the day when students of color might feel that St. Andrew's was completely their school too?

In his powerful essay, "Nobody Knows My Name," the great writer James Baldwin reminds us of what the price of admission was to formerly segregated public schools in the South. Here is his description of the experience of a girl in Charlotte, North Carolina, in 1957: "Dorothy Counts, the daughter of a Presbyterian minister, after several days of being stoned and spat upon by the mob—'spit,' a woman told me, 'was hanging from the hem of Dorothy's dress'—she had withdrawn from Harding High." Baldwin reminds us that parents of color knew the risk they ran in bringing their children into such hostile and hateful environments, but they did so in a desperate desire to provide "the education which would allow him to defeat, possibly escape, and impossibly help one day abolish the stifling environment in which they see, daily, so many children perish."

This first wave of integration, imposed by federal troops and enacted by the most courageous students possible, led ultimately to the distinct stages of enlightenment, reconciliation, persistent division that have marked our lives in the 21st Century. A private school's

voyage to diversity within community was less dramatic and anguished, but quite complex and disorienting in its own ways.

Today, St. Andrew's is one of the most diverse and exciting schools in the country. We not only have a remarkable group of current students who work very hard to understand and appreciate the various narratives and experiences of one another; we have within the culture

*We need to keep reaching, striving for goodness and enlightenment, diversifying our faculty and trustees, engaging in the rich experience and perspective of our alumni in America and the world. This is hard, complex, and liberating work.*

of this small all residential community the opportunity to live together, study together, play and perform together. In other words, we can explore and study the perspectives of each group while emphasizing the many aspects of our common humanity. This opportunity is increasingly rare in America, but it is worth rescuing, especially as we see so many schools settling today

for segregated academies that mirror our segregated neighborhoods and communities.

And yes, like our beloved country, St. Andrew's has more work to do to become the best school of its kind for all of our students, from every race, ethnicity, religion, and country. The smog of suspicion, distrust, and hatred of the other never entirely dissipates; we need to keep reaching, striving for goodness and enlightenment, diversifying our faculty and trustees, engaging in the rich experience and perspective of our alumni in America and the world. This is hard, complex, and liberating work.

Bryan Stevenson is the heir to the pastoral and moral movement of civil rights in America. His generosity, grace, courage, patience, passion, and perseverance make him an American exemplar and hero. Thanks to 88 years

of faith and learning at St. Andrew's, thanks to Donald Grant, Tom Hooper, Everett McNair, Cynthia Martin, Halimah Delaine, Heather Mitchell, Stacey Duprey, Diahann Johnson, and so many others, we somehow, I think, earned the privilege of meeting and learning from him. I will never forget that day. ❖



# D.C.

STUDENTS & ALUMS CONNECT IN OUR NATION'S CAPITAL

## OR BUST!

Students and faculty traveled to Washington, D.C., on Wednesday, February 8, for St. Andrew's biannual all-School day trip to our nation's capital. The purpose of the trip is to provide students with opportunities to access the inner workings of federal government and national politics, and to explore the city's museums and other cultural opportunities.

Director of Alumni Relations Chesa Profaci '80 arranged for students to meet with St. Andrew's alumni and parents who work for governmental and political departments, agencies, and organizations in Washington. SAS has been making the pilgrimage to D.C. for more than three decades, and past years' trips have taken students to the Pentagon, Bloomberg News, the State Department, the Department of Justice, the Department of Energy, change.org headquarters, and the offices of Senate Majority Leader Mitch McConnell. This year's trip included meetings with:

- ❖ Delaware Senators Tom Carper and Chris Coons (both visits arranged by Karl Saliba '81 P'12,'14,'18). The Senators discussed current homeland security, foreign relations, and governmental ethics issues with students. After their meetings, students attended a guided tour of the U.S. Capitol Building.
- ❖ Bill Brownfield '70, Assistant Secretary of State for the Bureau of International Narcotics and Law Enforcement Affairs. Brownfield holds the highest rank in the U.S. Foreign Service, and has served in ambassadorial and foreign service posts in Colombia, Venezuela, Chile, Argentina, El Salvador, and Panama.
- ❖ Amanda Purcell '04, Associate Program Officer for the National Academies of Sciences, Engineering, and Medicine. The National Academies is a private non-profit institution that advises the federal government on issues in science, engineering, and medicine. Purcell spoke with students about her research and advisory work on atmospheric science and climate issues for the National Academies, where she has worked since graduating with a BA in physics and math from American University.



- ❖ Florida Williams '04, Manager of Corporate Partnerships for the World Food Program. Williams talked with students about the World Food Program's mission to provide ongoing hunger relief and sustainability solutions to regions in need around the globe. "I'm driven to do this work because of my passion for using good nutrition as a vehicle for strengthening communities—intensely rooted in the spirit of service cultivated at SAS," Williams said.
- ❖ Michelle Madeley '03, Presidential Management Fellow at the Environmental Protection Agency. Madeley shared experiences from her work at the EPA's Office of Sustainable Communities, which helps communities pursue economic growth and infrastructure initiatives that also protect the environment and human health. Madeley has a master's in Public Health from UNC Chapel Hill and a B.A. in Public Policy.
- ❖ Louise Dufresne '09, White House Special Events Correspondent for CBS News. Dufresne toured students around the control room and set of *Face the Nation*, and talked with students about her work covering American politics for CBS (she's currently reporting on the Trump transition).
- ❖ Charlie Kolb '69, Board of Directors of the Center for Political Accountability. The Center for Political Accountability advocates for greater transparency in corporate political spending. Kolb talked with students about his long career in public policy, during which he has served as president of the nonprofit, bipartisan Committee for Economic Development; in management for the U.S. Department of Education; as a member of the Council on Foreign Relations, and as White House adviser on domestic policy to President George H. W. Bush.

Jenna Popp '17 attended the discussion and tour with Louise Dufresne at CBS News. "I signed up for this tour because I've always found the behind-the-scenes work in the media industry very interesting," Jenna said. "I wanted to get the chance to understand all the work that goes into a short 30-minute segment (which I learned was quite a lot!)."

"When you work in the news or media industry there are a lot of moral and ethical obligations that must be upheld, in order to provide the most truthful and accurate information possible," Jenna continued. "It is so important for media outlets to hold themselves to a certain standard of honesty and integrity, as they have a powerful tool that can influence an entire nation. As Dufresne put it, 'being second to report something is better than being first to report the wrong thing.'"

Lian Bourret '18 opted to meet with Senator Coons. "I really wanted to meet with the Senator because I am very interested in pursuing a career in politics, especially in foreign affairs, which Senator Coons is involved with," Lian explained. "We were able to talk to Senator Coons for 15 minutes before he left for an interview with Fox, but afterwards, we were still able to ask his aides questions, and then we headed out for our tour of the Capitol. It was interesting to see that the Capitol Building is not just a place of business but also a place of great history. There was an exhibition hall dedicated to the building of the Capitol and important past decisions as well as statues and historical mementos scattered around the building. As I was walking around, it became clear to me that America is deeply connected to its past, and places a lot of emphasis on remembering its past."

More than 40 faculty members also attended the trip, and equally immersed themselves on Capitol Hill. "I had a chance to meet Senator Kamala Harris (D-CA) while walking the halls of the Hart Senate Office building," said Dean of Students Will Robinson. "She was awesome."

"It was a great day," said biology teacher Peter McLean. "So productive, and so great to see our alums prospering and helping our world." ■



STUDENTS WITH SENATOR TOM CARPER (D-DE).



STUDENTS TOURED CBS NEWS STUDIOS WITH LOUISE DUFRESNE '09.



CAMILLE SEELEY '17 AND GEN JAVIER '17 ATOP THE LINCOLN MEMORIAL.

St. Andrew's teachers are all about professional development, and this school year has been no different: many of our faculty have pursued professional development opportunities this fall and winter, with funding support from the School.

Spanish teacher Viviana Davila attended the Future of Education Technology Conference (FETC) in Orlando in late January 2017. Designed for educators and tech leaders to connect and collaborate on classroom technology strategies and best practices, Davila attended workshops on the flipped classroom (a teaching model in which students watch video lectures for homework, while classroom time is reserved for exercises, discussion, or group work), project-based learning, and digital learning tools for encouraging critical thinking (to name just a few). "Every time I've attended this conference, I've felt empowered to return

to school and assist all of my colleagues to improve student achievement," Davila said.

Religious Studies Department Chair Terence Gilheany and Associate Chaplain Dave DeSalvo attended the National Association of Episcopal Schools Conference in New Orleans from November 9-11, where they connected with religion teachers, chaplains, and heads representing Episcopal schools from around the country. Gilheany and DeSalvo attended a number of workshops, including "Innovation and the Worship Setting: An Unexpected Union," "You Are In The Midst of Us: Compline as a Liturgical Tool for Practicing Episcopal Inclusivity," "Opening the Red Doors: Hospitality and Inclusion in Episcopal Schools" and "How Do Non-Episcopalians Fit In at Your School?" "We were inspired and lifted up," Gilheany said, "and we shared many of the great practices we have at St. Andrew's. We came back with fresh ideas and perspectives and a sense of support from the nationwide Episcopal communion."

The fact that the conference occurred immediately following the presidential election also impacted Gilheany and DeSalvo's experience in New Orleans. "I attended the Morning Prayer services that were held at 7:30 a.m. on November 9 and November 10," DeSalvo recalled. "On Thursday morning—after the election results for President of the United States were known—the little chapel was packed, and I mean standing room only! Priests, teachers, chaplains, spouses, heads of schools, administrators, musicians at Episcopal schools, and on and on, were present to worship together, to be with God and God's people, seeking affirmation for the future of our country and the communities we live in."

DeSalvo noted that he attended many workshops and had countless conversations with fellow Chaplains and teachers, but that this "seeking connection and community was the experience that affected me the most."

Gilheany also attended the Middle East Studies Association Conference in Boston from November 17-20. Beyond attending several workshops, including one about Syrian refugee camps in neighboring countries, he also helped run the meetings of the Middle East Outreach Council, a national network of resources and information about the Middle East. Gilheany is the treasurer of the Council, which announced its 2016 book prizes at the conference. He also presented at a workshop for K-12 teachers on the topic "Religious Identity and Expression in the Middle East"; his presentation explored useful ways to teach about questions of religious identity and expression when one has limited time and resources within a broader world history or social studies class. "I loved connecting and reconnecting with so many passionate professors and K-12 teachers," Gilheany said, "and thinking about how best to engage our students to think in sophisticated ways about a region that we risk stereotyping at our peril."

Biology teacher Peter McLean attended the National Association of Biology Teachers Professional Development Conference in Denver from November 3-6. This annual meeting of more than 1000 biology teachers from around the country was, McLean said, "as ever, an excellent conference, full of ideas and resources." McLean attended workshops on genome sequencing research, biodiversity conservation, group work pedagogy, and effective instructional strategies for STEM classrooms.

# Connecting & Collaborating

Recent Faculty Professional Development Work

*"The students  
all spoke really  
well, and I was  
so proud of them.  
Many of the other  
participants saw  
our students as  
the embodiment  
of hope for  
the future."*



In late 2016, religious studies teacher Jason Kunen was invited to his alma mater, Haverford College, by his undergraduate mentor, Professor of Philosophy Ashok Gangadean, to participate in a Deep Dialogue Sanctuary following the election. Jason took along four students—Tad Scheibe '19, Charlotte '17 and Wilder Berl '19, and Sam Winslow '17—to speak at the events. “It was a chance for evolutionary leaders and thinkers to come together to reflect on the state of our global society, as well as the human condition and consciousness,” Kunen said. “The students all spoke really well, and I was so proud of them. Many of the other participants saw our students as the embodiment of hope for the future.”

Classics teacher Phil Walsh traveled to Toronto in early January for the annual meeting of the Society of Classical Studies. He attended the meeting to promote his newly published book, Brill’s *Companion to the Reception of Aristophanes*, and to participate in workshops on classics pedagogy and outreach (a photo of Walsh at the conference’s Brill booth is seen at right). Walsh serves on the Society’s Committee on K-12 Education. “Given the harsh realities of the academic job market, I suggested that we organize a panel on independent school teaching for next year’s meeting in Boston,” Walsh recounted. “I also browsed the huge book exhibition and intend on integrating new textbooks into my courses as early as this spring.”

English teacher and boys crew Head Coach Will Porter attended the 24th annual Joy of Sculling Coaches’ Conference in Saratoga Springs, N.Y. The conference included a keynote address from Dutch Olympic Gold Medalist Michiel Bartman, and a plenary talk from Canadian Olympic Gold Medalist Kirsten Barnes, who is also the Team Lead for Mental Performance at the Canadian Sport Institute Pacific. “Each of the individual sessions I attended fit neatly into a holistic pattern of coaching,” Porter said. These included “Getting started with Mental Performance,” “Building a Training Program,” “Simple, Effective Use of Video,” and “Rigging to Row More Comfortable and Therefore Faster.” Each presenter was either an international, collegiate, or scholastic champion or championship coach. “The weekend was also a great chance for me to network with college and high school coaches from across the country and keep up to date on the latest trends in the sport of rowing,” Porter said. “I came away with lots of ideas to bring back to our coaching staff and athletic department, and I’d like to return next year with at least a few other coaches from our program.”

Chinese teacher ChiaChyi Chiu (along with a number of St. Andrew’s modern languages faculty) attended the American Council on the Teaching of Foreign Languages Annual Convention, held this year in Nashville from November 17-19. At the convention, Chiu gave a presentation on “Effective Study Abroad Program for Students in Elementary to High School,” in collaboration with Washington Yuying Public Charter School (an elementary school in Washington, D.C.) and Yinghua Academy (a Chinese immersion K-8 school in Minneapolis). Chiu, who has led St. Andrew’s students on study abroad trips to China, shared key features of her program, lessons learned, and best practices for other secondary school study abroad programs. The presentation also explored such topics as trip destinations; partnerships created in the U.S. and in destination locations; requirements for student and chaperone participation; costs and funding; benefits and challenges; instructional components; and outcomes (including gains in language proficiency and cultural understanding). “What I brought back to my own teaching were different ways to improve the experience through increased collaboration and sharing with other schools,” Chiu said. “It also helped me to gain new perspectives and updated pedagogy in teaching a second language. I was refreshed and recharged after the conference.”

“The conference was incredibly educational,” said Davila, who also attended. “In every session, we received another layer of tools to add to the foundation of our teaching experience. Conferences are a rewarding and needed boost from time to time to affirm that you are a strong and capable educator!” ■



PHILIP WALSH

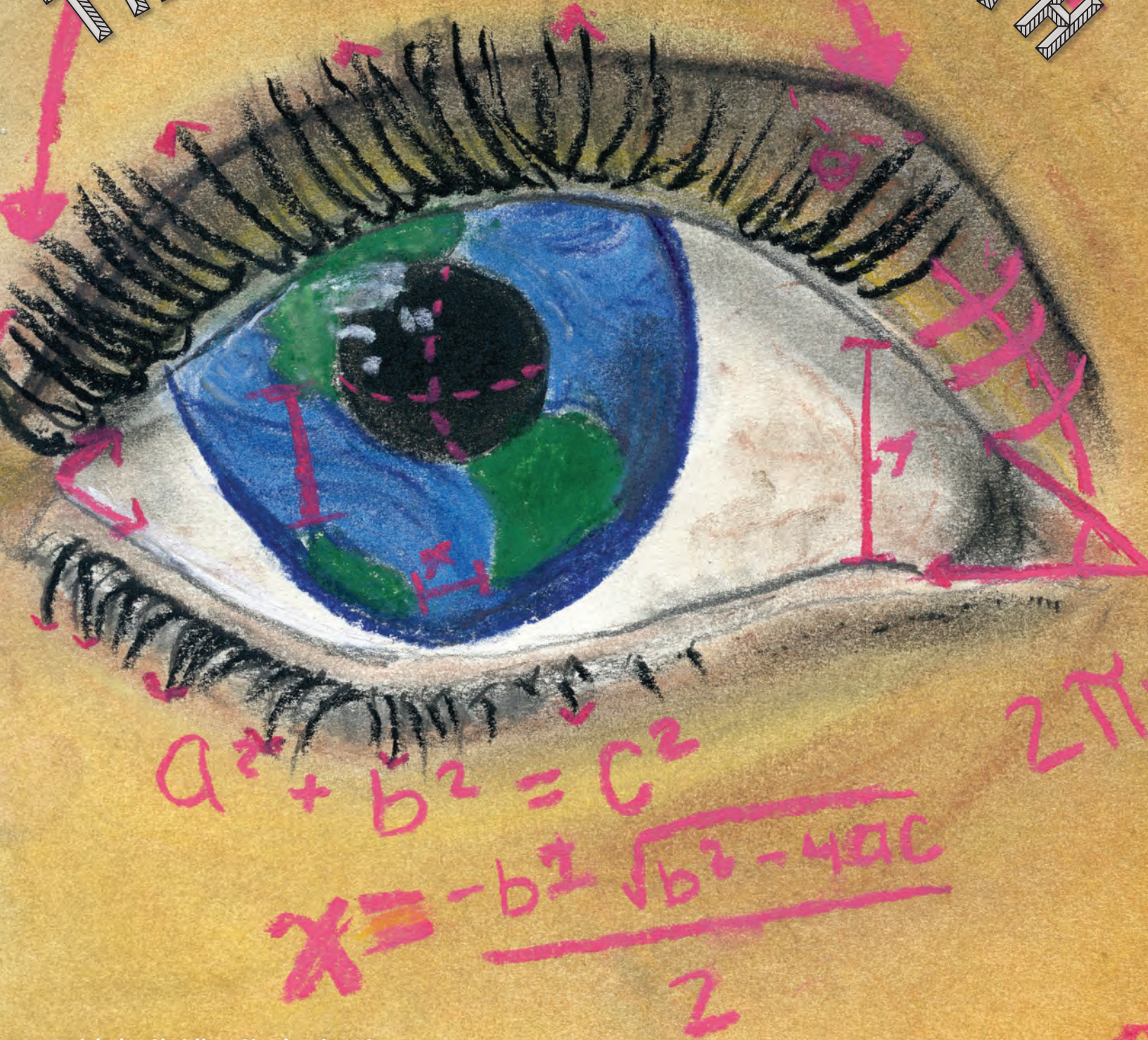


WILL PORTER

SUSANNA DUFFY, DONALD DUFFY, VIVIANA DAVILLA,  
LINDSAY WRIGHT & CHIACHYI CHIU



# THE PURPOSE OF MATH



Article by Shridhar Singhania '18  
Artwork by Charlotte Oxnam '19



**It's a regular Thursday morning** in Middletown, Delaware. I'm running late to my first period math class (Advanced Topics Tutorial: Euclid's Elements) with my tie in my hand, too sleepy to be much excited for anything we might be doing in class that day. We'd been spending our class periods proving what Euclid had already done and documented in the world of geometry way back in 300 B.C., and just why we were doing this, I did not know.

I make it to math, and Mr. Finch divides us into work groups and tasks us with proving Euclid's Pythagorean theorem—the basis for almost all of the rest of geometry. I make my way to the whiteboard with my group. We draw a right-angled triangle and squares around each of its sides, and then flounder, not knowing where to go next in our proof for a full ten minutes, until Mr. Finch checks in and gives us some direction—a tiny hint of exactly one line, drawn by Mr. Finch to form a vertex to a side. Fast forward another ten minutes, and we all have smiles on our faces. Although I didn't quite realize the significance of it in the moment, Tiger Luo '17, Peter Choi '17, and I had put together a proof for the Pythagorean theorem that was very different than Euclid's.

This proof marked the end of our progress through Book I of Euclid's Elements—or rather, our version of Euclid's Elements. We had, as a class, recreated all of Euclid's proofs in Book I without actually ever looking at any of them! You may question our spending our time on such an exercise, since we could just as easily read the Elements and learn these proofs from Euclid himself. Reading through and studying his proofs would have given us the same knowledge—and perhaps more, quantitatively speaking, as we would have gotten through Book I a lot more quickly. The difference? Absorbing information isn't nearly as powerful a way to learn as is producing the information yourself.

Having grown up in India, prior to my arrival at St. Andrew's, I had been educated in a very different manner. Math in particular was taught in a different way, with a focus on speeding through concepts and memorization for maximum performance on tests and exams. As a child, math was by far my favorite subject, but this approach caused me to begin losing interest. Some of my friends really struggled to understand the math we were meant to learn, and resorted to memorizing formulas they didn't understand to ensure good grades.

Luckily for me, before I completely lost interest in math, I was admitted to St. Andrew's. I found that math here was taught in a more holistic way. It was paced so that students could gain a genuine and strong understanding of concepts. We spent our time in class applying concepts to word problems, so that we could gain an applicational understanding of math—it really does apply almost everywhere. My interest in mathematics was rekindled, and I became excited about going to math class (even when sleepy).

This Advanced Topics Tutorial on Euclid has been an even more enlightening experience. It's caused me to think deeply about the purpose of math, and even, in certain moments, my entire education. During the first week of class, Mr. Finch made us do something that felt like a complete waste of time. He asked each one of us for our take on every one of Euclid's definitions, postulates, and common notions. These are very basic and almost “common sense” components of geometry—they include axioms such as “things which equal the same thing also equal each other.” Generally speaking, most of us accept and know these concepts even if we've never taken a geometry class. Yet here was Mr. Finch, spending the first three days of class going through each of these axioms. At the end of our discussion of each, he would ask, “Are you willing to stake your life on this?” This simple question showed me how essential it is to not only know but understand common notions, and how deep our understanding must be in order to progress forward mathematically.

A couple months later, here we are having proven the Pythagorean theorem using a proof completely different from Euclid's. Had we simply read and studied Euclid's text, we never would have had the opportunity to explore the proof on our own, on the whiteboard, and we would have been incapable of writing up a proof different from the one presented in the book; we would have been neither mentally motivated nor intuitively equipped to do so.

In having the freedom and ability to collaborate with one another, think on our feet, and actually do the work of a mathematician instead of simply learning from the works of one, we strengthen our overall ability to think. Was this class harder than the previous math classes I had taken? Of course it

was; that is exactly why it so challenged my mind to become more sophisticated. I finally understand the true purpose of learning mathematics: it's not to be able to calculate things, or know formulas, or solve equations; we have calculators and computers that are becoming more capable, day by day, of calculating, using formulas, and solving equations. The purpose of actually learning math is to develop new levels of logical thinking and intuition. It is to make us more able to solve the real-life problems we face in our daily lives, not to sit at a desk, surrounded by white walls, and endlessly plug in numbers to formulas.

My St. Andrew's math experience is allowing me to grow as a thinker. It's enhanced my intuition and fostered my creativity. It makes me feel more confident that I'll be able to solve bigger problems and issues off the whiteboard and outside of the classroom. Perhaps the entire point of a good education is learning to think and solve problems, in whatever field one may choose to pursue. I see now that the distinction between learning what to think and learning how to think is massive; this is what separates a good education from a great one. ■

At the end of our discussion of each axiom, Mr. Finch would ask, “Are you willing to stake your life on this?”





## Trail Maps and Markers Installed Throughout Campus Woods

By *Jamie Lepore Wright*

If you've been to St. Andrew's campus recently and took a stroll in the woods while you were here, you may have noticed freshly planted posts marking trail routes and a large trail map located off to the right of the T-Dock.

These new trail maps and signs were funded in 2015 by, first, a gift from the Fair Play Foundation in Wilmington, Delaware, and then, towards the completion of the project, from Gordon and Anne Brown GP'11,'14 in honor of their son Lindsay Brown P'11,'14, longtime St. Andrew's teacher, coach, and advisor who left SAS in 2016 after 30 years of service to the School. Mrs. Brown wished to create a tribute to Lindsay at the conclusion of his long and fruitful career at St. Andrew's, and making a gift in support of the trail mapping seemed appropriate given her many memories made on the trails, including Thanksgiving walks "with three generations of people and a potpourri of animals walking and trotting down the path to the fields beyond the School," as she wrote in a note included with the gift. These

gifts also went towards refurbishing Amanda's Point (also known as Alumni Point), behind Trapnell House, with

**"MY HOPE IS  
THAT THE  
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native plantings and the construction of new steps along the hillside.

Design and mapping company Terrabilt conducted the trail mapping, designed the maps, and produced

the map signs and markers using sustainable materials. The St. Andrew's Facilities team—in particular, Tony Zdrojewski, Curtis Marsh and Chip Roberts—installed all of the trail signs and markers throughout the entire network of trails. A portable trail map brochure was then put together by Director of Sustainability Diana Burk and the School's Communications Office. In addition to the map itself, the brochure includes information on plants and animals commonly found along particular trails, the general ecology of the area, and detailed descriptions of each trail, making it a handy guide for a first-time explorer, and an informative document for those who have already spent time on the trails. Copies of the trail map brochure are available in the Admissions Common Room in Founders Hall.

While the trail maps and signage are new as of the 2016 school year, the trails themselves have long been a part of St. Andrew's life and are an important part of the history of the School. Trails on School grounds have been maintained in some form practically since the School's founding.

According to St. Andrew's biology teacher Peter McLean, when he began working at St. Andrew's in 1989, the trail system was only maintained just beyond the Walnut Grove, but around that time, the Forestry and Wildlife Program (a student group led by McLean) began expanding the trails further. In years past, maps of the woods and Noxontown Pond were created by students for use by the School community, but few of these included maps of the trails specifically. An early map was developed by Jud Burke '65 in 1963, that reflects many features of the grounds whose names are still used today (such as Rodney Point). Burke's map was later used and modified by Leigh McCandless '93 for a project for Art in Biology class in 1993. The same year, Fritz McCall '93 created a topographic map that showed a few of the trails and descriptions of points of interest; much of the ecological information from this map was used to create the current trail map brochure.





Burk, along with McLean and fellow biology teacher Dan O'Connell, were the three main faculty members who contributed to the 2016 mapping project. Colin Brownlee '14 also participated, spending part of his gap year the winter after graduating from St. Andrew's mapping the trails with GPS and checking his results against the preexisting maps.

Although the trails are available for any member of the School community to use, O'Connell notes that the trails are most often used by biology students, cross-country and track teams, and faculty and their families. Many students also explore the trails on the School's annual Pond Day in September, during which students take part in hikes, history walks, drawing and photography workshops, and trail cleanups. The trails are maintained year-round by the School's Facilities team, but students contribute as well; O'Connell takes the cross-country team to work on the trails during the preseason, while McLean and the Forestry and Wildlife Program assist with maintenance work throughout the winter.

There is an expectation among the faculty members who were involved in developing the new map and signs that

the new signs will increase awareness of, and hopefully lead to greater use of, the School's network of trails.

"My hope is that the trail maps and signs will encourage more people to explore our woods," says Burk. "There is all this research showing that it is



crucial for everyone, especially young people, to be exposed to nature. This is important for the healthy development of our brains and bodies, while lack of such exposure is related to the increasing

rate of obesity, attention disorders, and depression we have been seeing in our children. A simple walk in the woods is proven to decrease stress levels, increase focus, and make you more productive. People who are outside more learn to love nature, which is important for our future planet because we won't protect what we don't love." In addition, Burk emphasizes the importance of providing access to all young people, saying that not everyone has equal access to the natural world, and that this should be a basic human right and is a clear social justice issue.

McLean expects the new map and markers to make the woods more inviting, particularly to visitors or new members of the School community who prefer to have a guide when navigating the outdoors. "[I am] hoping that we will all be better invited to explore and to appreciate the natural world. The essence of our education is better appreciating not just people, but our place," he says. "As a scientist, it's where all the wonder is...it affects our hearts; it's pretty much essential to our lives."

"So however we can keep it intact for kids to explore, that's our charge," he concludes. ■



# Student-Led Brings International



*This school year, students, faculty and staff alike have been treated to a new tradition in the SAS Dining Hall. Thanks to the ingenuity and enthusiasm of Richard Zhang '18 (seen here cooking his red-braised pork in the SAS kitchen), Saturday evening dinners have consisted of meals inspired by the cuisines of China, Spain and El Salvador—to name just a few. The program, with menus designed—and sometimes prepared—by students, is called Tastes of Home, and St. Andrean epicures have taken to it like fish to water. We spoke with Richard about what led him to start the Tastes of Home “movement.”*

## What was the inspiration behind Tastes of Home?

I was talking with [SAS Weekend Activity Group Advisor] Mr. Burk over summer. I had this idea about a one-time thing where maybe all the students could come together and cook their favorite meals from home. I thought maybe we could set up tables in the gym, and everyone could go around and sample. But Mr. Burk thought we could take it a step further and have a special meal every week. I was pretty nervous in the beginning, because I didn't know how people might react to this kind of stuff, or if they'd be excited about the idea and actually participate. But, in the end, I decided I should just go for it.

## You've developed a reputation for your enthusiastic announcements at School Meeting. How did you feel when you first went up on stage to announce the idea for Tastes of Home?

I was really nervous the night before, but I told myself that this would be fun. I hoped that my fellow students would be excited by the idea of getting to try so many dishes from their peers' homes, and I knew making a good announcement would really encourage people to sign up and get involved. Right after the announcement, on the first and second day, I got seven to eight responses. That's seven to eight weeks of meals. I was thrilled!

## Can you walk me through the entire process? How does a meal go from an idea to an actual dinner?

I send out a submission form, and students respond with potential meals. Once a meal has been selected, I put all of the information together so everyone knows the name of the dishes and their origin, as well as the recipe. Then I turn the information over to [SAGE Dining Services Director] Mr. Massett, who takes the student's original idea and fine tunes it to work smoothly with SAGE's operations. Normally, SAGE will buy the food and do the behind-the-scenes work. I can't thank them enough for that. They work really hard to make this happen every week.



# “Tastes of Home”

## Cuisines to Campus

**Can anyone participate in Tastes of Home? Or are submissions restricted to international students?**

Anyone can participate! We’ve actually gotten several responses from American students who wanted to make some regional specialties. Tastes of Home is for everyone because home is everywhere. It’s more than just a meal. It’s a chance to get to know each other better, to understand where people come from through food.

**Which of the meals have been your favorites so far?**

My favorite one of all was our German night—Simon Sperl ’18’s dish: Spaetzle, chicken, the meatballs, the mashed potatoes—that’s how I remember them because I forgot the German names. They were really great.

**Is it true that students who submit meals can also participate in their preparation?**

Yes! But the best thing is, you don’t have to know how to cook to do this, because the people of SAGE are more than happy to help you enjoy the process of working with them. For my meal submission, red-braised pork, it was the first time in my life that I’ve ever cooked. I was in back in the kitchen with them adding ingredients and serving up my dish for almost an hour. It was really fun to work with them and to be a part of the process.



**Why do you think Tastes of Home has been so popular so far, and what do you think is so important about having these dishes from different people’s homes?**

I think it’s more than just food. It’s really about enjoying the diversity of St. Andrew’s. We have so many people from so many different places, and we should really celebrate and incorporate that into our weekly traditions. Food is such a great symbol of diversity. When people eat the meals that students make, they not only get to enjoy the food’s great taste, they get to enjoy and learn about another culture.

In the end, I’m just really glad that Tastes of Home is something everyone here enjoys, and I hope it’s a tradition that will last. Maybe when I graduate, I can pass my duties on to somebody else. Maybe we can keep this going, and in 10 years, 15 years, when I come back for reunions, Tastes of Home will still be going strong!

**Are there any exciting meals planned for the rest of the school year?**

Yes, certainly. But I tend to keep it a surprise for everyone. But I will say that there’s something on the horizon from one of the faculty members! ■



THE WEAK FORCE  
SCENE 7

TAKE 1

ROLL  
A004

Director P HOOPES

Camera RJUSZKIEWICZ

Date 6/13/15

MOS DAY





# LIGHTS, CAMERA, SABBATTICAL!

**In** addition to his duties as St. Andrew's Director of Information Services, Peter Hoopes teaches classes in music composition and film studies, serves as the head coach of Saints girls tennis, and also writes screenplays and produces and directs films in what little remaining spare time he has.

We recently sat down with Peter to discuss his passion for cinema, and how that passion influences and inspires his teaching and the short film he wrote and directed while on sabbatical during the 2014-15 school year.



### How did you first get started as a filmmaker?

My first hands-on introduction to the craft and the process came when I worked for Michael Whalen '84. I did music production and editing for some of the films he was working on in New York City from 1996 to 1998.

I didn't really start getting into screenwriting until 2011. That year, my wife got sick and things became clearer—in terms of life priorities—and I decided



this was something I wanted to pursue. I took a few classes, did lots of reading and writing on my own.

Then, about two years later, I figured out what it'd take to put together a production of my own.

### What are some of the films that matter most to you?

I've always been a film junkie. I'll see anything, from foreign films to small indie dramas. But the films that have the biggest impact on me tend to be the ones with simple, high concepts—something like [the 2006 Alfonso Cuarón film] *Children of Men*. Films like that tend to really stick with me, because I appreciate how the writers and filmmakers take a singular concept and explore where it goes. Those are the things I find most compelling. Other instrumental films to me are *Lost in Translation* and *Eternal Sunshine of the Spotless Mind*. Films where the quality of the writing is paramount.

### How does your work as a filmmaker impact the manner in which you approach teaching film studies at St. Andrew's?

Before my sabbatical, I would've said that my own experiences writing had certainly primed my ability to teach screenwriting. My own exploration and the feedback I received really aided me in my efforts to help students develop their scripts and ideas.

But my sabbatical, during which I wrote and actually put together a film of my own, completely revolutionized the way I teach students. Now I teach them how to think of films in terms of production, how to plan, how to think about the shoot creatively, how to assemble a cast. Even if my students are working on something smaller with their peers, the process is very much the same. The scale might be different, but the process of producing a good film is fundamentally the same.

Making my own film also taught me to teach the kids how to deal with the unexpected. That's a huge part of filmmaking: being able to think on the fly and to be able to understand your story so well that you know how to tell it in different ways when the first way's no longer available. I really enjoyed giving the kids some of the anecdotes from my shoot, not as a way of boasting—there's nothing particularly to boast about—but as a firsthand example of me facing the exact same problems they were facing, which could be something as simple as weather, or all of a sudden a cast member's not available. Those are the things you figure out. You learn the hard way, but it's well worth it.

### Can you tell us about the project that you worked on over your sabbatical?

The film is called *The Weak Force*. I'd originally wanted to write a feature and produce that when I came back from sabbatical, but the planning and all the traveling we'd done made that impossible, so I decided to do a short. I was inspired by a story from my aunt whose husband was a government scientist working in France in the 1970s. My aunt was surreptitiously and secretly approached by the KGB to be a possible mole in the U.S. government. I thought that idea was really rich, and I wondered what would happen today in a similar vein?

That was the impetus of the idea, and it was one of those things where I just started writing, and in a night, I had broken the story. Then I took another two weeks to flesh out the script. I sent it to my friend who's a producer in Michigan, and she said, "This is awesome, let's do it."

### Have you submitted it to any festivals or contests?

I've submitted it to all the big festivals: Sundance, Toronto, Los Angeles and a number of others. I've also submitted it to a lot of regional and smaller



festivals. I haven't heard back from many of the festivals yet, but I'm hopeful. The festival circuit is notoriously picky, and they get many more quality films than they have the ability to show. I'm not banking on anything or any particular festival showing, but hopefully a couple of them will enjoy it enough to put it on.

### What is the key to a good screenplay?

I think the thing that jumps out at me with a great screenplay is when you finish a movie feeling like the entire story's been told and nothing was wasted, and there were no obvious questions or loose ends. When I think of a story like *Eternal Sunshine of the Spotless Mind*, it ties together so well that, at the end of the movie, you feel as though every possible question you had about the story was addressed. All the characters were used efficiently and in multiple ways, everything made sense. As they say in a great story, the ending is both surprising and inevitable. That's the key to a good ending, that you don't see it coming, but once it's come, you realize that it really couldn't have ended any other way.

### What are your current projects?

I'm developing a film that looks at the concept of human reproduction and the question of genetics and where the future of reproduction lies. It's science fiction but only barely, because the plot makes use of a lot of existing science and scientific theories. It could be science fiction now, but in three years or five years, it might not be.

### Why make movies? What in particular is it about this medium that inspires you? Why is this the art that you make?

That's really a good question, and it's actually something I've thought about. I think what it comes down to for me is a couple of things. One, the art of screenwriting is closer to writing poetry than it is to writing prose, in that you're trying to use the economy of words on the page to build a framework for a visual story. I find that to be intriguing.

The other part of it that really gets me: I feel that the film medium is in many ways the most powerful. It combines so many different elements. Not only does it have to be well written, but it has to be visually interesting, it has to have good sound and music, and it has to be well edited. There are just so many different artistic skillsets that go into creating a good movie.

Everyone has their own particular medium that they get the most from. I feel visually swept up in films, but when you can include sharp dialogue and

interesting action and interesting music and sound effects, to me, that collage of the senses is what makes film as powerful as it is for me.

### The act of filmmaking—of producing—it's so deliberate.

It is. One of the things I love most about production is that you're bringing together a team of individuals, including set designers and cinematographers and lighting gaffers and sound specialists—and then



obviously the acting talent. It's such a herculean effort, but it's a team effort. I've been on shoots as a crew member, and I've been on shoots as a director, and I've seen teams working together. It's an inspiring thing to watch so many people working toward one common artistic goal. Most art is created in isolation, whether you're writing or painting or composing.

Filmmaking doesn't work like that; almost nobody can make an entire film by themselves. I love seeing how different folks work together toward bringing a project to life. Everyone gets what the goal is. A really well run shoot feels like a giant choreographed dance. Aside from the birth of my children, the three days of shooting we did on my film were some of the most enjoyable days that I've had of late. Watching all these people work together was immensely satisfying. When it works well, when everyone is clicking and everyone's moving together and the different hierarchies are working and everyone is getting along, it is an immensely, immensely enjoyable process. ■





## ST. ANDREW'S MOMENTS



- 1 Harvey Johnson's Honors Chemistry students studied reduction-oxidation reactions in late November. "That is fancy chemistry-speak for reactions in which electrons are transferred," Dr. J explains. "These reactions are a useful model of how change occurs spontaneously in our universe."
- 2 Spanish teacher Viviana Davila talks with her students as they prepare for a classroom debate on immigration policies and reform. Students were assigned a country and then researched reasons for immigrating to the U.S. from that country (civil war, poor economy, etc.). One group then argued "for" immigration, the other group "against."
- 3 Gabi Conlon '18, Ryann Schutt '18, Claire Miller '18, and Emma Tapscott '18 studied Newton's Third Law of Motion in Mark Hammond's physics class this winter.
- 4 Joseph Blake P'97 visited Will Robinson's AS Global Studies class in December to share his experiences from his international business career. Blake, who is a U.S. Marine and served in Vietnam, left students with a final word of advice: "Find a job you love and work hard, and the world will reward you."
- 5 Akeem Martindale '18, Roger Broussard '18 and Jarred St. John '18 work through a physics problem set, also in Hammond's classroom.
- 6 Joycelin Farmer '17 raises her hand in Bowman Dickson's Calculus AB class.
- 7 Religious Studies Department Chair Terence Gilheany invited the Reverend Dr. Dorothy White, whom he had met at the National Association of Episcopal Schools Convention in New Orleans in the fall, to visit St. Andrew's campus in January to visit classrooms and deliver the homily at the Sunday morning Chapel service. You can read her homily on "The Characteristics of a Dreamer" at [standrews-de.org/about/news](http://standrews-de.org/about/news).









### BOYS BASKETBALL

**COACHES:** Terrell Myers (Head Coach), Sam Permutt

**CAPTAINS:** Myles Villafana '17, Malik Velmar '17

**SEASON RECORD:** 7-12

**HIGHLIGHT:** On February 22, Saints varsity boys basketball co-captain Malik Velmar '17 scored his 1000th career point in his final game for St. Andrew's, and finished his career with 1009 points total. Only four students in School history have scored 1000 points: Elizabeth Ross '01 (1091), Austin Tilghman '14 (1068), Suli Jenkins '99 (1007) and Jordan Bonner '15 (1001) "This is a huge accomplishment for a boy who has put in four hard years into the program," said his advisor Tony Alleyne. Malik also broke the School record for most three-pointers in a game (the old record was six) on February 16.

### GIRLS BASKETBALL

**COACHES:** Kellyann Connors (Head Coach), Giselle Furlonge, Amanda Gahagan, Grace Saliba

**CAPTAIN:** Camille Seeley '17

**SEASON RECORD:** 3-16

**HIGHLIGHT:** A regular season game against Delaware Military Academy on February 16. "Missing four of our starters due to scheduling conflicts and sickness, the remaining nine players on our team were asked to step up and compete at the team's highest level against a very talented DMA squad," said Head Coach Kellyann Connors. Last year, the Saints lost to DMA 52-19, but this year, the girls held DMA to under 40 points and achieved their goal of scoring more than 20 points, resulting in a final score of 38-21. "Every player contributed valuable minutes in the game, resulting in several highlight moments: a full-court "and-1" by Christine Wu '20 that drove the crowd wild; three straight steals from Hannah Sailer '17 to gain the momentum back for our team in the third quarter; and a key offensive rebound and put-back in the first half and smooth outside jumper in the second half by Brianna Adams '17. "There is nothing better than having a final home game marked by the resilient attitude and relentless effort of each player on the floor," Coach Connors said.

### INDOOR TRACK

**COACHES:** Carson Brooks (Head Coach), Patrick Moffitt, Jon Tower

**HIGHLIGHT:** Alex Horgan '18 racing in the 3200m run at the DIAA State Championship meet, finishing with a time of 9:56.52 and placing 6th overall. With that finishing time, Alex beat his personal best and state qualifying time (10:06.07) by ten seconds. "Alex is a great example of hard work and dedication," said Head Coach Carson Brooks. "He pushed his teammates as well as himself every day. I think he deserves a lot of credit for his accomplishments this year, both on and off the track!"

### BOYS SQUASH

**COACHES:** Taylor Foehl (Head Coach), Will Speers

**CAPTAINS:** Patrick Windels '17, Mac Nicholson '18

**SEASON RECORD:** visit [standrews-de.org/scores](http://standrews-de.org/scores)

**HIGHLIGHT:** A match against Radnor High School in the league tournament. SAS had lost to Radnor twice in the regular season by a score of 5-4, but had a slightly different lineup going into the postseason. "The match had that back and forth quality that all great team squash matches have," said Head Coach Taylor Foehl. "Because of the way things went early on, I was pretty sure we would win, but Radnor stole a match. Finally, it became clear that the match was going to come down to Lawrence Phillips '18." Lawrence went up 2-0 in games, but his opponent clawed back to tie it. Finally, Lawrence was able to win the fifth game 11-9 to clinch the match for the Saints. "The fifth game, with everything on the line, was excruciating," Coach Foehl said. "It felt great to see our team dig in and get some revenge, and it was a sign of things to come the following weekend, when we had a great run at nationals."







### GIRLS SQUASH

**COACHES:** Taylor Foehl (Head Coach), Will Speers

**CAPTAINS:** Jenna Popp '17, Sarah Pinto '17, Isabelle Tuveson '17, Thuy Anh Duong '17

**SEASON RECORD:** visit [standrews-de.org/scores](http://standrews-de.org/scores)

**HIGHLIGHT:** A win in the second round at Nationals over Spence School. "There's so much uncertainty at Nationals," said Head Coach Taylor Foehl, "so I really had no idea what was going to happen, but I knew that Spence was seeded ahead of us and that they'd be good." Isabelle Tuveson '17 won her match quickly, as did Annie Roach '18, putting the Saints up 2-0 and in need of only two more wins to clinch the round. Hanna Soulati '18 and Sarah Pinto '17 both began their matches up 2-0, then lost their next two games, leading both to battle it out in deciding fifth games. Hanna pulled away and won her fifth game with relative ease, but Sarah found herself down 9-4. "Not to be deterred," Coach Foehl recalled, "she clawed all the way back to win and clinch the match for us. It was awesome."

### BOYS SWIMMING

**COACHES:** Richard Samulski (Head Coach), Mark Hammond, Bowman Dickson, Carla Geiersbach

**CAPTAINS:** Colin Campbell '17, Keegan Pando '17

**SEASON RECORD:** 11-2-1

**HIGHLIGHT:** Winning the Delaware Independent School Conference Championship on February 4, and setting a new DISC record of 3:20.68 in the 400 free relay, with three of the four St. Andrew's legs splitting under 50 seconds. "It's a fitting exclamation point on the end of an amazing season of fast swimming, and total dominance in the pool," said Coach Samulski. The SAS boys swim team was ranked fourth in the state at the end of January.

### GIRLS SWIMMING

**COACHES:** Richard Samulski (Head Coach), Mark Hammond, Bowman Dickson, Carla Geiersbach

**CAPTAINS:** Hannah Beams '17, Caitlin Cobb '17

**SEASON RECORD:** 3-5

**HIGHLIGHT:** Beating St. Mark's High School by two points in the last race of the meet, the 400 free relay. On the official's whistle, Hannah Beams '17 stepped up on the block, took her mark, and then disaster struck: her goggles came off on the dive and settled directly across her mouth, limiting her ability to breathe. "In a truly heroic effort, without being able to properly see or breathe, Hannah responded in the only way you would expect a senior captain with the entire team depending on her to respond: she raced—hard," said Head Coach Richard Samulski. Hannah reached the wall in second place, about 5.5 seconds behind St. Mark's; it was then up to Sarah Caron '19, Ann Yancey Bassett '19, and team co-captain Caitlin Cobb '17, to chase down a seemingly insurmountable lead. But the girls were equal to the task, each splitting under a minute for the girls' fourth consecutive sub-4:00 relay and securing the victory for St. Andrew's. The final score of the girls meet: SAS 82, St. Mark's 80. Later in the season, the SAS girls went on to win the conference championship.

### WRESTLING

**COACHES:** Matt Carroll (Head Coach)

**CAPTAINS:** Brando Leggott '18, Avi Veluchamy '17

**HIGHLIGHT:** Brando Leggott '18 qualifying for the state tournament with a 10th seed. Brando placed second in the DISC championship on February 3, then placed third in the Independent Schools Championship a week later; the top four wrestlers from this tournament move on to compete at the state tournament. To earn third place, he beat, by a score of 3-2, a wrestler to whom he had lost twice earlier in the season. ■



# GO SAINTS MOMENTS

- 1 Varsity boys basketball co-captain Myles Villafana '17 goes for the layup in a game against Sanford on February 11.
- 2 Saints Swimming Head Coach Richard Samulski guides Henry Esterson '19 down the lane during a meet against Tatnall (while Wilson Archie '18 cheers him on poolside).
- 3 St. Andrew's indoor track team got to meet Vice President Joe Biden after their meet at Tower Hill on January 21. Mr. Biden was there to watch one of his grandchildren compete at the eight-team meet.
- 4 In December, SAS boys and girls varsity squash teams welcomed the First State Squash program to campus. First State Squash is an after-school program for middle school students and low-income families in Wilmington that combines learning the game of squash with academic enrichment. Saints squashers gave their guests a tour of campus and played a few exhibition matches in front of the whole group, then gave the players lessons on the basics of squash.
- 5 Avi Veluchamy '17 throws Brando Leggott '18 at wrestling practice in the Cameron Room of the Old Gym.
- 6 Grace Xu '17, Claire Miller '18 and Tina Taylor '18 train in the erg room in preparation for the CRASH-B World Indoor Rowing Championships, held in Boston on February 12 (Avery O'Brien '18 also trained for the competition, but both she and Grace were unable to attend due to non-rowing related injuries). At the competition, both girls raced strong, with Tina notching a PR. "To say they have grown this winter is the biggest understatement," said St. Andrew's girls rowing Head Coach Lou Berl. "These girls are growing as athletes and people. I can't tell you how rewarding it has been working with them."
- 7 Girls basketball co-captain Camille Seeley '17 calls a play from half court (while Head Coach Kellyann Connors shouts encouragement) in a tight game against Wilmington Friends School on January 10.











## Saints Girls & Boys Swimming Are DISC Co-Champions

The Saints boys and girls swimming teams both emerged victorious at the Delaware Independent School Conference championship meet, held at St. Andrew's Genereaux Aquatic Center on February 4. The Saints boys placed first, 50 points ahead of their next-nearest competitor, and the girls placed first in a tie with Wilmington Friends School.

"For the first time in years, the St. Andrew's boys and girls hold the title of conference champions simultaneously," said Head Coach Richard Samulski after the meet. "I credit the determination and effort of our girls, the camaraderie and work ethic of our boys, and the leadership and examples set by our captains for this incredible accomplishment. These swimmers have worked so hard to achieve their goals and I'm so proud of what they've been able to do."

"We swam nearly 100% lifetime bests," he continued. "It was an all-around absolutely incredible performance."

The energy in the air was palpable in a packed Genereaux Aquatic Center. To kick things off on the medley relay, the girls (Ann Yancey Bassett '19, Caitlin

Cobb '17, Sarah Caron '19, and Hannah Beams '17) dropped an impressive four seconds off of their seed time, powered by a fast butterfly split from Sarah (26.74) and a blistering freestyle split from Hannah (24.98) to earn second place. The boys followed up with an impressive performance of their own, taking nearly seven seconds off of their seed time to win their relay.

Extremely close races took place between every team in every heat of every event. Freshman Katerina Kourpas '20, swimming the 200 free for the first time in the season, pushed past her neighbor to earn a top 10 finish by just 0.13 seconds. Senior co-captain Keegan Pando '17 found himself in a dead heat with Tower Hill's Greg Gardner in the boys 200 propelling him to a personal best of 1:48.81, a time that would have broken the School record just a year ago. The medals for the girls 50 free were decided by just three-tenths of a second, and only one-tenth separated first from third for the boys 50.

As the meet wore on, the SAS boys emerged as clear leaders. Their strong relay performances coupled with significant time drops in individual events were too much for the nearest competition (Tower Hill) to handle, but the SAS boys didn't let

off the gas. Even with total victory assured, the boys 400 free relay left it all in the pool with three of the four legs splitting under 50 seconds for a new DISC meet record of 3:20.68. "It's a fitting exclamation point on the end

of an amazing season of fast swimming, and total dominance in the pool," said Coach Samulski.

Things were a bit closer for the girls. "We came into the meet expecting to fight for the win as we had in so many dual meets before," noted Coach Samulski. Caitlin Cobb '17, just 24 hours after having to leave school to rest for an illness, found herself in the closest two races of her career which were decided

**"THE DEDICATION  
EACH SWIMMER  
SHOWS TO HIS OR  
HER TEAMMATES  
IS INCREDIBLE."**



by a combined 0.8s, and one of them was the 500. She somehow found a way to go best times in both events to finish second. Hannah Beams '17 had to team up with Sarah Caron '19 in the 50 and Ryann Schutt '18 in the 100 free to score consecutive place finishes to match Wilmington Friends' and Sanford's first place swims in those events. The girls were down 14 points going into the 100 backstroke where both Sarah and Katie Macalintal '20 dropped two seconds each to finish first and fourth to make up 10 points, and the meet then tipped in the balance in the final relay. Wilmington Friends was ahead by six when the girls dove in. Four sub-minute splits from Ryann, Sarah, Ann Yancey, and Caitlin resulted in an impressive 3:49.47 finish to earn the gold for 14 points. A little help from Sanford, who finished second, meant that Wilmington Friends, who finished third, only scored eight points on the relay. The end result of the girls meet was a tie for first between St. Andrew's and Wilmington Friends. "Though the girls have to share the victory, a win is a





win,” said Coach Samulski. “We set a goal to topple the seemingly unbeatable Wilmington Friends team and ended up joining them at the top.”

In late January 2017, the St. Andrew’s boys swim team was ranked fourth in the state by the *Delaware News Journal*, and the SAS boys have won nine of the last 10 DISC championships. They entered the 2017 DISC meet with a 6-2 record. The boys team has great depth in the pool, a fact that was illustrated at their January 17 meet against Wilmington Friends. Though SAS only won outright three of the eight individual events at this meet, the Saints bested Friends by 44 points due to the fact that every SAS boy who swam scored points in every individual event they swam. “It’s really hard to lose a meet when that happens,” noted Coach Samulski.

He cites the boys and girls swim teams’ willingness to support each other as being at the root of both teams’ current and historic success. “A significant amount of credit for our ability to finish close races can go

to our individual racing—the culture of competitiveness and toughness and emphasis on finishing strong is evident within each and every Saints swimmer,” he said. “But the energy and support that cheering teammates provide can’t be ignored when it comes to down-to-the-wire races. Wilson Archie ’18 gave us an excellent example of this at our meet against Tatnall on January 10. Battling a shoulder injury, Wilson only swam one relay and one individual event, but his participation in the meet wasn’t limited to his work in the water. After helping secure the victory for the girls with a stellar relay performance to close out the meet, senior captain Hannah Beams ’17 said, ‘Every breath I took, Wilson was there cheering for me. It got me so pumped.’”

“The dedication each swimmer shows to his or her teammates is incredible,” Coach Samulski concluded. “It’s one of the things that sets the St. Andrew’s swim team apart from every team we compete against.” ■

#### SAS ACCOMPLISHMENTS AT DISCS

**55 SAS career best times**

**98% season best times**

**240.71 seconds dropped**

**29.55s biggest time drop**  
(Topher Hummel ’20 in the 500 free)

**12.12% biggest percent time drop**  
(Frances Malley ’19 in the 100 free)

**4 new state qualifying times**

**20 state qualifiers** (including consideration)

**43 total medals won** (including relays)

**19 individual medals won**

**1 new meet record**

Colin Campbell ’17, Tad Scheibe ’19, Dylan Torrance ’18, Keegan Pando ’17 in the 400 free relay—final time: 3:20.68 (previous record: 3:21.51)

#### INDIVIDUAL EVENT WINNERS (receiving automatic First Team All-Conference)

**Wilson Archie ’18** (100 breast)

**Will Cammerzell ’19** (200 IM)

**Sarah Caron ’19** (100 back)

**Dylan Torrance ’18** (100 fly, 100 back)





### St. Andrew's Dan O'Connell Named Delaware Cross-Country Coach of the Year

Saints boys cross-country Head Coach Dan O'Connell has been named Delaware's High School Cross Country Coach of Year by the New Castle County Cross Country & Track Association (N5CTA). O'Connell, who competed on the track and cross-country teams while an undergraduate at Haverford College, has coached the Saints cross-country team since he began working at St. Andrew's in 1999, and has served as head coach since the fall 2000 season.

"Coach O'Connell brings a unique presence to Delaware cross-country," said team co-captain Alex Horgan '18. "He was recognized this year as Coach of the Year because of his ability to take a team of many new runners and create one of the best varsity and junior varsity teams in the state. He coaches by our side, doing long runs and talking to us about his time as a runner. He never puts himself above his athletes. He is always willing to take suggestions and listen to what his runners have to say. He caters each year to his group of runners, so the training plan of one year may bear little resemblance to that of the next."

Co-captain Francis Kigawa '17 agreed. "A huge part of his coaching style—something that I think makes our team so successful—is the care and attention he spends on individual

members of the team," Francis said. "At every practice, Coach O'Connell is checking up on each runner; if someone is feeling an injury, he helps them to think through the fastest way to recover and keep running."

"What I really appreciated about Coach O'Connell," Francis continued, "were the ways he showed me that I could act effectively as a co-captain: sharing my thoughts about a practice or a race, amping up the team before a race, and motivating the other runners to work hard every day. These are all extensions of what Coach O'Connell does every day throughout the season. His love for the sport of running shines through our team."

The Saints boys cross-country team had an exceptional fall 2016 season that included a number of exciting and hard-won races. They made School history when they placed third at the New Castle County Championship on November 5, the highest-ever finish for the team at this competitive meet, in which Delaware Division I (the 15 largest schools in Delaware) and Division II schools (such as St. Andrew's) all compete against each other.

Just a week later, the boys took second place in the Delaware Interscholastic Athletic Association (DIAA) State Championships, and set

a new fastest SAS boys team time—17:54—for the challenging Brandywine Creek State park course. "This course is the slowest in the region, and not just in Delaware—this is a notorious course in the Northeast," Coach O'Connell said. "It's super, super hilly and has a big handicap. Six of our seven runners had handicap-adjusted PRs."

The last time the SAS boys cross-country team finished as high as second place at the State Championship race was in 1994.

"What's so amazing about the second place accomplishment this year is that the focus of our team is never on winning," Francis added. "Yes, we strategize ways to pick up a couple of points here or there to place, but SAS cross-country has always been, first and foremost, about learning how to love running."

"The team this year was the least frivolous, the most business-like, most disciplined, let's-just-do-everything-we-can-to-improve team," O'Connell said. "As coaches we're always trying to find a balance between keeping running fun and working their bodies. This group, more so than any other I've coached, was willing to just really work their bodies in hard workouts all year. It wasn't like one or two people changed the program. It was the whole team being willing to do the work."





### SAS Squash Delivers Strong Performance at Nationals

St. Andrew's boys and girls squash teams finished off their 2016-17 seasons with exciting performances at the U.S. High School Team Squash Championships, hosted by US Squash in central Connecticut in mid-February. The tournament is the largest squash tournament in the world, and involves close to 1,500 players on 105 boys teams and 76 girls teams.

Competing in Division IV, the SAS girls team advanced past a strong performance from the SquashHaven (an after-school squash program for teenagers in New Haven, Conn.), topping their JV team 4-3. In the next round, the Saints faced the top seed in their division: Spence School, hailing from New York, N.Y. Isabelle Tuveson '17, Sarah Pinto '17, and Hanna Soulati '18 all earned wins in five games to advance the Saints past Spence into the semi-finals. In the semis, Kingswood Oxford, from Hartford, Conn., would prove to be too tough a competitor, but SAS did not bow out without a fight. Isabelle earned another win, while Annie Roach '18, Noelle Yoo '18, and Sarah Pinto '17 all lost close matches.

The boys were placed in Division V, and first squared off against Mary Institute and St. Louis Country Day (MICDS) from St. Louis, Mo.

Mac Nicholson '18 earned the deciding victory at the #1 position to advance the Saints into the quarterfinals by the score of 4-3. Next up: Brookline High from the Boston area. St. Andrew's cruised to a 5-2 victory over Brookline, thanks in part from a great five game win from Lawrence Phillips '18. The Saints then squared off against New Canaan High School from New Canaan, Conn., in the semifinals, and earned another 5-2 win thanks to more strong performances from Andrew McArthur '18, Rhys Williams '19, and Lawrence Phillips, who all went 3-0 on the weekend. Graham Nielsen '18 and Finlay Turnbull '20 both went 2-1 in the three matches. Unfortunately, the Taft JV team defaulted in the finals match on account of the bad winter weather passing through the area over the weekend, giving St. Andrew's the division championship.

"I'm extremely proud of both teams' performances this weekend," said Head Coach Taylor Foehl. "The girls have worked hard all year and that paid off with two exciting wins against tough teams, and one loss that could have gone either way. The boys are a young group with a lot of potential, and it was great to see them finish the season so strongly. I'm already excited for next season!"



### Myles Stephens '15 Earns Ivy League Player of the Week Honors

For the first time in his career on the Princeton men's basketball team, Myles Stephens earned an Ivy League honor during the week of January 16.

Stephens was named Ivy League Player of the Week after matching and then topping his previous single-game scoring bests in that weekend's Princeton sweep of Brown and Yale.

Stephens led Princeton in both scoring (18.5 ppg) and rebounding (6.5 rpg) on the weekend, shooting 69.6 percent (16-23) from the field. Against Brown, Stephens had 18 points to tie what was then his career high set on December 10 at Liberty, and the following night against Yale, Stephens did it one point better by putting in 19 points to lead Princeton in a 66-58 win over the defending Ivy League champions.

The award is Princeton's fourth of the year, the most in the league. As of mid-February, Princeton stood at 8-0 in the Ivy League and 15-6 overall.

*Reprinted from the original on GoPrincetonTigers.com. Photo by Tom Gralish, staff photographer for Philly.com.*





## Plunging for a Cause



On Saturday, February 4, fourteen St. Andrew's students headed down to Rehoboth Beach, Del., with Chaplain Jay Hutchinson to participate in the annual Special Olympics Delaware (SODE) Polar Bear Plunge. "St. Andrew's students raised \$800 for SODE, and had plenty of fun along the way," said Hutch. "We joined 3,500 plungees who came from far and wide to run into the ocean in February. It was a balmy day and some of the students even went back in the water a second time. Special thanks to Maria Sargeni '17, Charlotte Berl '17, Alex Horgan '18, Abbi Tarburton '18, and Emily Paton '20, who organized St. Andrew's participation in this event." The SODE Polar Bear Plunge raised \$900,000 for Special Olympics Delaware. St. Andrew's has a longstanding partnership with SODE, which holds many of its athletic events on School grounds, including an annual soccer skills day held in the spring (founded by SAS alum Neely Egan '16 in 2014), and SODE's Fall Festival, which brings more than 1,200 Special Olympics athletes and volunteers to St. Andrew's campus.

## Saints Give Blood, And So Can You

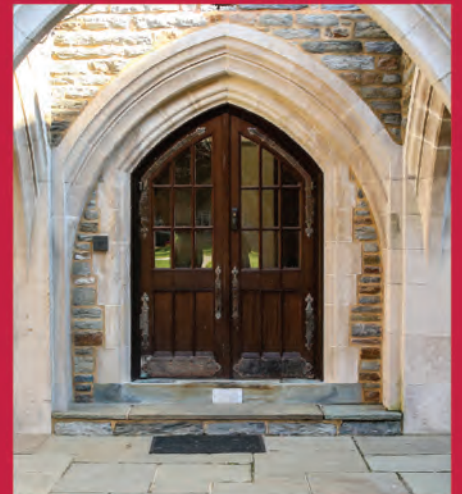
As he has done for 16 years now, Head of School Tad Roach made the first blood donation of the 2017 SAS Blood Drive, held in late February to benefit the Blood Bank of Delmarva. Tad is seen here with VI Formers Sydney Gyenge '17, Emma Marvil '17, Hoyt Reed '17, and Kya Bunn '17, who organized the entire drive. Nearly 70 students, faculty and staff showed up to donate (including 23 first-time donors!). If you live in the Delmarva area, you too can contribute to the SAS Blood Drive. Visit a Blood Bank of Delmarva collection site (in Christiana, Concord, Dover, Salisbury, or Wilmington) this spring to donate blood, then request a "Hero Card" and designate



that St. Andrew's School should receive credit for your donation.



ST. ANDREW'S SCHOOL  
SAINTS FUND



**Open the doors of opportunity:**

make a year-end gift to the Saints Fund. Your gift ensures that a St. Andrew's education remains affordable to all, regardless of means.

Make your gift to the Saints Fund today using the envelope included in this magazine, or visit [standrews-de.org/give](http://standrews-de.org/give).



# ST. ANDREW'S MOMENTS

- 1 Emily Paton '20 works on flutter kicking with a local student swimmer during Tuesday afternoon Adaptive Aquatics.
- 2 Kennedy Brooks '18, Reagan Meyer '19, Lamar Duncan '20, and Noor El-Baradie '19 proudly display their handiwork at a gingerbread-building workshop held in the Dining Hall before Winter Break.
- 3 Third Formers pose before Winter Semiformal; College Counseling Director Jason Honsel and Associate Director of Admission Kristin Honsel (seen at rear, with Ellie May Honsel down front) hosted the students for a pre-dance dinner.
- 4 The Chachis—comprised of (l. to r.) Sam Winslow '17, Nik Malhotra '17, and August Saguil '17—get the crowd hype during an Open Mic Night in Engelhard Hall earlier this year.
- 5 She's done it again! Noelle Yoo '18 employs maximum creativity in a School Meeting sketch, which involved Jesus' disciples setting the table for the Last Supper, in order to ask Christian Doucette '18 (see if you can figure out the wordplay) to winter semiformal.
- 6 Author Alec Ross visited campus on Thursday, January 12 to speak to students and faculty at School Meeting. Ross is the author of the *New York Times* bestselling book *Industries of the Future*. The School was connected with Ross through St. Andrew's science teacher Dr. Sara O'Connor, whose mother is good friends with Ross's mother. Dr. O'Connor's mother read *Industries of the Future* at Ross's mother's suggestion, and then went on to generously purchase copies of the book for all faculty to read in anticipation of Ross's visit.
- 7 This fall and winter, ceramics teacher Elizabeth McGiff invited local special needs adults into the SAS pottery studio to glaze bowls thrown on the wheel by our ceramics students. In early February, these students, alongside McGiff and SAS ceramics majors, presented the finished bowls to the Salvation Army for use in their "Souper Bowl" fundraiser in Middletown. Proceeds from the Souper Bowl support efforts to feed the hungry and reduce food insecurity in Delaware.











## ST. ANDREW'S MOMENTS

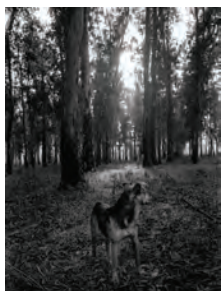
- 1 The entire Arts Department faculty (performing & visual arts alike) challenges themselves to learn how to throw pottery on the wheel under the careful guidance of ceramics teacher Elizabeth McGiff.
- 2 Prior to Bryan Stevenson's address to the School community (see page 50 for further details), as a way of showing our appreciation for his visit, Acting 2 students Emma Ferrandino '17, Akeem Martindale '18, and Jaryd Jones '17 performed monologues from *A Raisin in the Sun* and *Master Harold and the Boys*.
- 3 Sugar Plum Fairy Ruth Puryear '17 is lifted by her Cavalier John Paris '17 during St. Andrew's Dance Company's annual performance of *The Nutcracker*.



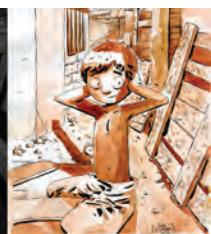


- 4 Dance 2: Contemporary students Tori Tull '18, Samir Arrington '18, and Aaliyah Alleyne '18 dress-rehearse their Chinese Tea dance (also part of *The Nutcracker*) in Engelhard Hall, while Dance Company Director Avi Gold looks on from the front row.
- 5 Georgina Ohrstrom '20 performs a monologue while Lucy Dai '20, Molly Ayres '20, and Campbell Nicholson '20 look on (and Finlay Turnbull '20 dances in the background). Their Intro to the Arts class was performing their "dance through time"—an ongoing project that incorporates ballet, waltz, and swing dance, while teaching students about Laban Movement Analysis (a system for describing and analyzing performative works).
- 6 Drawing 1 student Charlotte Oxnam '19 ponders her subject during a still-life drawing session in the O'Brien Arts Center.









# Helping Kids Dream a Life for Themselves: The Art & Action of PH15







If you made it to the Warner Gallery this winter, you would have been treated to a show of photographs—mostly portraits, some still-lives—all taken by teenagers, but not the adolescents of St. Andrew's. Each of the photos was snapped by a kid living in one of the shantytowns of Buenos Aires, Argentina.

The images made their way to St. Andrew's Warner Gallery thanks to the Argentinian arts nonprofit PH15, which gives cameras to and holds photography workshops for at-risk youth in Buenos Aires and throughout Argentina. PH15 co-directors Moira Rubio Brennan and Miriam Priotti were on campus for the show opening on Friday, January 13, along with alum Mary Craig '09. Mary had volunteered at PH15 while on a Fulbright Teaching Fellowship, and initially connected St. Andrew's with the organization.

"My sophomore year at Brown," Mary recalled, "I went on an exchange program with Experiment in International Living to Buenos Aires, and they were working with PH15. We participated in workshops and we also went through the city taking our own photos. So when I applied for a Fulbright and they placed me in Buenos Aires, I reached out and reunited with PH15 and got a more in-depth view of what they do, the neighborhoods they're in, how they expose kids to photography, and the people who make up the PH15 family—"

"Poor Mary was scanning a lot of negatives and photos in our office," Miriam interjected. "We have all our workshop leaders start out there. Then they go in as an assistant in the classes. If we see they can manage a group, then they start teaching. But it's a long process."

"It's a pretty cool thing to get to know the kids through their photos before meeting them," Mary continued, "I finally called [Arts Department Co-Chair] Mr. McGiff and said, 'You know, we could

have a show at St. Andrew's...' It's kind of this full circle, for me."

"Peh-ache-keen-seh" is how one properly pronounces PH15, co-director Moira Rubio Brennan explains between sips of yerba mate. "Peh-ache-keen-seh. The PH comes from the English word 'photography'. And 15 is the number of the first neighborhood where we worked."

"In Buenos Aires, the shanty towns have numbers," Mary notes. Villa 15 is also known as Ciudad Oculta (Hidden City), in reference to a wall constructed by the Argentinian government in 1978 to hide the shantytown from foreigners visiting Buenos Aires for that year's World Cup (the highway connecting the city and the airport passes through Villa 15).

"Our origins are interesting," Miriam says. "We got started in the year 2000. The photographer Martin Rosenthal was doing a photojournalism project on the community centers in Villa 15. A small group of kids started to follow him and asked him questions about what he was doing. They wanted to touch the camera, see how it worked. They told him they had always wanted to study photography, but this was impossible for them because it was so expensive. So Martin talked with other photographers and they decided to bring these kids a photography workshop. They held it in one of the Villa 15 community centers, and that's how it all started."

"I think it's important to note," Miriam added, "that PH15 started because the children were looking for an expression tool."

PH15 workshops in Buenos Aires are three years in duration (with an optional fourth year for learning video), and each is tailored to the needs of the specific neighborhood in which it is being held. Students use film (not digital) cameras, and learn both photographic technique and expression, as well as the science of photographic printing. Between classes, students take photos in their homes and neighborhoods throughout the week, sometimes under the direction of a specific theme, then critique each other's photos in the next class session. Students must be between the ages of 11 and 25 to enroll.

"The methodology gets adaptations," Miriam explains. "It depends on what the community is looking for, and the fundraising we can do for that particular workshop. In Ciudad Oculta, the workshops are weekly, and the kids each have their own cameras, and the classes are mostly critique classes. Whereas in Villa 31, the kids don't keep their cameras—they receive their camera in every class, and they have one class every three weeks. And if we're going to give a workshop not in Buenos

**PH15: a space where children and adolescents spontaneously look all around you and all you carry inside. Where they express who they are and what they feel through images full of different lights.**



Aires but in another province, we'll have a different methodology there, too."

"It also has to do with the relationships we can make with the students," Moira added. "If you're going to leave him [with] a camera, you have to be sure that he will be coming back for a couple of classes at least, and will continue taking pictures and making art."

"You have these kids who are desperate to frame their world," McGiff said, "and when they get the chance to do that, people begin paying attention to that world. It gives the kids this monumental confidence to go out and dream a life for themselves."

At the time of PH15's founding, Miriam and Moira were students in a school run by Rosenthal. They began working for PH15 in 2001, and took over for Rosenthal as co-directors when he left PH15 in 2006. PH15 celebrated its fifteenth anniversary last year with, fittingly, a retrospective exhibition of photos taken by Villa 15 over the years. A portion of this anniversary show is what is currently on display in the Warner Gallery, along with drawings, paintings, and etchings inspired by the photos and created by Argentinian artists for PH15's 2013 "3 historias en 1 clic" project, and a few large format photos taken by children enrolled in a PH15 workshop in Paraguay.

A number of St. Andrew's faculty, teaching in a variety of disciplines, utilized the PH15 gallery show in their classrooms. Students in Viviana Davila and Ana Ramirez's Spanish 4 (Latin American History) and Advanced Study Spanish (Latin American Literature) classes wrote poems and narratives, drew and painted, and even composed music in response to individual photos, then presented the works to Moira and Miriam and discussed Argentinean history and culture. Will Robinson held his Global Studies classes in the Warner Gallery that Friday; students talked with Miriam and Moira about their work at the intersection of art and social justice.

"It was particularly interesting to see the connections between the impoverished community they work with in Buenos Aires and that of Annawadi, India, which we recently explored through Katherine Boo's non-fiction book, *Beyond the Beautiful Forever*," Robinson noted. "Both communities are ravaged by poverty, but overflow with humanity and love, a vision the rest of the world is able to see thanks to the work of women like Miriam and Moira."

"Meeting the women of PH15 continued our running theme this year that it takes little more than initiative, intellectual curiosity, and concern for others to build a life of meaning," he concluded.

PH15's operations have expanded well beyond the boundaries of Villa 15 in its decade and a half of existence: the organization now hosts workshops in neighborhoods throughout Buenos Aires and in communities throughout Argentina. In 2014 and 2015, PH15 hosted four-month workshops in 121 different Argentinian towns and cities. "When the government offered us the chance to do this project, we said 'yes' very quickly because we believe that cultural development must happen all over the country," Moira says. "Argentina has a very strong centralized structure; everything happens in the capital city, or Rosario or Córdoba, and the rest of the country has not a lot of [access to] cultural or artistic projects. But there's a lot of talent there. If one artist wants to progress, she has to move to the city—and this doesn't help the country develop."

PH15's goal for all of its workshops is to give students the space and resources they need to engage in artistic expression, and to allow students to frame and share their own oft-overlooked, or even literally "hidden," lives and experiences in the poorest neighborhoods of Buenos Aires. The organization's mission is rooted in the belief that art is a tool for social change—that art is, in the words of the show's gallery card, "in its nature, an act of human liberation that allows us to manifest who we are outside of our daily existence... even within situations of great adversity."

"Tad's hope for our students is to give them confidence and courage to affect change in the world," said McGiff. "It's not just their responsibility—it's their privilege to be deeply involved in the lives of others for good. If anything represents this vision for our students, it's this: an alum comes back to campus six years after graduating with these amazing women who are helping the poorest of the poor in the Hidden City, who are helping children to use beauty and humor and art as a tool of empowerment. It left me speechless." ■





# An igone

*"What a person can do,  
a person should do."*

by jean anouilh

*adapted and translated by  
lewis galantier*

St. Andrew's School  
Engelhard Hall  
Saturday 8:00 p.m.

Adam Gelman '17 and Kathryn Murphy '17 were the leads in *Antigone*, the School's 2017 Winter Play, directed by History Department Chair Emily Pressman. This version of the Sophocles play, originally written in 441 BC, is a translation of Jean Anouilh's adaptation of *Antigone*, which Anouilh wrote and staged in 1944 as a veiled celebration of the Resistance in the face of Nazi occupation and French collaboration.















# THE DROWSY Chaperone

St. Andrew's Theatre Program presented *The Drowsy Chaperone* as their 2017 Winter Musical, with Arts Department Co-Chair Ann Taylor directing. This "musical within a comedy" featured Wendy Taylor '17 as our "narrator," with an ensemble cast of students singing, dancing, and even rollerskating (blindfolded!) around the stage.





*Through Brokenness,*





# Healing

## CIVIL RIGHTS LEADER BRYAN STEVENSON VISITS ST. ANDREW'S

Author, lawyer, and civil rights leader Bryan Stevenson spoke to the St. Andrew's School community on Friday, January 27. Stevenson is the founder and director of the Equal Justice Initiative, an Alabama-based nonprofit that provides legal assistance to prisoners on Alabama's Death Row; works to end mass incarceration, excessive sentencing, and inequitable juvenile justice standards; and advocates against racial and economic injustice. Stevenson is also the author of the bestselling *Just Mercy*, an account of Stevenson's career as a death row appeals attorney and a meditation on the role of mercy within the American justice system. *Just Mercy* was St. Andrew's all-School read during the summer of 2016.

In his talk, Stevenson shared the four things he has identified as the necessary components for creating a more just world. He asked us to make ourselves proximate to communities and people under the thumb of injustice, inequality, suffering, or despair; to work to challenge and change the narratives that sustain inequality; to stay hopeful about what each of us can do; and to be willing to be uncomfortable and to prepare to be somewhat broken by the fight for justice and equity.

"I've looked and looked, and I just can't find a time in which someone was able to overcome injustice from the comfort of their own home," Stevenson said. "I'm sorry, but there just isn't a single instance of this in history."

"If you make yourselves proximate to suffering," he continued, "if you challenge narratives of inequality; if you speak up when someone tells you to be quiet; if you stand up when someone tells you to sit down, this will break you, a little bit. But it is through our brokenness that we become able to offer compassion and healing to others."

Stevenson shared a number of moving anecdotes from his work in the criminal justice system, and also spoke from a historical and personal perspective America's culture of racial inequality. "I think sometimes we're a little too celebratory about our civil rights movement," he said. "We are not free. We will not be free until we confront the burden of our history of racial inequality. We don't talk about how we are a post-genocide nation. We don't really talk about the great evil of American slavery: that it established this narrative of racial inequality, this ideology of white supremacy, that still exists today."

After his talk, Stevenson took student questions (What's the best way for a high school student to "get proximate"? Can wardens change prisons from the inside? How do you secure funding for non-profit social justice work? What keeps you hopeful?) and then signed students' books for more than an hour in Engelhard Hall.

After assigning *Just Mercy* as the summer read, Headmaster Tad Roach went on an all-out campaign this fall to get Stevenson, who has curtailed his public speaking schedule in recent years, to come to St. Andrew's—including asking every single student at St. Andrew's to write a letter to Stevenson containing their thoughts on *Just Mercy* and a polite request for a visit. Current parents Paul and Jane Murphy sponsored Stevenson's visit.

"This is the proudest moment of my 38 years at St. Andrew's," said Headmaster Tad Roach in his introduction. "Rosa Parks once asked Bryan Stevenson, 'Tell me who you are and what you're doing.' My hope is that Bryan will help us to begin asking, and answering, those same questions of ourselves."

To learn more about the Equal Justice Initiative and *Just Mercy*, visit the EJI website: [eji.org](http://eji.org).







## Letters to Bryan Stevenson from Students

**MY NAME IS** Theodore Jaffe. I am currently in my sophomore year at a wonderful boarding school, St. Andrew's School, in Middletown, Del. Over this past summer, the entire school was assigned to read your amazing book: *Just Mercy*. My single question to you as a fourteen-year-old young man is: how did you mentally prepare yourself for being a lawyer of justice, knowing that not every case would be ruled in your favor? How do you prepare for the worst-case scenarios? Knowing that you're the only hope a wrongly condemned prisoner has in getting an extra breath of life—someone's life is resting in your hands and that is no laughing matter.

—Theodore Jaffe '19

**ST. ANDREW'S IS AN** amazing place that strives to be as accepting, kind, empathetic, and proactive as possible. However, we have all thought about how we will have to adapt to the outside world [after graduation]. If you were to address our community, you would inspire and reassure so many

people, including myself. You are a living example of how people can use the parameters they are given to make the world a more equitable place—if not make new parameters all together. Please consider coming to St. Andrew's, if for nothing else than to inspire the next generation of lawyers, doctors, judges, parents, citizens.

—Joycelin Farmer '17

**I STARTED TO** read *Just Mercy* not knowing really what to expect, but now I can't really seem to put into words how the stories you told have changed how I view so many things. What your book does so effectively is: it forces people to think about and reflect on issues that might have never crossed their minds before, and to empathize. Even after reading just the first few chapters of *Just Mercy*, I felt compelled to really think about what it would be like to live on Death Row, especially if I knew I had not committed the crime. Attempting to put myself in Walter McMillian's shoes not only allowed me to truly contemplate our criminal justice system and all the biased actions that led to his being on Death Row—it also served as a reminder of how infrequently I empathize with people if I can't immediately imagine myself in their position. Thank you again for sharing so honestly your experiences and for doing so much good in the world.

—Margaret Flynn '18

**COMING FROM A** very privileged background, I was never really forced to consider anything in the way that *Just Mercy* forced me to consider. There



*You taught me that everyone is worth fighting for, everyone's lives matter and no one isn't important.*

was one Black student in my whole middle school, and we never talked about issues of race and relevant current events. Coming to St. Andrew's, I got a much better perspective on the world and the problems that we face. Your book really reinforced the values of courage, compassion, and grace that I have been taught at St. Andrew's. Many people don't care enough to address the injustices of the justice system, but someone needs to do it. It's terrible that we aren't more outraged by the scapegoating of certain people. I found myself surprised by many of the things you said in your book, and I couldn't help feeling a little guilty that I wasn't aware of them. You are doing a great thing by helping educate people about these issues.

—Dylan Torrance '18

**BEFORE READING YOUR** book, 'mercy' seemed like a Biblical word that didn't apply to modern-day life. But your book shows the ways people can have mercy for the less fortunate people. You taught me about the experiences of the less fortunate people and what they have to go through because of their race, socioeconomic status, and gender. You taught me that everyone is worth fighting for, everyone's lives matter and no one isn't important. You showed me the flaws within our current justice system. You were able to make me understand what your clients were feeling or suffering from. Sometimes after reading a part of your novel, I would close the book and think to myself, "This isn't fair." However, you didn't make me lose trust in our legal

system per se—you made me feel more responsible to do something for our criminal justice system.

—Bilal Morsi '19

**YOU WENT TO** the source of the problem and you showed the corrupted people in power that what they were doing was wrong, and you showed them how to fix it. Your success shows that these people are acknowledging that what they are doing is wrong. As a young Black man myself, I identify with the struggles that you have worked to make obsolete. I especially admire the fact that, although the system wasn't built for people like us, you have worked to change the system within the system. It is amazing how much you have done in your lifetime. It really shows that no matter what you do, you can make a difference. Although I don't want to be a lawyer, I hope to make the same type of impact you have made, doing what I love to do.

—Logan Brown '19







**BEING FROM THE** Southeast, I have seen firsthand the ugly manifestation of racism, ignorance, and prejudice against people of color who have done nothing wrong. Your book provided me with hope, because I now understand that there is a chance to change that, a chance which I aspire to act on. For years, people have been asking me the same question: “What do you want to be when you grow up?” I used to shift uncomfortably or give answers that got me out of the question easily; lawyer, doctor, teacher, etc. But after reading your book, I realized that I knew that these would make a difference, but they weren’t how I wanted to leave my mark. I want to defend the idea of right and wrong, but also defend and give a voice to people who are unable to do it themselves.

—Charlie Cahill '19

**I HAVE ALWAYS** loved Harper Lee’s novel, *To Kill a Mockingbird*. I have read the novel three times, and have formed my own connections with each of the characters, enabling me to generally understand the curiosity of Scout and Jem Finch, as well as the confidence and compassion of Atticus Finch. However, one character that I have always had trouble understanding was Tom Robinson. I never understood why Tom had not been found innocent and let free. Why is Tom, a man who loves his wife and does not abuse his children, jailed and ultimately killed for a crime he had no part in? Was it not clear that Mayella’s father was just covering up his own abuse towards his daughter? This part of Harper Lee’s novel has always left me with a sense of dissatisfaction towards the one issue that seemed so easy to fix.

Throughout the two weeks that I spent engulfed in *Just Mercy*, I was constantly on the edge of my seat,



biting my nails, in the hopes that Walter McMillian's case would not end in the same way that Tom Robinson's case had. I felt an overwhelming amount of sorrow and a desperate need for hope that he, too, would not share Tom's same fate. In the end, I was left with the feeling of justice and hope for the future. I know that the ways in which our society sees people does not change that easily. Yet Walter's case, and the progress that our country has made thanks to your work and the work of all civil rights activists, brings me hope for a world that will recognize the importance of equality for people of all backgrounds. Thank you for writing this powerful, emotionally challenging, and heartwarming book, and for transforming my dissatisfaction towards such an unfair situation into the recognition that what lies ahead can be a time of growing compassion and mercy.

—Isabelle Tuveson '17

**AS I READ** your book I grew angry—out of the hundreds of people who have read *Just Mercy* and have grown outraged and tearful, who has actually made change? How is it that something so clearly disgusting is so quickly forgotten? In my moments of anger, I struggled over how I could avoid being clumped in with those forgetful readers. I have always strongly believed that schools such as St. Andrew's—and St. Andrew's in particular—need to reach out to public schools as well as private schools. Although the diversity at SAS is beautiful, there continues to be only five black girls, including myself, out of 40 girls in my class.

I came to SAS from a public school in Easton, Md.—a wonderful town but not without its ghettos and gangs. During my time there I saw many instances of racist situations and teachers. The minority students at my old school

are more often than not beaten down emotionally; when things don't come easily to them the teachers tell them it is because of a lack of effort or because they are simply too stupid to get it. I was privileged enough that we could afford a school such as SAS, thankfully, and yet I still wish there was a way that those students could “get out” as well, or, better yet, a way that the “system” could change in itself.

In a middle school English class, I wrote a paper about the death penalty for my final year thesis. I wrote in my paper then, and I still believe today, that no person is born bad or born evil. I believe that circumstance is what can break someone, whether that circumstance be mental illness, or abuse, or simply lies and lessons taught to that person. As you state so beautifully, “We all share the condition of brokenness, even if our brokenness is not equivalent.”

I thank you for sharing your stories. I hope you know that by doing so you are inspiring the next generation, so that when you become tired, tired, tired, we will be there to continue to follow your footsteps and be brave, brave, brave.

—Althea Clarke '19

*“We all share the condition of brokenness, even if our brokenness is not equivalent.”*





# Never Meet A Stranger

Staci Williams Seeley P'17 delivered the following talk at the Sunday Chapel service during Parents Weekend in October 2016. Staci is the U.S. College Mentor and Coordinator at the Oprah Winfrey Leadership Academy Foundation.









Thank you, Mr. Roach, for that introduction. I'm always certain that someone else will rise in my place after hearing words such as those. Thank you, Hutch, as well. You and the lectionary writers, prescient as you are, provided texts for today that depict short people in such a favorable light! But, no offense taken. I'm a forgiving person, though I rarely forget. A college friend who is now a minister coached me through giving this talk today. He often says, "I always think of Staci as being the same height as I am because of her tall personality." He's 6'3". Even though Usain Bolt with his long legs may arrive fast and first, those of us who are more height-challenged take short strides, and many meaningful steps to reach the same spot.

**There is an upside to being able to strike up a conversation with just about anyone: it means I've never met a stranger.**

So when you're a Chatty Cathy like me, people do assume you can speak to a crowd. I happen to work for someone who's pretty good at it. She's made her living at it. It's a high bar. Even an eighth grader's chapel talk recently struck terror in my heart. At my son's school, each student shares this capstone experience with everyone in grades K-8. I'm relieved that multimedia slideshows and stage tricks are just not possible today, but I do hope I can at least come close because I guarantee you, this kid could outshine anything I could possibly say this morning.

There is an upside to being able to strike up a conversation with just about anyone: it means I've

never met a stranger. To the chorus of my family, saying "Mom! You'll talk to anyone."

Recently, on one of my frequent late-night airplane returns, my one seatmate and I only connected initially because he had no debit card or no cash, whichever was required to purchase the sustenance of sugary snacks he needed to survive the flight. I insisted on paying and he finally relented.

Eventually, we came to "Where are you from? What do you do?" I'm often cagey on this point, because it is really hard to explain, and often a shock to others to say where I'm from—all over, but Kansas originally—and, inevitably, I get questions about my employer that I won't or decline to answer. His answer? "South Philly. Law Enforcement. Internal Affairs. I get the bad guys who get the bad guys."

Uh-oh. Huh.

But, I found a way to keep talking. I'm always curious about how and why people do what they do. And, as the Gospel reminds us, while everyone is annoyed that Jesus leaves to be the guest of a sinner, we ought not to make assumptions about others that prevents us from engaging with them. This is how we come to know God.

So, in we went. As your kids say, we went IN. Politics, over-policing, community policing, the broken windows policies of the Giuliani law and order era, abuse of power, black lives matter, blue lives matter, all lives matter, systemic incentives for wrongdoing by those we label criminals and those who pledge to serve and protect, nepotism within police recruitment, the prison industrial complex, mandatory minimum sentencing, mental health and crime, substance abuse and recovery, decarceration and prison abolition—concepts about which scholars and activists Michelle Alexander, Marc Lamont Hill and Bryan Stevenson, future guest speaker at St. Andrew's on January 27, speak often—and about





rehabilitation, redemption, filial love and fissure, trust, belief, faith.

Two elements are critical in such moments, when one is discussing ideas with someone with whom you disagree or have no common ground: An open mind and an open heart. Simultaneously, one's own convictions are on the line. When I'm opening myself to new information and perspectives, I also think critically about what I'm bringing to the conversation in the service of deepening my beliefs and sometimes of trying to persuade the other person. I have skin in the game. My open heart and mind need not be pure as snow or wool.

*A few weeks ago, a former* colleague who is a faculty member at a school I once worked for reached out for a conversation about changing some hearts and minds at that school. We've had a few coffee dates over the years, and as we prepared to part ways, she said, "I have trust issues. It's hard to believe colleagues have my best interests at heart and that I can really work collaboratively to get things done. But I can talk to you, even though we could not be more different." I deflected, and reject this compliment for more than one reason, even though I'm happy to be her confidant when she needs one. It's hard to take credit for this as a personal trait or quality. Over many years in school environments similar to St. Andrew's, I've instead taken a series of small steps and honed some important habits toward open mindedness and open heartedness. My workplaces have been faculty lounges, dorm common rooms and classrooms for the past 24 years.

As the girl from Kansas I will always be, I remember well the moments in which my fixed convictions, borne out of ignorance, or inexperience, or selfishness, or bigotry, or insecurity, became malleable and led me in new directions.

It's a long list.

As I stood in Groton School's Lecture Hall in Massachusetts over a decade ago, I listened to gay and lesbian alumni speakers discuss their experiences of false identity and masquerading as Groton students. I totally empathized. They pivoted to talking about gay rights as essential civil rights, and I'll never forget the words of one of the alums, "Like any other protected class, right? Just like black people or religious minorities, we are protected from discrimination by the 14th amendment." Whoa. Hold on, now. You're rich, I thought. You walk in white privilege everywhere you go. I can't hide my blackness. I knew the law but I fell into a trope I'd embodied since college. My experience of bias trumps yours. It's more storied, longer, deeper. You don't get to share. Slowly, really slowly, over a period of years and getting and staying woke, I began to ask myself, "Why would I want anyone to hide who she is to avoid discrimination?" It is embarrassing to remember the adult woman I was hearing those words and thinking those thoughts, wishing to stay siloed and singular in my understanding of how pernicious and damaging bigotry is. To the bigot, as well.

I remember a graduate school seminar where I finally took a course in gender studies, history and politics. Seriously? I had been this blind to the plight of all women over centuries in my quest to dismantle racism everywhere I found it? I'd left sexism to others, without understanding deeply for even a moment that I was affected by it, despite an eighth grade history teacher who'd told me and my entire class that I, Staci, for example, was at the bottom of the race/gender totem pole. Societally speaking.

As a U.S. history teacher, also at Groton, trying to fit the mold of those around me to a degree—scholarly, clever, effortlessly brilliant—I learned a beautiful lesson about opening my heart from a deeply religious Jewish student who asked me, "How do you maintain





such a cool, clinical exterior when you're teaching us about some of these painful truths?" What she really wanted to know was: why? "Be authentically yourself with us," she was urging. What she didn't know is that I regularly wept in the back of the classroom as they watched documentaries about genocide, the civil rights movement, war and destruction. I found it difficult and wrenching but I learned to experience, and ultimately model vulnerability in front of, not just in hiding from my students.

In my current work as a mentor, and in past educational settings including Groton, I've learned from and taught students from difficult economic circumstances. Like all students, they fall along every point on the continuum you can imagine—academically, socially and emotionally well- and ill-prepared for the daily challenges they face, but those happiest and most satisfied with their accomplishments tend to have both an open heart and an open mind. What shape do these elements take? What does it look like in my little non-scientific research pod of experience?

Number 1: They trust that most people they encounter in their educational setting—especially the adults—have their best interest in mind, or have the potential to do so, want them to succeed, and are not trying to misdirect or deter them from success if they challenge an opinion of theirs or an idea.

Number 2: They believe that what they already know may not be all there is. It's a vulnerable thing, but they must sometimes raise their hands and admit not knowing the answer. They know that this will not mean they look stupid or confirm to peers in the room that the admission office made a mistake.

Our children at St. Andrew's fall somewhere along this continuum during their years here. More or less open-minded. More or less open-hearted. Regardless of their background or how they see themselves, they



are bumping up against divergent viewpoints. I'll never forget another St. Andrew's dad, who is white, wealthy, and generally unlike me in every demographic sense, in a focus group here a few years ago saying, "St. Andrew's is no bubble. The outside world is in here."

I have made close friendships here with fellow parents who are in my demographic, whose kids call me mom, too, and we all agree. It's not a bubble. Hard lessons are learned and earned here.

I am often on the road and I count podcasts among my friends. One of my favorite is "On Being" with Krista Tippett. She recently interviewed the black theologian Ruby Sales, director of the peace and justice organization Spirithouse Project. As a 17-year-old, her life was saved by an Episcopal seminarian in his mid-20s. They had marched for civil rights and been jailed together within a larger protest group in Alabama in 1965. After their release, while shopping at a local grocery store, an off-duty deputy sheriff pointed a shotgun at Ruby and told them they were trespassing; in the blink of an eye, he fired. Jonathan Daniels stepped in front of her and was killed instantly. Eventually, Sales, too, found her calling in the Episcopal priesthood. She argues, among other things, that "the spiritual crisis of white America is a calling of our time." Leaving this not only to her white colleagues in the Church, or to others, she says, "We must have hindsight, insight and foresight. That is complete sight. It's not an 'I' sight, it's a 'we' sight."

To get to "we" sight, to push past anger and dissent in difficult conversations, when the other person is angry and digging in his heels, she has learned to ask the question: "Where does it hurt?" Of our own children, we can remember well when they would come to us in distress, we would hold them close, and ask, "Where does it hurt?"





As parents, partners and friends who attempt the daily practice of opening our hearts and minds, we might do well to ask ourselves, and those around us when we, or they, are angry and frustrated, “Where does it hurt?”

As a parent in absentia at St. Andrew’s, I have learned to have a wee bit more patience, to show more compassion. I’ve learned when to cheerlead, and the value of getting straight to the point of scolding when time is of the essence in a too-brief phone call before study hall. Sales reminded me during the podcast that young people are hungry for the wisdom of their elders. We matter, and what we say, what we do, and how we show up matters. Tad tells us this all the time. In contrast, what we heard this morning from the readings and the Gospel shortens the distance, the journey really, from faith to righteousness and from sin to good works. Spirituality lies in between, in small, daily practices, reflections, and actions. Having open hearts and minds are not traits, or something that makes someone a more interesting seatmate. The act of opening them anew is a daily, spiritual act that deepens our growth and our capacity to love one another. It is messy, loud and uncomfortable, at least in my house.

Many times during my airplane conversation with my polar opposite, I thought, “Why do I ever open my mouth? I don’t want to talk to this guy. I don’t agree with him. We are from different planets.” It’s one a.m. and we are loud. It’s messy. I’m sure we are keeping the smart, exhausted travelers around us from resting. But we pressed on, hearts in hand, minds pried open. I talked. I listened. He did both, too. I wanted to ask him where it hurt but I didn’t have to. He told me when I asked a question I’ve always wondered about: How do you maintain any faith in the humanity of others when you chase bad guys? Essentially, he said, I don’t. It’s too hard.



Sometimes it is too hard. I have chosen professional gain and reputation over personal values or a relationship. I have lost touch with friends who meant the world to me. I have plenty of regrets.

But, if more of us experienced and modeled curiosity, vulnerability, trust, and compassion, it is my sincere prayer that the world would be a better place.

I can’t close without a story about Camille and her first two weeks here in 2013. She was recovering from a family move to a new state that August, followed closely by an emergency appendectomy. I can only imagine how miserable she was and I know I was missing her desperately. In our first phone call, I could

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hear everything she was going through in stereo. All I could offer was, Hey, look, it will either be a horrible blur and you won’t remember it, or you’ll one day look back on this as the time you met the best friends you will ever have in your life. Spoiler alert: it’s the latter. My advice to her in May will be: keep these wonderful people close, make them your touchstones, remember that they taught you to keep your mind and heart open to what will be possible in your blessed and beautiful life. And be able to say you never met a stranger. Even on a plane. ❖







# Grace & Strength

Sophie Stenbeck '98 Gives Women's Network Address

On Friday, November 11, St. Andrew's Women's Network welcomed Sophie Stenbeck '98 back to campus to give a talk to the School community. Sophie spoke on her work fighting human trafficking around the globe, and shared ways students can determine what kind of good works they might want to do in the world. In addition to her professional career as a social entrepreneurship investor, Sophie is a significant philanthropist through the Sophie Stenbeck Family Foundation, which focuses on furthering child rights, protections, and education.

"Sophie is an inspiration to people all over the world, so it was particularly wonderful to have her at St. Andrew's connecting with our students and faculty and articulating her vision for change," said Women's Network Co-Chair Elizabeth Roach. "Because she is so gracious, warm, and empathetic, Sophie's call to action was even more powerful and resonated more deeply with our students. She touched us all with her stories, her presence, her humility, and her urgency to change the lives of the disempowered."

*You are allowed to fail. I have learned that when we fail, what we see as a failure, is actually where we're going to learn the most. If we really look at what went wrong, and what didn't work, that's going to have the most valuable lessons.*

In her talk, Stenbeck described her founding of the Child10 Awards in 2014 to raise awareness of and provide funding for grassroots efforts to protect vulnerable women and children the world over; this year's Child10 Awards recognized and funded ten different organizations and individuals who have been working to prevent child sex trafficking. Fighting human trafficking is a cause in which the Stenbeck Family Foundation has long been involved, but Stenbeck cited the birth of her first child in 2013 as her motivation for becoming even more deeply committed to this work. She also shared stories of communities, families, and children who had been affected by or lost to trafficking, as well as ways that grassroots organizations have worked to prevent trafficking—by building infrastructure in communities that improves local economic stability and lessens a given family's need to sell a child to traffickers, for example.

Stenbeck also announced the creation of the St. Andrew's Incubator for Social Entrepreneurship (SISE). Funded by a generous gift from Stenbeck, SISE will fund entrepreneurial proposals—for businesses, non-profit organizations, or community initiatives—conceived of and submitted by St. Andrew's students; the proposals must attempt to implement solutions for a current social issue.

"If you have an idea for something you want to start, you have the community, the resources, the toolkit, and ultimately the funding for that something," Stenbeck said. "There will be an opportunity to receive seed funding or your first grant if your business plan has the viability to create change and can be a sustainable venture."

"I have to say," Stenbeck added, "especially after talking to senior girls tonight, I really can't wait to see what you guys are going to do." ►





Earlier in the day of Stenbeck's visit, VI Formers Jas Southerland '17 and Ruth Puryear '17 had a chance to sit down with Sophie and talk with her further about her experiences as a St. Andrew's student and her life and work in the years since.

**RUTH:** How did you get involved in the work you do today?

**SOPHIE:** From a very young age, I knew that I wanted to change the world, and I spent a lot of time trying different things and trying to figure out what that might be. I used to think that "good" work was working for an NGO, or a non-profit, or the Peace Corps, where you have to live in a tent to really show your commitment for a cause. About 15 years ago, I started researching social entrepreneurship, which is all about finding sustainable ways to address social issues and create change. This really resonated with me; when I started to frame this kind of non-profit work within a business mindset, it was like a fusion of two worlds that, for me, really made sense. I think that today you can do really good work in almost any industry. I work in several different industries, and some that are seen as not benevolent, but I see the work that I'm doing as very good. It's all about what you bring to your profession and your different areas of interest.

**JAS:** What would you say is the most difficult thing that you've experienced as a social entrepreneur?

**SOPHIE:** I think it's when you feel great disappointment, it's finding a way to reconnect to your cause, and what you believe in. In my own life, when personal experiences feel too overwhelming, it's easy to cut off, and not feel empathy, and just want to run away. In those moments I had to actively reconnect to my work and say, "Look, I'm not going to turn away—this

is too important to me." Sometimes life gets really hard. I remember it was hard sometimes here at St. Andrew's, too, and you just want to run away and not deal with things. So it's all about reconnecting to your cause during those times.

**JAS:** I definitely know what you mean! Senior year here, you definitely want to run away sometimes and avoid your responsibilities. Can you recommend some specific steps we can take when we need to connect or reconnect with our passions?

**SOPHIE:** Seek out people who can help you. Friends, colleagues, the people you're working for—in my case it's the social entrepreneurs in whom I invest—it's in meeting with them that I'm reminded why I do what I do. It'd be easy to avoid them, say, "Sorry, I can't meet with you"—but no, I'm going to force myself [to meet with you] because you're going to remind me of why this work is so important, because I've seen what you're doing. You're helping save the lives of children, you're stopping children from being trafficked, so how can I turn my back on that. Basically, it's just not letting yourself look the other way.

**JAS:** I guess we're all trying to take those St. Andrew's ideals that we're learning now, and figure out how to apply them in the real world where things are obviously different than they are here. Do you have any advice that you'd want to share with current students?





*Listen to what's  
inside of you, listen  
to what's calling  
you to what you  
really want to do.*

SOPHIE: I think to find mentors and good people and to create a trusted network around you is probably the most important thing you can do. You're leaving a small community with a lot of security. I remember wanting, after St. Andrew's, to go to a school where I felt anonymous, where no one would notice or recognize me, but I ended up regretting that. I wish I had chosen a college experience with more of a community and a campus feel. So don't necessarily rebel against the close-knit community of St. Andrew's. In fact, some advice would really be to tap into it as much as you can. It is a different world out there, but you don't lose the connections that you form here. So just try to take something from this community out into the bigger world and form your own little network of the people that you turn to and count on. It's hard to do it all on your own.

RUTH: I think in some ways that's kind of the purpose of the St. Andrew's Women's Network. There's so much that can come out of having all these really amazing alums come back to campus to talk to us.

SOPHIE: When I put myself in your shoes, and think about what I wish I knew when I was at St. Andrew's—it's a great honor for me to be able to speak to you, but it's also a great opportunity to be able to share what I've learned. I remember working so hard [as a student] to try to figure things out: what was important, what to pursue, how to think about things. So it's nice, as an alumnus, to be able to reflect on: what do I wish someone had shared with me?

What I've learned is: listen to what's inside of you, listen to what's calling you to what you really want to do. That call might come in different forms and shapes than you expect, but it's leading you on to a place where ultimately you are supposed to go. It's not always going to be planned out. When you have one fixed idea of how your life is going to be, at least in my life, that's never worked. It's about not judging and not having preconceived notions about the way you think things should be. It's about keeping an open mind and an open heart, and letting life amaze you. ♡

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*The St. Andrew's Women's Network was founded in 2010 with a goal of connecting, celebrating, and harnessing the power of the School's alumnae through events held both on and off campus. When alumnae gather for Women's Network events, they share their experiences and insights with students and faculty, and reconnect with each other and with the School. Since its inception, Women's Network events have expanded in size and scope, and have become central to our mission to provide community, inspiration, and mentorship for all members of our community.*



# Free to Move About the Country







ANDREW FORSTHOEFEL '07 HAS WRITTEN A MEMOIR. WHAT, YOU ASK, CAN A 28 YEAR OLD MAN POSSIBLY HAVE TO WRITE A MEMOIR ABOUT? WELL, WHEN YOU'RE ANDREW, IT'S SIMPLY THIS: AFTER GRADUATING FROM MIDDLEBURY COLLEGE IN 2011, HE SPENT ELEVEN MONTHS WALKING—YES, WALKING—CLEAR ACROSS THE COUNTRY, FROM HIS HOME IN CHADDS FORD, PENNSYLVANIA, TO HALF MOON BAY ON THE COAST OF CALIFORNIA. HIS MEMOIR OF THIS CROSS-COUNTRY TREK, TITLED **WALKING TO LISTEN: 4,000 MILES ACROSS AMERICA, ONE STORY AT A TIME** WAS PUBLISHED BY BLOOMSBURY THIS MARCH. WE TALKED RECENTLY WITH ANDREW ABOUT HIS JOURNEY AND HOW HIS EXPERIENCES AT ST. ANDREW'S INFLUENCED HIS DECISION TO EMBARK ON THIS REAL-LIFE BILDUNGSROMAN.



First, tell us how you originally conceived of this idea to walk across the country.

In my senior year at Middlebury, I was thinking about what to do, where to go after graduation and I decided I would apply for a Watson Fellowship [a one-year grant that funds a year of independent study outside of the U.S., awarded to around 40 graduating college seniors each year]. It was a great exercise in really taking seriously the question, “If I had all the resources I needed at my disposal, what would I actually do with myself?” And the short version of the story is that I realized: I’ve supposedly “come of age” but I’ve been left with all these questions about how to be a man, what does it mean to be a human, what does it mean to be me? What even is “coming of age”? What does it mean to transform and become the adult that’s going to carry me through this life? So I had this sense of uncertainty

and wondering and longing for clarity, and I wanted to throw myself into these questions. That was what my Watson project was going to be about; I was going to study coming of age in indigenous communities around the world. I didn’t end up getting the fellowship, but I still had this sort of inspiring sense of uncertainty urging

me toward something, and it wasn’t going to be this coming of age project, so what could it be? And that was when the idea of walking came up. I had heard of people doing cross-country walks before, and it seemed like it could be an affordable, relatively easy way to dive into some of these questions. By easy, I mean, I could literally just walk out my back door and start. I wouldn’t have to make any contacts with anyone, or get permission, or score a grant or fellowship. I wouldn’t even have to buy a plane ticket. I could literally just start walking.

Did anything you did or experienced at St. Andrew’s influence your drive to do this, or was this mostly an outgrowth of your Middlebury experience?

Oh my God, St. Andrew’s had a huge impact on this. Every time I come back to the School, I’m struck by how special it is. The land, the buildings, and what’s happening in the community there. To be part of that for even just a blink—I feel a lot of gratitude. When I was at St. Andrew’s, I was given so much, and then the community sent me out into the world. To have grown up with a large community of adults believing in me,

supporting me, asking me questions without assuming they have exclusive rights to the answer, treating me not like a kid but like an adult-in-training—to have adults see me in this way, in the classroom, in sports, in their on-campus homes, was a profound offering. It cultivated a confidence in me that I don’t know would have blossomed otherwise. At such a tender age, it was very powerful to me to have these adults saying, “I believe in you. I see you.” For those of us who do receive that and know what it’s like, I think it’s our duty to dish it out to others as generously and as widely as possible.

Didn’t you come back to campus this fall to do a “listening walk” with students?

I did, and I was so impressed by the students, and where they were willing to go. Mr. Robinson dropped us off in Middletown, and we ended up spending two hours with these two twins who looked like they were maybe 80, but they turned out to be in their late 50s. They had lived a hard life. When we left them, we met this young Black man who had spent two years in prison, and he was telling us his stories of what that was like, and being a father, and the challenges of being black in Middletown. For three or four hours, we had this beautiful little peek into the world that is possible, the world that we could all be living in if we actually understood what listening was and were committed practitioners of it. Then, Mr. Hutchinson and Mr. DeSalvo coordinated a “welcome home” Chapel for the walkers, and the whole School was there on the Front Lawn waiting for them and they sort of cheered them home. The kids then shared what they had experienced, and they did it extemporaneously. I was so inspired by their courage to just go for it.

The St. Andrew’s walk in particular validated for me this idea that it’s possible to take some of what I had experienced on my walk and put it into practice in any environment. You don’t have to walk across America to test this stuff. It’s all right here under our noses. You don’t even have to go into Middletown; you could stay at St. Andrew’s and look at people with those eyes. Are you really seeing the people you’re living with? Are you really listening to them? Are you really slowing down to care for each other?

Let’s talking about your idea of a “listening walk.” The book is titled *Walking to Listen* because you not only walked across the country—you also sought out conversation with as many strangers as you could meet on your journey. Can you tell me a little bit about how you got people to talk to you? Because, to put it bluntly, I think there’s this kind of natural inclination for us to not be good Samaritans, you know? In America, the itinerant person, the roadside walker, is someone we typically want to avoid.

Right, and that’s why it felt important to me to wear a little sign that was just a little bit of an invitation to

I’VE SUPPOSEDLY “COME OF AGE”  
BUT I’VE BEEN LEFT WITH ALL THESE  
QUESTIONS ABOUT HOW TO BE A MAN,  
WHAT DOES IT MEAN TO BE A HUMAN,  
WHAT DOES IT MEAN TO BE ME? WHAT  
EVEN IS “COMING OF AGE”?



passersby, to sort of pique their curiosity. I was like, “If I were to distill this project into a pithy little phrase, what would it be?” And that’s how “walking to listen” arose. But I would say that the main dynamic or force that allowed for so many conversations to happen was my own openness and authentic interest in connecting with people. You’ve got to remember, I was spending so much time alone on the road that by the time I got in the same shared space with another human body, I was just thrilled to be there. Because man, it can get lonely out there. To be blessed with human company is no small gift at all.

I would get to a town, and I would be in need. I would need water, or shelter, or directions, or a safe place to camp out, so I’d go into a gas station, or a fire station, or a church, or a bar, or whatever happened to be there. I’d go in and I’d be wearing this big backpack with an American flag sticking out of one side, and an earth flag sticking out of the other, and a Walking to Listen sign in the middle. I would just look totally ridiculous, you know? And it was the world’s best conversation starter. People would say, “What are you doing?” and I would say, “Well, I’m walking across America to listen to you. I’ve walked 2,000 miles to be here with you. No joke.”

My authentic interest in what people had to say wasn’t just happening spontaneously in that moment; it was being built and primed in all of those long hours alone, and I think people really responded to the earnest care I had for them and for their lives. It was powerful. It was astonishing what that sincerity invited out of people and opened up in people, and what they were willing to entrust me with and share with me. Private stories, deep connection. I very often would feel love for these people after just a couple of hours. If someone happened to take me in that night, and we ended up spending a little more time together, it was really hard to say goodbye to many of these folks. Even the folks that I found I disagreed with, or who shared opinions that I found reprehensible or abhorrent—racist, homophobic, whatever the intolerance or hatred might have been—even those people, having gotten time in this tender, open, human-heart space with them, I couldn’t hate them. It doesn’t mean I agreed with or condoned their opinions, but I couldn’t write them off as two-dimensional hateful people. This racist or homophobic or Islamophobic person is more than just the hatred that is fueling those delusions. They also have seeds of generosity within them, which only came to blossom with me, a white man, but the fact that generosity was exhibited shows that generosity’s in there.

Can you speak at all to the fact that, because you’re a white man, walking across the country was more safe for you than it would be for me, as a woman, or for any person of color? I’m just wondering if you got any insights into your own privilege and way of appearing to other people.

Absolutely yes. It was something that I was vaguely aware of at the beginning, but it became painfully clear by the time I got to, well, Virginia. Which was not at all far into my walk. Race became... it was impossible to pretend that my white male appearance wasn’t having a huge influence on the kinds of interactions I was having with people. A lot of the people who took me in and put me up were really hardcore racists who just simply would not have—I mean, you can never know what someone will do, but I think there would be no way that they would have taken in a black man who was walking across the country. And, who knows, there are people out there who might have been threatening to me if I had been a woman.

I think it’s really important that I speak clearly to this. The America that I walked across would not have been as supportive and validating of a person of color who was walking, or of a woman who was walking. At the same time, people of color have walked across America.

One of my heroes is this guy John Francis. He’s a Black environmentalist, and he walked across America and South America for 17 years.

There was a gay man named Richard Noble who was walking across America while I was doing it, and he was walking for gay rights, and he had a big rainbow flag, and he did it. And there have been some women who have done it, too. But, yeah, my own white male privilege is just a sad truth.

When you stayed with people you disagreed with, as their guest and completely at their mercy, how did you respond to what you saw or heard that was racist? Did you say anything, or did you kind of sit on your hands?

A lot of the time, especially in the earlier parts of the walk, I didn’t say anything. I experienced shame about this, and guilt, and anger, and confusion.





I'd been blessed with some of the best educational experiences a person could ask for in this country, between St. Andrew's and Middlebury—and all the reading I've done and the social justice work I've been involved in—but when the rubber met the road, I didn't say anything. Martin Luther King, Jr. has this line about “the appalling silence of the good people,” and I realized, “Oh my God! I just did that! That's what he's talking about.” It was just months of coming to terms with my own incompetence and my own fear and my own inability. I felt like I didn't know how to speak up, or what to say, or if I did know what to say, I was too afraid to say it. I was really standing in the fire of that.

But eventually I learned to ask people: why? Why do you believe this or that? The moment you begin to attack or judge is the moment the conversation becomes a competition or a fight, and their defenses go up, and it's over. I learned to stay in connection and say, “Tell me more about why you believe that and what it's like to believe that. What does it feel like, to feel such hatred inside of you? I still care about you. I'm still here. You're a part of this too. There's no getting rid of you. We're all in this thing together whether we like it or not.”

It was also humbling, really humbling, to be received as a white man in the way that I was by communities of color and by a lot of marginalized groups. I spent the night in a little town called Vredenburgh, Alabama, which is more than 80% black. I was staying in the community center in the part of town where most of the people of color lived, and they gave me a tour around home, and even took me to the mayor's home. She asked me, “What's your name?” and I said, “It's Andrew Forsthoefel.” She said, “What's that [heritage]?” and I said “It's German.” Her last name sounded French, and I asked her what [the heritage of] her last name was, and she said, “Oh, I don't know—it was the slave master's name.” So here I was with a woman directly descended from an enslaved person, who was talking to me, a man who looked liked the people who'd enslaved her ancestors, and feeding me this heaping plate of Boston butt and pork chops and collard greens in her trailer.

Another example is the Navajo. By the time I got out to Arizona, I'd been walking for I think nine months. It wasn't that my fear was eliminated, but I was a little more comfortable in the uncertainty, trusting of the unknown. But I got to the northeastern corner of Arizona, and I was approaching the Navajo reservation, and some of my fear started to come back, because I didn't know how tribal law worked, and I didn't know if outsiders like me were even allowed to walk through, let alone camp out on the side of the road. Then, of course, there's the dynamic of, I'm the white man, and how is the tragic and painful history of white people and native people going to come to bear in this present moment? Are the Navajo people going to cast me out? What the hell's going to happen?

The very first day walking into the Navajo Nation, this car pulled over on the side of the road and two men

got out and started walking toward me. They had this big grocery bag full of Snickers bars, and a Gatorade or two, and they said, “We thought you might like this.” They ended up inviting me into their home that night. They began what became a flood of generosity and kindness from the Navajo people. They got it out on the Navajo radio station that this kid was walking through the reservation pushing a baby stroller filled with his backpack—

**Can I pause you for a second? You were pushing a baby stroller at this point with your backpack in it?**

Yeah, halfway across Texas I bought a baby stroller and started pushing my stuff in it; the heat and the lengthening distance between towns inspired that. Carrying 50 pounds on my back was just too oppressive for me to bear. It was ridiculous, though. People would stop me on the side of the road and say, “What are you doing pushing your baby on the highway?” Police would stop—“Hey, we got a call about a young father pushing his child on the highway.”

Anyway, so they put this out on the Navajo radio, and said, “He's walking to listen, and if you stop and see him, say hey.” So more people stopped and I was given more food and water than I could carry in this pretty big baby stroller.

One day, I was at this gas station, and this old Navajo woman comes up to me with her granddaughter, and asks if I was the young man she heard about on the radio. Her granddaughter's translating for us because she is speaking Diné [the native Navajo language]. She said, “If you're heading in our direction, when you make it to our little town, I want to cook for you.” But this little town was miles and miles off the highway in this sort of off-the-grid settlement. So rather than make me walk miles off the road to get food, she said she would come to me on the main highway. We coordinate the distances, and I was about a two-day walk away, and we decide I'm to be at this certain crossroads at noon in two days. Two days went by, and I'm late, and feeling bad about that, and wondering if maybe they left, or maybe they never came at all, or maybe they're still waiting. I'm coming down these mountains into this wide, vast desert valley, all rocky and golden, and I see in the distance a little winking, a little shining. As I get closer and closer, I see that it's a ton of cars. Then I get a little closer, and I see this big white thing, and I realize there's a huge party tent that they set up. I get closer, and by the time I can see human faces, there's this big party, maybe 20 people there, and this one woman says, “We've been waiting for you! It's about time.” I think she was referring to the fact that I was so late. But she was also saying, “Here we are. We have come for you. We've been waiting for you.” It was a crowd of perfect strangers who had gone out of their way to prepare this feast of Navajo fry bread and blue corn buns and mutton stew and lemonade and sweet tea, for this person they didn't even know.



It was so radically humbling to have a feast thrown for me by strangers—and by a group of people who have experienced tremendous amounts of oppression from white men who look like me—and to be the guest of honor at this celebration. They received me completely, treated me with deep respect, and compassion, and generosity. It made me wonder: what would my community, my world look like if everyone had, at one point or another, been the guest of honor at a feast thrown for them by strangers, all of whom were saying, “We don’t really know you, but we support you, and we love what you’re doing, and thank you for what you’re doing.”

The fact that I was walking across America was no more important or extraordinary than any of the walks that any of us are on. What if a group of people did that for you in Middletown, Liz? And said, “Thank you so much for being the Director of Communications, and for all the interviews you do and all the emails that you receive. Just, thank you.” To me, this is the path of healing—not just individual healing, but collective healing. We have to be willing to say to each other, “This tired old game of violence and retribution stops here. We’re going to practice compassion and forgiveness.”

It also makes me think, conversely: what if we all threw parties for other people? What if for every person I saw walking on I-95, I stopped twenty miles ahead and set up a tent and offered them food?

It would be radically different. And it would be a revolution. It would revolutionize how we are with each other. To put it in its simplest terms, it would be a

shift from fear toward love. “Love” is too intimidating a word for some of us. Maybe “inclusion” is better.

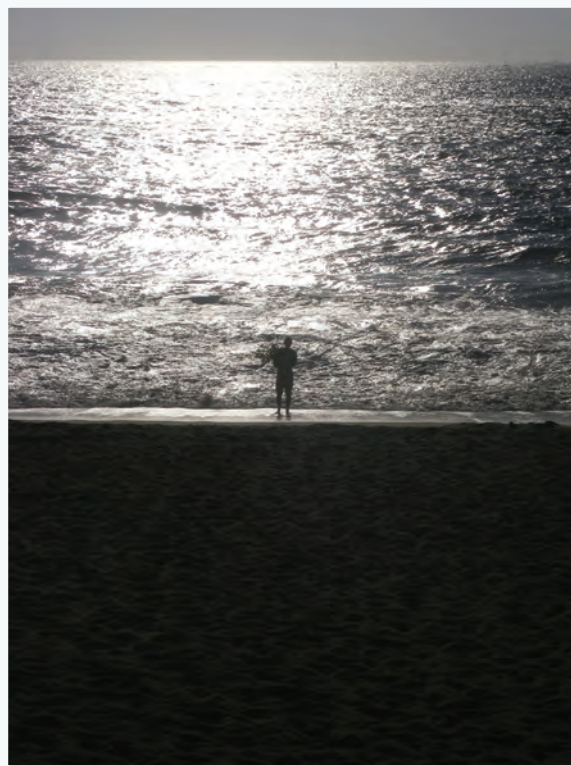
Fear was a huge part of the experience: I saw the many ways that fear moved through me and was driving the show. I learned not to run away from it or let it direct me. I learned to walk right into it and say to myself, “Listen, I don’t know what’s going to happen, but I refuse to shut down because of all of the assumptions that my mind is churning out right now about what might happen if I approach this person.” Then, in actually approaching the person, I saw what’s possible

when something like love, or at least the desire to realize love, is driving the show, and how that action then begets itself in others. For us to drop the mask for a second, and to show each other our fears, our fragilities—there’s power in that. That’s where love becomes possible. There’s solidarity in that. There’s potential for connection and wisdom.

We’re at a fascinating point in history. In today’s America, there are millions and millions of Americans who are operating within a framework of hatred, or intolerance or some manifestation of bigotry, whatever it may be. And it’s in all of us. This is not “other people.” This is not “people who voted for Trump” or “people who live in Alabama.” This is you and me. The seeds of hatred and delusion and greed are in my mind as well as yours. This is the challenging and critical practice of learning how to relate with our uglier, shadowed side of our nature. How am I dealing with those parts of myself? Am I going to begin hating those who hate? If so, are we not the very same thing?

What I got to taste on my walk across the country is this practice of listening. I’m still learning how to integrate this into my non-walking-across-America life. I think it’s something that could be a real tool for us as we move forward together as a country. ❖

IT MADE ME WONDER: WHAT WOULD MY COMMUNITY, MY WORLD LOOK LIKE IF EVERYONE HAD—AT ONE POINT OR ANOTHER—BEEN THE GUEST OF HONOR AT A FEAST THROWN FOR THEM BY STRANGERS, ALL OF WHOM WERE SAYING, “WE DON’T REALLY KNOW YOU, BUT WE SUPPORT YOU, AND WE LOVE WHAT YOU’RE DOING, AND THANK YOU FOR WHAT YOU’RE DOING.”





# WALKING TO LISTEN

4,000 MILES ACROSS AMERICA, ONE STORY AT A TIME

(NOT) THE END

● SAN JOSE, CALIF.

## INTO THE WATER

One of the most surreal and beautiful days of my life. Thank you to everyone who came to make this finale so special, and thank you to Gordon and Sheila for providing the warm welcome of family to finish this year. Love to you all. Now, a big leap all over again.



## IN THE BRUSH, OUTSIDE IVINS, UTAH

Just find me a flat place to sleep where the rocks and prickles aren't so bad. Here, this'll do. Sleep.

● IVINS, UTAH

● JEDDITO, ARIZ.

## A SLAUGHTER FOR HEALING

They lived far off the road on the edge of a canyon that shimmered gold at every sunset. No electricity. No running water. One of them, a granddaughter, said her grandma preferred it that way—simple and quiet—and I found I did, too. One of the granddaughters was visiting from Flagstaff. She was sick, and she had come to see a local medicine man for a healing ceremony. On the first morning of my time with them, they slaughtered a sheep for the ritual, for the medicine man, and for that day's breakfast.



## ENDANGERED

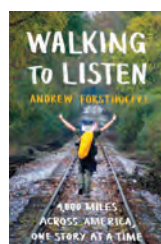
Sitting back to enjoy the tales of one of the old time cowboys, and a preacher, too. As real and true as real and true gets. Soon they'll be extinct, the old cowboys, the real ones. And with them, the stories.

● MELROSE, N.M.

● LAWN, TEXAS

## HEADING

How could it be, this support? How could it not be, perhaps. Some of the raddest, kindest people I know help me after I walk in on a water balloon fight at the First Baptist Church. I took one square in the chest, gratefully on that 100 degree day.



At 23, Andrew Forsthoefel walked out the back door of his home in Chadds Ford, Pennsylvania, with a backpack, an audio recorder, his copies of Whitman and Rilke, and a sign that read "Walking to Listen." He had just graduated from Middlebury College and was ready to begin his adult life, but he didn't know how. So he decided he'd walk. And listen. It would be a cross-country quest for guidance, and everyone he met would be his guide.

Ultimately, it's the stories of others living all along the roads of America that carry this journey and sing out in a hopeful, heartfelt book about how a life is made, and how our nation defines itself on the most human level.

—Amazon.com Blurb



THE BEGINNING

CHADDS FORD, PA.



A long slog up Bent Mountain on a misty morning. During a water stop at the local gas station on top of the ridge, Becki becomes my mountain momma! Playing with the sweetheart grandkids, stories spun 'til late, and I go to bed (in a bed!) shaking my head with the joy of it all.

ESMONT, VA.

**GOAT AS A LIFE LESSON**  
Sweet, wholesome, as-it-should-be-and-is being. Contentment. Contentment. The secrets of life in goats, the beauty of cheese, and love. Smiling thanks.



COPPER HILL, VA.

PIEDMONT, S.C.

**SICK IN THE WOODS**  
Losing my lunch, hooting owls, screaming cows, nightmare world. Sleep is fantastic medicine.

SHADY GROVE, ALA.



**PREMONITIONS**  
“I was looking into a mirror and an old man was looking back. ‘You’ve got lots of grieving to do.’” My God, what a wonderful world. True stories, tall tales, and a heap of lies spun by the wood burning stove. Let it never end. But squirrel for breakfast in the morning, so it must go on.

VREDENBURGH, ALA.

**SISTER KATHY & THE TOWN**  
A kind welcoming, learning to quilt, getting schooled in basketball by kids half my age, and hitting the block with new friends. Yes.



**INTO SLEEP**  
Miraculous. Broken and miserable in mind and body after a long day, someone shouts “Hey!” and I’m welcomed in to a feast of every food and drink I’ve been dreaming about all day on the road, a shower, and a couch, not to mention of night of tale telling and music making. There is a God, I think, before I pass out into sleep.

LIBERTY, TEXAS

PATTERSON, LA.

A slog of a day, and the mosquitoes dance outside my tent, the warm night fades to cool, I collapse into sleep. Needed, this night alone.

LIFE IS FAST, AND I'VE FOUND IT'S EASY TO CONFUSE THE MIRACULOUS FOR THE MUNDANE, SO I'M SLOWING DOWN, WAY DOWN, IN ORDER TO GIVE MY FULL PRESENCE TO THE EXTRAORDINARY THAT INFUSES EACH MOMENT AND RESIDES IN EVERY ONE OF US.





## Spring Events 2017

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### Visiting Writer Nathan Englander

FRIDAY, MARCH 24

### Grandparents Day

SATURDAY, MARCH 25

### Diversity Education Weekend

FRIDAY, MARCH 31 & SATURDAY, APRIL 1

### Levinson History Lecture

FRIDAY, APRIL 7

### Coast to Coast Toasts

THURSDAY, APRIL 13

### Cheers Challenge

MONDAY, APRIL 10 - FRIDAY, APRIL 14

### Trustee Weekend

FRIDAY, APRIL 28 & SATURDAY, APRIL 29

### Arts Weekend

FRIDAY, MAY 12 - SUNDAY, MAY 14

### VI Form Dinner

SUNDAY, MAY 21

### Awards Night

WEDNESDAY, MAY 24

### Commencement

THURSDAY, MAY 25

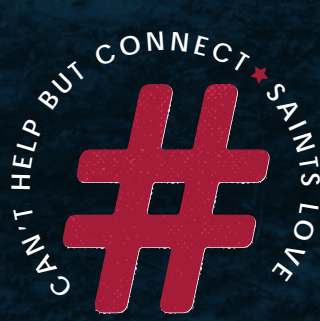
### Reunion

FRIDAY, JUNE 9 - SUNDAY, JUNE 11

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[standrews-de.org/about/calendar](http://standrews-de.org/about/calendar)





## ALUMNI & PARENT OF COLOR RECEPTION

Warner Gallery at St. Andrew's School | Thursday, January 26





## CAN'T HELP BUT CONNECT



Saints all over the world are lining up to see Maggie Rogers '12 in concert on her first tour! Show here are: Sola Farquhar '12, Joshua Speers '09, Maggie, Sallie Wright Milam '05, Ike Amakiri '12, and James Craig '12. Congrats Maggie!



Holiday cheer with Saints brothers Carter Lovejoy '11, Jerome Wright '11, Cameron McDonald '11, Dee Simons '11, Ben McDonald '10, and James Simons '10.

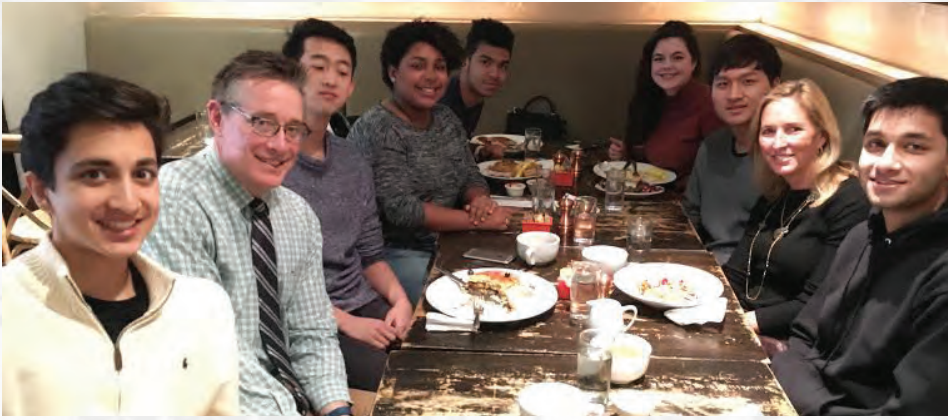


Museum hopping with the class of 2013: Christian Burke, Nick Desrosier, Emily Troisi, and Will Bowditch.



Michael Ding '12 and Jack Mihalcik '13 cheered on Nick Desrosier '13 during a recent squash match. Nick plays for Bucknell University.





College Network visits Columbia & Barnard! Neel Puri '16, Director of College Counseling Jason Honsel, Josh Choi '13, Jenna Jaquez '16, Donovan Simpson '16, Charlotte Cece '15, Andy Jeon '13, Elizabeth Roach and Rishi Shah '16.



Class of 2016 gathered together to celebrate New Years: Rooney DeButts, Woody Jones, Abu Kamara, Millie Spencer, Karissa Kendricks, Eden Rickolt, Neva Richardson, Smriti Kumar, and Alexia Ildefonso.



Liz Wolinski '09, Mary Shea Valliant '09, Louisa Zendt '78 and Emma van Wagenberg '09 met up at the Waterfowl Festival in Easton, Md.



### IT'S A NNANA TRIPLE PLAY!

(top)  
Former SAS basketball players Nnana Amakiri '13 and Khary Dennis '12 support Janeé Dennis '14 at her recent game. Janeé plays for Cornell University.

(middle)  
Sangmin Kim '12 and Nnana bump into each other at Cornell University.

(bottom)  
Janeé and Nnana out on the town.



## CAN'T HELP BUT CONNECT



Class of 2010 keeping family style meals alive! (l. to r.) Will MacIntosh, Peter Desrosier, Jordy Gowen, Molly Miller, Eliza Calkins, Leda Strong, Catherine Geewax, Tilden Davis, Ben Plumer, and Bennett Smith.



Saints Catherine Geewax '10, Elizabeth Rajasingh '10, Charlotte Rajasingh '07 and Eliza Calkins '10 would like to know if their time hiking will count towards their Quadrat.



Andrew Nolte '16 and Mason Sheridan '16 at a Panthers game.



Alex Flynn '09, Jaivon Wesley '09, Shabazz Stuart '07 gathered in New York City over the holiday.



Class of 2014 alumnae getting their SAS fix over winter break: Ysabel Coss, Jordan Hamilton, and Emma Richardson.



## CAN'T HELP BUT CONNECT



Logan Greenlee '97 still in the coxswain's seat at Head of the Charles.



Katie Lillard '05 and Ziza Craig '05 spent an afternoon on campus!



Faculty members Elizabeth Roach and Jason Honsel take out SAS alums Livia Wallick '16, Kelvin Cuesta '14, Henry Martellier '15, Zachary Roach '13, Luke Forsthoefel '16, Emma Porrazzo '15, Abigail Smith '13, Jordan Bonner '15, and Ryan Chiu '14 at Wesleyan College as part of the College Network!

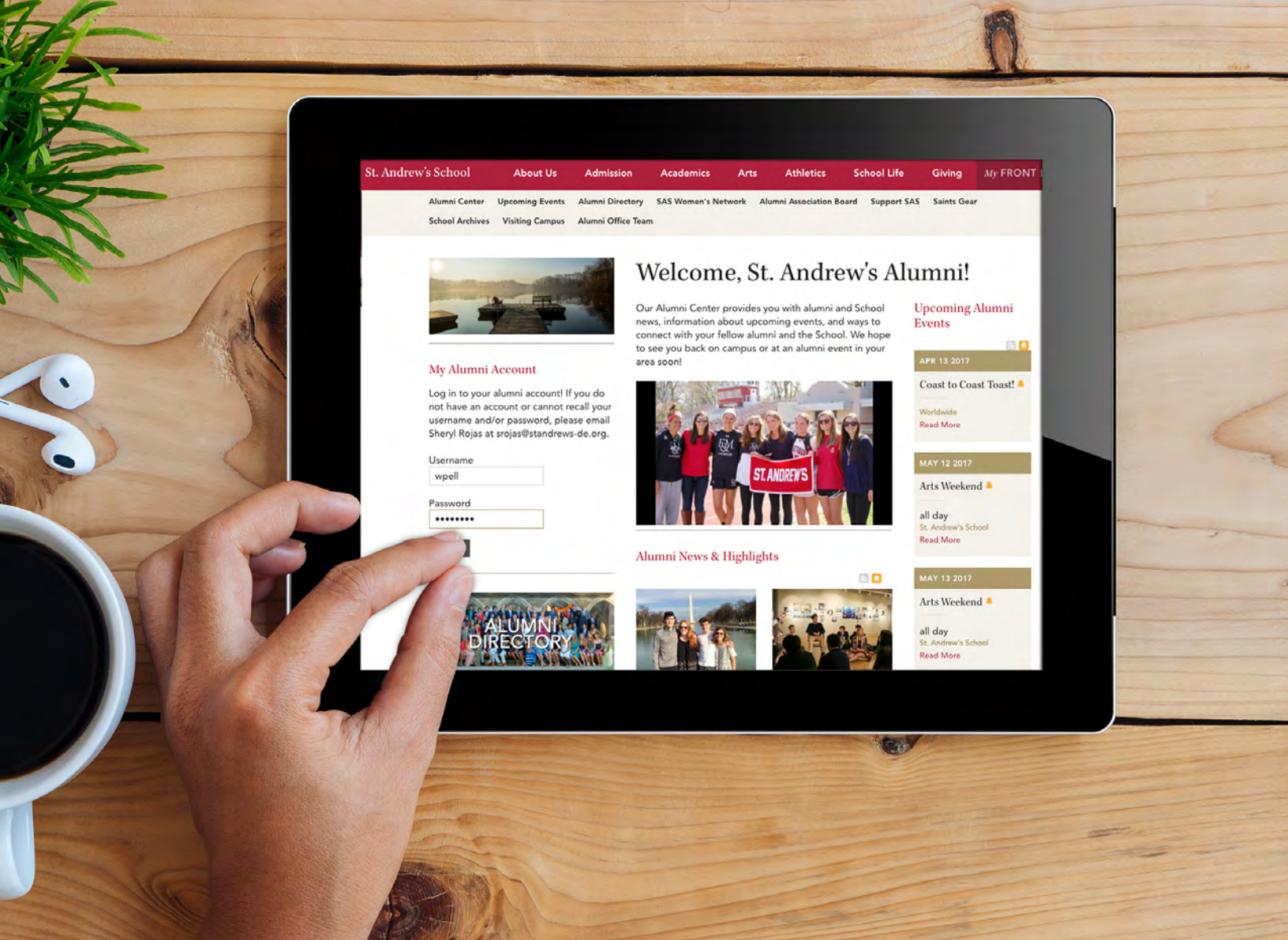


Tim Gibb '90, Taylor Cameron '90 and Earl Walker Jr. '90 hanging out in Middletown, Del.



Kellie Doucette '88 gets a visit from her St. Andrew's advisors John and Hannah Lyons!





# CALLING ALL ALUMNI

Interested in finding out about upcoming alumni events in your area?  
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Log in to your alumni account and update your directory profile to share your new address or career info with us.

Can't remember your logon info? Contact Sheryl Rojas at [srojas@standrews-de.org](mailto:srojas@standrews-de.org).



## 1943

*Morgan MacDonald* writes that he and his wife Sally “just celebrated 66 years of marriage that gets better each year” and that they are “fully involved in their community.”

## 1947

*Woody Thomas* was a little late with his holiday news this year due to a computer breakdown. Still he found an alternative way to report on lots of good news, including the celebration of his 65th Swarthmore College reunion, Merrillan's continued art classes, visits from their children and trips to museums. Woody and Merrillan are hoping to make it to the Reunion (70th!) at SAS in June!

## 1952

*Duke LeCompte, Charlie Kenney* and *Cale Boggs* are getting ready for Reunion and had a reunion rehearsal in Venice, Fla., in January. They look forward to seeing *Doug Brodie, Jim Bullit, Harry Cannon, Doc Ellis, Walter Fielding, David Jenkins, Ed Johnston, Jim Marvin, Henry Roth, Tom Sabin, Chal Schley, Norman Smith, Galen Townley, Carter Werth, Hap Werth, Dick Williams, Pickett Wright*, and *Robert Young* at SAS in June for their 65th Reunion!

## 1957

*George Brakeley* sends the following news:

*Bill Wood* gave a talk on July 4, 2015, on the Battle of the Brandywine to the annual dinner in Philadelphia of the Descendants of the Signers of the Declaration of Independence, of which his wife Hope is President-General. “Interesting engagement,” he says, “took place in my backyard almost, and a touché to my classmates who used to laugh when Chessire would remark that if you blinked your eyes, you would miss Chadds Ford when passing through. Anyway, Uncle George (Broadbent, not Washington) would be proud.”

Our 60th reunion looms! Here's hoping the “regulars” will be there. *George Brakeley* and his significant other, Tamara Kaspar, are planning to attend. They have been together for well over a year now, having first met 54 years ago when they were swimming teammates in D.C. George was in the Marines then and was training for the 1963 Military Olympics, which

team he made, but Tamara did just a wee bit better: she was a member of the 1964 Olympic team that went to Tokyo. She competed in the 200-meter breaststroke. They remained in touch over the years and, after Ellen Brakeley died, the relationship ripened.

## 1958

*Jerry Wigglesworth* shares, “Our Wabaunsee County, Kansas farm—383 acres of native grasses and arable land—has been given the 2016 Kansas Bankers Association Soil Conservation award. We acquired the farm in 1980 and lived on it until 1993. The man who did the initial work—waterways, terraces, and ponds—attended the ceremony, aged 92.”

## 1960

The last few months have been eventful for *Hank Pool*. He writes, “In early November we purchased a new home in Bonita Springs, Fla. Bonita Springs is in southwest Florida, about 15 miles north of Naples and about 20 miles south of Ft. Myers. We plan to spend most of the year in our new home, but we are still working on the details of selling our home in Pittsburgh and deciding what, if any, type of place we want in the Pittsburgh area when we travel back to see family and friends.

“At the end of the year, I retired after practicing law for 49 years. I had a pretty good run both in private practice and as a senior lawyer at PNC Financial Services, and am now looking forward to exploring new interests. While I do plan to play more golf, a low bar as I play little now, I also want to explore other areas such as painting and finding some community focused activity.

“Linda is still involved in nonprofit activities focused on early childhood development and education. Currently she is on the board of Propel Schools, a ten-campus K-12 charter school servicing the economically disadvantaged communities in the Mon Valley. These are the communities devastated by the collapse of the steel industry in the 1980s. As we get settled in our new home, Linda will be looking for ways to contribute to our new community.” Contact the alumni office for Hank and Linda's new contact info!

## 1971

*Chuck Shorley* shares that *Sheldon Parker* and friend Trish followed through on their Reunion promise and got married this fall. Congratulations!

## 1979

*Keely Clifford* writes, “After many years working and living abroad, we have settled in Monterrey, Calif. We enjoyed time in Ethiopia, France, Hawaii, Maryland and Hungary (Budapest). Our oldest daughter started college at McGill University in Montreal and our youngest daughter is a junior in high school.”

## 1982

*John Schwab* sends the following news: “I got back into the radio business in May 2016 and am working for one of the last remaining stand-alone independent radio stations in the top 40 markets. I am still playing music, fishing and roller blading as much as possible!”



Members of the Class of 1952, Duke LeCompte, Charlie Kenney and Cale Boggs, visited in Venice, Fla., in January.



## CAN'T HELP BUT CONNECT

**Kevin Grandfield's** holiday letter was short for 2016: "This year has been tough in many ways, and I don't have the energy to do much more than summarize. Some people passed away who had been very kind to us: Mary's long-time friend Mary Kay and the Grandfield family friend Jim Schwarz. But we were lucky to travel to D.C. (for niece Kate's wedding), Louisville, Minnesota, and Toronto, and spend time with friends and family there and in Chicago. Next year, we have travel planned to Cuba(!), DC, and Denver. We're trying to focus on positive things like that. We miss you all, and you are in our thoughts." Here's to the New Year, Kevin and Mary!

**Ted Johnson** writes, "I transitioned to part time veterinarian, with river guiding and ski patrol filling the voids. Life is good. Hope to see you all at reunion."

### 1984

**Greg Stevens**, global manager for automated driving at Ford, was interviewed by NPR at the Detroit Auto Show for the piece titled *The Difference Between Driverless And Self-Driving Cars*. "The vehicle drives itself. The people in the car have absolutely no role at all in driving the vehicle. They're purely passengers. The vehicle does everything... It's one of the biggest deals in the history of the automobile. And this is a vehicle that we're building to drive itself. In fact, we're not even going to have a steering wheel and pedals in it when we go to production. Stevens says you won't be able to buy one of these. Ford will be using them as ride-sharing vehicles. But don't let them confuse you. It's still not a full-on self-driving car because it can't go on any road at any speed. But it's real close."

Thanks to **Maylene Hugh** who shared the article with her classmates, this prompted an e-versation among his classmates, mostly accolades for Greg, including this from **Eric Gamble**:

"GREG-WAH, indeed! That voice takes me back... a memory I think (or maybe a dream or even my imagination as they seem to blend these days, huh, in our 50s?). It's springtime 1982 and I'm walking down "B" Corridor toward the TV lounge—which none of us ever seemed to give a hoot about—last door on the right, I knock and call-out "A-TA-LAY" as I open the door. And there they are: Stevens sighing and rolling his eyes with a silent 'oh-no' and Atalay just smiling, each studying with books and spiral notebooks in their laps, prostrate on their beds, tolerating my interruption as I press 'pause' and 'record,' finishing the mixed tape I had started earlier on their fancy, hi-fi, stereo. And this was vinyl-



Ted Johnson '82 (in blue) living the dream.

to-tape folks, remember? Or sometimes tape-to-tape, so it took a while, and they were both so patient and generous with the good snacks they always seemed to have stashed-away. I listened to their 'space-chat' or 'sci-fi chat,' and we laughed about the universe and black holes and imagined the future (yes, with self-driving and/or flying cars), and I understood as much as I could, but often failed to keep up with those two scientific-engineering/medical heads—especially when they started talking high math and physics. But it always felt so good in there ... a safe place ... perhaps they offered me and my very different brain some order and some calm during our adolescent years? Not sure if I gave them anything back, but I'm sure glad I was along for that ride with ALL you beautiful people. How lucky we were, and are!

"And on a more personal note, my oldest daughter, Claudia, was flown to an 'Engineering Boot Camp' down in Fort Worth, Texas. She and 30-plus college kids were split into teams, working long hours for Bell Helicopter, devising some new part or mount or design that is top-secret. YES, Gamble's kid is actually an engineer! (It skips a generation, or I passed along a recessive gene, ok?) Gregwah, thanks for putting up with me, and congrats! And you might want to look up Miss Claudia Gamble, Ford might need her. Love to you all and warm wishes for 2017!"

### 1988

**Brandon Matheus** reports the following great news: "The social enterprise/FinTech company I founded, Stonestep AG, picked up Series A financing in December from XL Catlin. Stonestep works to reduce vulnerability of families and small businesses in Myanmar, Philippines, (and before long in additional markets) by developing and introducing new insurance technologies and products. Depending on who's talking, our customers are 'the working poor' or 'emerging middle class.' Either way, they are their communities' first generation to own a phone, bank account, or insurance policy—and are eager and ready for economic progress.

"The path of a start-up lacks guideposts and is risky. I am grateful for advice, encouragement, introductions, meals and sofas received from many SAS friends among them: **Karsten Robbins**, **Richard Vaughan**, **Kim Egan**, **John Chamberlin**, **Kellie Doucette**, **Beau Simons**, **Lainie Thomas**, **Simon Cherniavsky**, **Cori St. Jacques**, **Christina Cain '90**, **Mac Wilcox '90**, and **Bill Spire '89**. Thanks to all!



Greg Stevens '84 spotted Joe Biden at the Detroit Auto Show. At the car show, Stevens was interviewed by NPR for a piece on self-driving cars.





Chloé Arthurs skydives near San Francisco, Calif.



Chloé Arthurs & Ziza Craig prepare to skydrive near San Francisco, Calif.

"I remain in Switzerland where my spouse, Kristina, is a MolBio post-doc at U Zurich and our three kids are 15, 12, and 5 and doing what kids do. If you're in Zurich, Yagong, or Manila, please stop in and I'll rustle up a cheesesteak (or a vegan meal, ahem, *Jonathan Banks*).

## 2002

*Alex Pfeiffer* sends this update, "I live in San Diego with my husband, daughter Riley (2), and newest addition Morgan, who was born August 16, 2016. I began a new job last February working as a medical device account manager for Smiths Medical. I often see *Charlotte Taylor*, who lives in Orange County, and have met her new baby, Robert 'Ruzzie' Green Taylor-Goedman."

*Searcy LaMarr Milam* and Brooks Andrew Morgan were married December 16 at Prospect House, an event space in Dripping Springs, Texas. The Rev. David DeSalvo officiated. Searcy is the founder of Sweet Sharks Consulting, a consultant to the education industry based in Austin, Texas. She graduated from Rice University and received a master's degree in neuroscience and education from Columbia. Brooks is the chief revenue officer of the *Princeton Review*, the test-preparation and tutoring company. He graduated from the University of Kansas. The couple met in June 2014 at a rooftop dinner party in Austin.

## 2005

*Chloé Arthurs* and *Ziza Craig* both live in the San Francisco Bay Area and have been spending a lot of time together. Recently they jumped out of a plane. They both agree that it was less terrifying than Senior Exhibition.

## Babies

(near right) On October 6, 2015, Cormac Kehoe '87 and his partner Deedee Hsu welcomed Chloe Mia Hsu Kehoe. She fills their life together with great joy.

(far right) Charlotte Taylor '02 and her husband Menno Goedman share the good news about the birth of their son, Robert "Ruzzie" Green Taylor-Goedman on November 17, 2016. Ruzzie looks forward to his first SAS reunion in June!

(bottom) Alex Pfeiffer '02, her husband, and daughter Riley (2), welcomed their newest addition Morgan on August 16, 2016.



Members of the Class of 2009 Beth Martin, Divya Natesan, Frannie Gurzenda, Margot Mellon, Tyler Gehrs, Mackenzie Lilly, Sarah Haroldson, Hayley Swan, and Sarah Anne McShan rang in New Year 2017 together.





## Weddings

(above and right, top) Searcy Milam '02 married Brooks Andrew Morgan on December 16 in Dripping Springs, Texas. St. Andreans in attendance were (l. to r.) Mary DeSalvo, Lucinda Moorehead '05, Sam Shackelford '02, Searcy, Rev. David DeSalvo, and Sallie Wright Milam '05.



(right, middle) Mac McCallum, '06 and Mary Pat McCallum were married on July 16, 2016, at the Asheville School in Asheville, N.C. St. Andreans in attendance were: Adelaide Belk '06, Andrew Devlin '06, Ikenna Iheoma '06, Alexa Caldwell '07, Phil Wilson '06, Fitz Barth '06, Molly Whiteman '06, Jamie Devereux '06, Ashley (Panichelli) Washall '06, Nancy Graves '06, Joy Doyle '06, Tyler Montgomery '05, Sam Arnold '06, Katie Garvey '06 and former faculty Peter and Darcy Caldwell. Not pictured: George MacDonald '06.



(right, bottom) Phillip Wilson '06 celebrated his marriage to Dana Benedict on December 3, 2016. Several SAS alumni in attendance included Jamie Devereux '06, Sam Arnold '06, Ikenna Iheoma '06, Colinford Mattis '06, Ashley (Panichelli) Washall '06, Andrew Devlin '06, Nancy Graves '06, Joy Doyle '06, and Mac McCallum '06.





CAN'T HELP BUT CONNECT



“I count myself in nothing  
else so happy as in a  
soul rememb’ring my  
good friends.”

– William Shakespeare

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*St. Andrew's*

**Award-winning journalist Jim Perry '46**, who served for two decades as the *Wall Street Journal's* chief political correspondent, passed away on November 23, 2016, at the age of 89. Perry wrote five nonfiction books on military, presidential, and political history, and on the press itself. In 1997, he was recognized with a Fourth Estate Award from the National Press Club for his distinguished career in journalism.



Last summer, we got the chance to turn the dictaphone on Perry in what turned out to be his last visit to St. Andrew's campus. He reminisced about his days as a student during the Second World War. "We were very sports-minded back then," he said. "I was captain of the baseball team. I played football and basketball. We did nothing but talk about sports—and girls that we never saw, of course." Perry's time at St. Andrew's predated the School's choice to go co-educational by nearly 30 years, and he was thus forced to go the extra mile to make a date. "I had this trick. I had braces with metal bands, so I'd get some caramels and chew on them so they'd spring, you know? Then I had to go back to Philadelphia to get them fixed. Usually when my girlfriend wanted me home for a party."

"One of the interesting things about World War II here was the shortage of everything," he continued. "You couldn't get baseballs. You couldn't get bats. You couldn't get a new uniform. My roommate Jim Bacon '45 was the best athlete in the School. He was on the football team and wore the number 11. The number 11 was two adhesive strips on the back of his red jersey."

Perry noted that many of his classmates, having reached draft age, left the school abruptly to join the Army or the Navy. Perry himself got his start on the St. Andrew's baseball team thanks to a classmate who had to miss a game due to a draft board appointment. "During war time, our short stop was a VI Former named Howie Willets '43, and he was having trouble

with the draft board in Wilmington; his parents had been overseas and he had a couple of birth certificates that didn't agree on the date. So he had to go up to Wilmington one day when we had a game—this was when I was

in the III Form—and I ended up playing shortstop. Finished up the year playing shortstop, much to the chagrin of the VI Formers. A III Former had taken their pal's place on the baseball team."

"Then, the next year, there were only two of us left from the team the year before," Perry continued. "So I got to be captain, because who else are we going to have as captain? I enjoyed that."

## **"I Wanted to Be a Writer"**

**A LOOK BACK WITH JIM PERRY '46**



For his own part, Perry joined the Marines when he turned 18 in 1945 (“it was either that or be drafted into the Army”) shortly before what would have been the fall of his VI Form year. “I got a diploma from St. Andrew’s eventually,” he noted. “I made up for what I missed by taking classes in Philadelphia.” Although Perry did not see any combat—“the closest I ever saw to combat was when there was this Marine attachment at the Naval Academy, and we used to have to go down and break up fights among the sailors at Lolly’s Tavern in downtown Annapolis”—he credits his career in journalism to the Marines; Perry got his start as a staff writer for the Marines’ *Leatherneck Magazine* during his first year in the service.

“My stepbrother Holly Whyte ’35 was always sort of my role model,” Perry said. “He came to St. Andrew’s, and that’s how I ended up here. He did a lot of writing for the *Marine Corps Gazette*, which is the official, the ‘serious’ publication of the Marine Corps—and that’s how I developed my interest. We were great pals together.” (Whyte later went on to write the bestselling *The Organization Man* in 1956, still considered to be one of the most significant critiques of rising societal and economic structures in post-war, mid-century America.)

Alongside the Marines and Whyte, iconic St. Andrew’s English teacher Bull Cameron also shares some of the credit for Perry’s passion for writing. “The teaching probably wasn’t as good back then, but we had Bull Campbell. He was amazing! He inspired you! You weren’t bored in his classroom. He used to stride back and forth in front of the classes, picking over parts of Shakespeare plays, the male part, the female part. He recited it all from memory.”

After the war, Perry received a bachelor’s degree from Trinity College in Hartford, Conn., then began working as a reporter for the *Hartford Times*. “I wanted to be writer, and you know, what do you do if you want to be a writer?” said Perry. “You go to a newspaper, you write every day.”

From Hartford, Perry moved on to work for the *Philadelphia Bulletin*, at that time the largest evening paper in the country. “*The Bulletin* was a wonderful experience, but they weren’t a great newspaper. They were a good daily newspaper, but the owner was very cautious and conservative. What makes a great newspaper is great owners, great reporters, and great editors.” An interest in moving to Washington, D.C., afforded Perry the chance to begin reporting for the Dow Jones’ *National Observer*, and it was in this role that he found himself in the presidential motorcade in Dallas on November 22, 1963.

“I was with Kennedy when he was assassinated,” Perry recalled. “We were in the first bus with the national press corps. I heard the shots. Some people thought these were backfires they were hearing, but having been in the Marines, I said, ‘No. No, those are rifle shots.’ I promise you, I only remember hearing two. If the Warren Report says there were three, I suspect I didn’t react to the first one, so I only remember two.” He notes that he filed his story “right on deadline,” too. “I pretty much wrote the story on the plane back and then filled it in with additional information when I got back to my office. Biggest story I ever covered.”

After writing for the *National Observer* for 15 years, in 1977 he made the move to the *Wall Street Journal*, where he served as that paper’s chief political correspondent for two decades. “The Washington bureau [of the *Wall Street Journal*] was highly professional, but it wasn’t anything like the *National Observer* or the *Bulletin* as far as being good-natured fun,” Perry said. “They’re very serious and very competitive. But we did good work, and I worked with some really wonderful journalists. A lot of good people.”

In “retirement,” Perry wrote a political blog and opinion pieces for the *Pittsburgh Post-Gazette*’s website. “I claim to be the best one-legged blogger on the planet,” said Perry, who during his visit, cruised around St. Andrew’s campus in his wheelchair.

Having covered every American political election from 1964 to 2000, Perry attended 19 national political conventions, interviewed every president from Kennedy through to George W. Bush, and even posted reports from Churchill’s funeral—and he certainly has some stories to tell on the country’s late-20th century leaders. “I liked the first Bush,” he reminisced. “He was a decent, hardworking man. We all liked Kennedy, of course, because he was good company—he was smart and funny. Johnson, not so much. When Johnson was Vice President we got an interview with him, and my editor sent me along with [a fellow reporter] who was kind of an idiot. I said to him, ‘For God’s sake, don’t ask the Vice President what he does all day.’ So we go into the office and George Reed, [Johnson’s] press guy, is there. And the first thing my guy asks is, ‘Mr. Vice President, what do you do all day?’ Johnson says, ‘Reedy, get these people out of here!’ We were thrown out of the office. We never did get to talk to him [that day], but I interviewed him later, many times.”

“At any rate,” Perry concluded with something like nostalgia in his soft voice, “St. Andrew’s was a good place for me to start.” ■



# In Memory

## William Corddry '38



and studied engineering at Lehigh University.

Bill enjoyed a long career as a shipbuilder, mostly with Bethlehem Steel, first in Quincy, Mass., and then in Sparrows Point, Md. He retired in 1976 and began a long second act devoted to family, community, faith, and friendships. Bill and Doris lived in Cohasset, Mass., for 18 years before moving to Severna Park, Md., where both lived the rest of their lives, primarily in Linstead. Since three of their children live on the west coast, Bill and Doris also spent many months in Seattle, on Denman Island, B.C., and camping across the U.S. and Canada dozens of times.

His Episcopal church communities were a focus of his life, including nearly 50 years at St. Martin's in the Field, in Severna Park, Md. His lifelong approach to faith was characterized by tolerance, aversion to dogma, open-minded inquiry, and the central importance of community. Bill was the son of Harris Staggs Corddry (d. 1953) and Rose Irwin Corddry (later Johnson, d. 1968) of Snow Hill, stepson of Emily Stevenson Corddry (later Haight, d. 2000), brother of Alexandra Perdue (d. 2005) of Salisbury, Md., Edward Johnson of Virginia Beach, Va., and Riley Stevenson "Steve" Corddry of Tewksbury, Mass. He was also close to Doris' siblings, William Stovold (d. 2015) and Gordon Stovold, and their families, and shared with them a love of "messaging around in boats."

Bill is survived by his four children: Tom Corddry of Seattle, Wash., Jane Corddry Langill (Norman Langill), also of Seattle, Annie Corddry (Dennis Lavallé) of Denman Island, British Columbia, and David Corddry (Donna Downing Corddry) of Annapolis, Md., as well as 10 grandchildren and 10 great-grandchildren. Bill succumbed with remarkable dignity and valiant good cheer to cancer, surrounded by family and friends, and buoyed by his faith. He gave up television forever once the Orioles' season ended. He will be remembered for how truly and deeply he loved Doris, his family and his friends, and this world in which he lived so fully. Published in *The Washington Post* on November 2, 2016.

## James M. Perry '46

Jim Perry of Chevy Chase, Md., and Glenora, N.Y., passed away on Wednesday, November 23, 2016 with his two daughters by his side. Jim was a WWII Marine veteran, career journalist, historian and blogger who was awarded the Fourth Estate Award from the National Press Club in 1997. He was also the beloved husband of the late Margaret Pancoast Perry; devoted father of Greta

Perry (husband, Chris Kelly) and Kathie Perry Lynch (husband, Tim Lynch); cherished grandfather of Jamie Kelly (wife, Kristen), Brendan Lynch (wife, Chelsea) and Lindsay Lynch; loving brother of Matthew Perry (wife, Joy).

Adam Bernstein of *The Washington Post* remembered Jim on December 2, 2016:

James M. Perry, a political reporter who wrote engrossing books about the shortcomings of the press, costly episodes of bluster and blunder in the military, and the ways poll-driven marketing reshaped politics, died November 23 at a hospital in Washington. He was 89.

The cause was complications from heart and vascular disease, said a daughter, Margaret "Greta" Perry.

Mr. Perry, a resident of Chevy Chase, Md., spent his formative years with now-defunct newspapers that included the *Hartford Times* in Connecticut, the *Philadelphia Bulletin* and the *National Observer*, a weekly published by Dow Jones for which he covered the assassination of President John F. Kennedy in 1963.

After the *Observer* shuttered in 1977, he joined the *Wall Street Journal* and became its chief political correspondent. He retired in 1997 and, in recent years, contributed commentary, including a detailed first-person remembrance of the Kennedy slaying to the *Pittsburgh Post-Gazette*.

One of Mr. Perry's early books, *The New Politics: The Expanding Technology of Political Manipulation* (1968), examined how pollsters, data processors and a new crop of management professionals produced what a Kirkus Reviews critic described as 'campaign pitches as personalized and dehumanized as a facsimile signature.'

Mr. Perry's next volume, *Us & Them: How the Press Covered the 1972 Election* (1973), won plaudits for its dissection of media folly on the hustings.

"No group of reporters in the history of journalism has guessed so wrong so often," he wrote of a media corps that assumed Sen. Edmund Muskie of Maine would walk away with the Democratic Party's nomination, then "indulged in an orgy of speculation" about the prospects of New York Mayor John V. Lindsay, all the while undervaluing the staying power of the party's eventual nominee, Sen. George S. McGovern of South Dakota.

Mr. Perry excoriated journalists for being overly influenced by Theodore H. White's *The Making of the President* book series that, starting with the 1960 race, gave a backstage peek into a campaign's machinery and personalities.

"We have become nitpickers," Mr. Perry wrote, "peeking into dusty corners, looking for the squabbles, celebrating the trivia and leaping to those sweeping, cosmic, melodramatic conclusions and generalities that mark the Teddy White view of American politics."

He faulted political reporters for an insufficient knowledge of economics, which he said led them to play down or ignore substantive stories involving policy in favor of coverage that played up minutiae.

The book was favorably reviewed but was overshadowed by another volume published that year—*The Boys on the Bus*,



journalist Timothy Crouse's seminal account of the motley band of political writers covering the 1972 presidential race, from the sober-minded David S. Broder of *The Washington Post* to the debauched Hunter S. Thompson.

Stephen Hess, a scholar of media and government at the Brookings Institution, said both books—intended for a popular readership—heralded a trend of books in the 1970s that dispelled the dated “stop the presses” caricature and showed how journalism is made, for better or worse.

James Moorhead Perry was born in Elmira, N.Y., on Aug. 21, 1927, and grew up in Philadelphia. He traced his interest in journalism to his stepbrother, William H. Whyte, a reporter for *Fortune* who later wrote *The Organization Man*, a best-selling analysis of corporate conformity in the 1950s.

Mr. Perry served in the Marines at the end of World War II and, in 1950, graduated from Trinity College in Hartford. He had been a stringer for the *Hartford Courant* but went to the rival *Times* for what he joked were mercenary reasons. “They offered me \$45,” he later told C-SPAN, “and the *Hartford Courant* offered me \$35, so I went for the big money at that time.”

In 1954, he married Margaret Pancoast. She died in 2011. Survivors include two daughters, Greta Perry and Katherine Lynch, both of Chevy Chase; a brother; and three grandchildren.

A Civil War buff and amateur historian, Mr. Perry returned to book-writing toward the end of his career with the *Journal*.

*Arrogant Armies: Great Military Disasters and the Generals Behind Them* (1996) highlighted the loss of life suffered through reckless indifference during military adventurism over the centuries. Mr. Perry found nearly every major power guilty of cocky assumptions about the enemy, faulty intelligence and political bumbling.

Noting the contemporaneous American military involvement in Somalia, Haiti and Bosnia, a critic for Kirkus Reviews called the book “required reading for military cadets, politicians, and the bureaucrats who typically direct wars from a safe distance.”

Mr. Perry saw the origins of modern journalism, for all its triumphs and faults, in coverage of the Civil War, a subject he addressed in his 2000 book, *A Bohemian Brigade*. The arrival of the telegraph made the conflict “the world’s original instant-news war,” he wrote, and journalists—a rowdy gang with few pretenses of objectivity—became major players in influencing public opinion.

His final book was *Touched With Fire: Five Presidents and the Civil War Battles That Made Them* (2003).

Mr. Perry, a recipient of the National Press Club’s Fourth Estate Award for a distinguished career in journalism, took an acerbic view of political reporters who yapped on television. Writing in “A Bohemian Brigade,” he called them “a new class of highly paid reporters who think of themselves as the peers of the people they interview and talk about.”

But he was not immune from arrogance, Mr. Perry confessed. “I have happily denied making mistakes that were there for all to see,” he wrote. “I have done my own fair share of pontificating. I belong

to my own Bohemian Brigade, the national political press corps, and I may even have been rowdy once or twice.”

### James Ogden Stokes '47



James Ogden Stokes died at home of natural causes on December 6, 2016. Born on September 5, 1929 in Riverwood, Md., outside of Baltimore, he was 87 years old.

Jim attended the McDonough School in Maryland, West Nottingham Academy and graduated from St. Andrew’s School in Delaware. He attended Baltimore City Junior College and North Carolina State College School of Forestry in Raleigh. He

was drafted into the Army and served in Korea. He resumed his education at Teachers College in Baltimore, and graduated from the University of Tennessee in Knoxville with a degree in Art Education. He then did graduate work at Rochester Institute of Technology.

Jim moved to Tryon, N.C., in 1973 with his partner Peter DiCarmine. Longtime vegetarians, Jim and Peter had an expansive garden, including figs, persimmons and peaches that they canned. They traveled extensively, camping in their early years and later touring Europe during the winter months. Jim was also a weaver and sold his rugs at the gift shop he and Peter ran in Tryon.

Jim was predeceased by Peter in October 2016, and his parents George Clements A. Stokes and Elinor Linsley Williams Stokes, who lived in Tyron from 1979 until their deaths.

### Thomas Augustus Deveny III '48



Tom Deveny, 86, passed away peacefully on September 3, 2016.

Preceded in death by his wife, Mary Ann in February 2015 and daughter Susan in 2007, he is survived by his sons, Cliff (Sandy) of Carbondale/Denver, Colo., and Chris (Kathy) of Glencoe, Ill.; son-in-law, Jon Pavloff of Akron; and nine grandchildren, Alex, Andrew, Tatiana Pavloff, Hannah, Robbie, Maggie, Colin, Kamryn and Kelley

Deveny; brothers Jim (Linda) and John (Holly).

Tom was a graduate of The University of West Virginia (B.A., 1952) and College of Law (1957). Tom was elected the West Virginia Mountaineer mascot for the 1951-52 season and was a devoted fan ‘til the end. He was honorably discharged from the U.S. Air Force in 1954 after serving in Newfoundland, Canada. He proudly worked for The Goodyear Tire and Rubber Company for 31 years in the law department. After retirement he served as a mentor for entrepreneurs with the Akron chapter of SCORE. He served on many community nonprofit boards including Stan Hywet and Old Trail School.

Tom was a member and served twice as the senior warden of St Paul’s Episcopal Church and was a member of Trinity by The



# In Memory

Sea Episcopal Church in Naples, Fla. He was a member of Portage Country Club, Rockwell Springs, and The Naples Yacht Club.

Tom will be remembered for his sense of humor, kindness and always being a gentleman. He made everyone feel at ease and always lifted up those around him. He was selfless and focused on helping others achieve their goals.

## William S. Zuill '48



William S. Zuill, an author and avid historian who became the first director of the Bermuda National Trust as well as serving for three years as editor of *The Royal Gazette*, has died at the age of 86.

Mr. Zuill's reporting career started in the early 1950s, working as a general news reporter, parliamentary reporter, assistant editor and associate editor before finally editing the paper through to 1971.

His prodigious memory included some watershed chapters in the island's history, such as the Theatre Boycotts of 1959. "I think that moment broke the dam of segregation in Bermuda," he recalled for this newspaper in 2008. "After that, the colour walls came tumbling down." Mr Zuill enjoyed a close friendship with the late Stanley Ratteray, Bermuda's first education minister and a founding member of the Progressive Group that initiated the boycotts. With his brother, James Zuill, he belonged to an informal gathering nicknamed the Sharon group after his brother's house, where black and white Bermudians mingled in a notable break from the character of the times. Along with Dr. Ratteray, prominent figures such as Eugene Cox and Eva Hodgson socialised there. Writing ran in the family: his father, also William Zuill, wrote the classic *Bermuda Journey* and his son, Bill Zuill, served as editor of *The Royal Gazette* from 1998 to 2012.

In 1973 he brought out *The Story of Bermuda and Her People*. Published by Macmillan, it stood for years as the island's definitive volume of history, used as a school textbook. It was his favourite out of many books.

In 2015, Mr Zuill published *The Pirate Menace: A History of the Golden Age of Piracy*, which featured several Bermuda pirates along with legendary figures such as Blackbeard (Edward Teach) and Henry Morgan.

Shortly before his death, he completed a shorter narrative on the life of Captain William Kidd, which will be published posthumously.

Taking charge of the Trust after he stepped down as editor, Mr. Zuill became a passionate advocate of the island's heritage, calling for the promotion of Bermuda's cultural tourism.

He retired in 1990 after 18 years. Under his stewardship, the Trust became Bermuda's main conservator of the island's built heritage and open spaces, and a leading environmental organisation of its time. Two of the Trust's major public events, the Christmas Walkabout in St. George's and the Palm Sunday Walk, were initiated while he was director. *Bermuda's Delicate Balance*, a classic book on the island's environment, was also published by the Trust during his tenure.

Aside from his keen knowledge of family history, Mr. Zuill's love of bygone Bermuda was expressed in historical dramas and stories. Family recalled him as erudite, and gifted with a formidable memory.

Mr. Zuill was also a pillar of St. Mark's Anglican Church in Smith's, serving for long periods as church warden and a member of the vestry, as well as steering the church through a difficult period in the early 2000s. He attended the 8 a.m. Sunday service every week until he went into hospital two weeks ago.

Born on May 27, 1930 to William E. S. Zuill and Christiana Zuill, he was educated at the Whitney Institute, St. Andrew's School in Delaware, Harvard University—where he majored in history—and the Regent Street Polytechnic, where he studied journalism. Mr. Zuill married Joyce Zuill in 1958. A longtime teacher and president of the Bermuda Garden Club, she died in 2011. The couple had three children: Rebecca Brady, Catherine Zuill, and Bill Zuill, all of whom worked as journalists in various capacities.

Mr. Zuill was a longtime trustee of the Whitney Institute, a member of the Government Archives board for decades, a trustee and secretary of the Walsingham Trust—which cares for 25 acres of caves and conserved land in the nature reserve known as Tom Moore's Jungle — for more than 30 years, and a keen supporter of Probus Club.

In a statement, his children said: "Our father had a distinguished career in public service, both as a journalist, a conservationist and as a churchman, and we are proud of his legacy. A meticulous researcher and a fine writer, his books are an important part of the Bermuda lexicon.

"If anyone had a question about Bermuda history, they knew who to call, as our father had an encyclopaedic knowledge of the island's past and its place in the world.

"But we remember him most as a loving husband and a dedicated father who was kind and generous, openminded and fair to all, and who is an exemplar to us, to his grandchildren and to all who came into contact with him—as a true Bermudian spirit who dedicated his life to the wellbeing of this small island and those who are fortunate enough to call it home."

Published by Jonathan Bell, Royal Gazette, October 2016.

## Tom Osborn '51



Tom passed away on October 22, 2016 near Oceanside, Calif. Tom came to St. Andrew's in V Form and was with the Class for two years. He was a member of the varsity football, varsity basketball and varsity tennis teams. He was an acolyte and Chapel lector. Tom served in the artillery division of the Army in the German theater and had a lifelong career in the insurance industry. He was a member of the Porsche Club of America and also active in the German-American Society.



**Sidney Burr Brinckerhoff '52**

Sidney Burr Brinckerhoff (Born September 27, 1933) died peacefully in Bellevue, Wash., on January 5, 2017, surrounded by family. Sidney's life was marked deeply by his philanthropy, his passion for history, his love of the environment and all animals. Sidney graduated from Princeton University, with a degree in American history and shortly afterwards made his home in the Southwest.

Sidney was former Executive Director at The Arizona Historical Society, served as President of the Community Foundation of Southern AZ, and actively supported a variety of nonprofit organizations including Therapeutic Riding of Tucson and cofounding The Parent Connection. In the mid-1990s, Sid moved to the Pacific Northwest and immersed himself in the beauty and conservation needs of this area. He worked vigorously for Barack Obama's campaign and served on the Board for People for Puget Sound.

In recent years he devoted his energy to his spiritual home on Orcas Island, Wash., and in Tucson, to the Presidio San Augustin Del Tucson. Sidney was a friend to many, a lover of good conversation, with a ready smile and an indomitable, generous spirit. And for all this, his greatest pride and joy were his children and grandchildren. We will always feel his presence through the Horned Toad, the bumble bee and the Orca whale and in the all the places, near and far, where he left his mark!

He is survived by his children, William, Laura, Aaron and Ariana, and grandsons William and Alexander.

Published in *The Seattle Times* on January 29, 2017.

**John S. Kenney '54**

John S. "Shack" Kenney, D.V.M., 79, died on Saturday, August 27, 2016, with his family by his side.

His lifelong love of horses led him to his distinguished career as an equine veterinarian, having also been one of the breeders of Albatross.

John played a wicked good game of racquetball and tennis. His unabashed Southern charm, good looks, and snarky humor endeared him to many. The consummate curmudgeon, he loved to rile and be riled by anybody up for the challenge, and would kill to win a heated game of Scrabble; he was also a really sore loser.

John ventured into real estate, and truly enjoyed being a docent at Polly Hill Arboretum along with his wife, Corinne, whom he adored.

He is survived by Corinne; his children Jonathan, Jennifer, and Megan; brother Charles; sister Carolyn; grandchildren Alex, Patrick, and Lauren; great-grandchild Sydney Rose; and faithful Cairn terrier Pip. John will be sorely, sorely missed.

Published in *The Martha's Vineyard Times* on August 30, 2016.

**Church Hutton** reported the sad death of Shack Kenney in August due to acute myeloid leukemia (AML), a form on the increase as people live longer. Shack was high scorer on our basketball team and one of our most beloved members. How could we not love a guy so bright, so funny, and so unconcerned with rules of the day? God bless you, Shack; we'll all be joining you soon enough.

**Stephen B. Duke '56**

Stephen Benjamin Duke, 77, of St. Petersburg, passed away December 5, 2016. Stephen was born in Bridgeton, N.J., and worked for many years as an attorney. He is survived by his loving sister, Ellen (Myron) Mensh; niece, Denise (Richard); nephew, Roger; greatnieces, Coral and Lucille; and greatnephew, Oliver.

Published in the *Tampa Bay Times* on December 7, 2016.

**William Nicholas Denton III '57**

William Nicholas (Nick) Denton III passed away peacefully at his home in White Salmon, Wash., on Friday, Sept. 9, 2016.

Nick was a caring husband of 43 years to Melanie, and father to Skyler, Caden and Cali.

He is survived by his family members by blood relation: his little sister Barbara Leigh, his sister-in-law Victoria, and his mischievous nephews Bruce, Brad, Erik, and

Devon. Nick also called his family the dear friends and neighbors in the community of Brislawn Loop, White Salmon, and the Gorge who are already feeling his loss.

Nick was preceded in death by his faithful children Cody and Casey and will be fondly remembered by family and friends as a loving husband, father, uncle and friend.

Nick was known for his zest for life and travel. As a proud member for 30 years of the American Red Cross Disaster Relief Management team, he traveled and assisted around the globe when emergencies arose. His career also included 30 years in corporate management, 18 years with Reader's Digest Association, ending his career there as director of New Business Development.

Nick was an alumnus of Washington-Lee University in Lexington, Va., and a veteran of the U.S. Navy. His wife, Melanie, is proud owner of Signs & Designs of White Salmon. Nick will be deeply missed.

Now He's Gone

He slipped away.

In this place of space and time,

I wonder where I belong.

I hold his hand and keep him close to me,

scared of how it's going to be ...

He faded fast and left me here.

I ask myself these words of fear,

It's ok to be so scared!



# In Memory

Are you just afraid of being alone,  
coming back to our empty home.  
I'm ready now to say goodbye,  
I'll wipe our tears and wonder why ...  
Excerpted from Hood River News

**George Brakeley** recalls, "Nick and I were classmates not only at St. Andrew's but also at St. Albans. At St. Andrew's, I led a dance band in which he played the drums (there were two other drummers as well, but he was easily the most talented), so we knew each other pretty well. Over recent years we corresponded from time to time by email. I will miss him."

## Giles B. Welch '66



Chuck Shorley '71 writes, "We often don't realize our friends' importance to us until they are gone. Today, December 7th, is one of those days because of the link of Pearl Harbor Day to George Welch '37. Every year, on Pearl Harbor Day, I would call Giles (Welch '66).

"George S. Welch SAS '37 was taking off without orders in a P-40 as did his Army Air Corps wingman on three separate sorties

from Wheeler and Haleiwa Fields in Hawaii during the Pearl Harbor attack. Wheeler Field was being actively strafed by Japanese fighters when Lt. Welch and Lt. Taylor took off for the second time after refueling and re-arming. Those of you who have seen the movie Pearl Harbor may have seen snippets inspired by George and his wingman's actions. George was ultimately credited with shooting down four planes that day and likely the first Japanese plane in World War II.

"Despite the existence of George Welch's picture in the War Memorial room at St. Andrew's, I was unaware of his place in history until I "met" his son, Giles Welch '66. Okay... so I never really "met" Giles. I arrived at SAS as a little, scared Second Former in September of 1966 some three months after the Class of 1966 had graduated and gone their separate ways. Nonetheless, Giles Welch was my friend largely due to acquaintances that we had in common from our separate and strikingly different SAS experiences. I think it was Dr. Paul Scott '68 who put us in touch after hearing a Headmaster Robert A. Moss story from me. Giles and Bob Moss were not fans of each other, to risk understating the case. You might have gathered that the story was not flattering of our Headmaster. Giles reveled in Moss' discomfort. That was the starting point for Giles and me.

"The relationship matured as I was enlisted to deal with the ongoing and recurring attempts from different sectors to get the Medal of Honor for his father's actions during the Pearl Harbor attack. Giles tasked me with leaning on Justice Henry Ridgely '67 in Delaware, Dr. Jerry Fogle '67 in West Virginia and John Morton '65 in Washington, DC.

"Giles and I had a mostly telephonic relationship talking often and sometimes far into the night. On occasion we exchanged care packages. He had the same relationships with a number of others as well. You see he lived in Oak Park, CA. and I live in Ocean City, Md.,

opposite coast dwellers as it were. Time zones notwithstanding, he lovingly commanded some of us like personal assistants. "Call Eppa (Hunton)!" or "Talk to Andy (Ringle)," he would say. "Do you have the number?" "Yes Giles, I have the number."

Giles departed this life last June during the week of his 50th Class Reunion at SAS (and my 45th Reunion). Certainly, it put a damper on the weekend for me and his classmates in attendance, many of whom I also consider friends (and whom I actually have "met" face to face). Those friendships are in large part due to the ninja powers of one Giles Welch.

We would talk about his Dad and many other things...politics, flea market or thrift store purchases, famous friends and first responders he knew from his days in Malibu government, Italian Murano glass artists, quality of knives, even how to properly make a ham sandwich and of course Saint Andrew's School. We were both "Saint Andrew's Boys" and that was special. I would submit, that even before the kinder gentler more liberal co-educational school of today, the all boys (A/k/a "B.G.", Before Girls) version of the school instilled a Christian ethic and sense of honor in us which largely direct our lives to this day; The School laudably continues to inculcate such ideals in the Saint Andreans who followed under the administrations of Jon and Joan O'Brien and Tad and Elizabeth Roach. Saint Andrews will always bind us as alumni/ae together even in the face of disagreement. Giles and I felt that bond despite never meeting and it grew stronger every year. During one time period, we talked so often my wife thought I was dating again. LOL

I often found myself driving alone on long business trips into the late evening hours and Giles was there for me. I could call him at night (early evening his time) and he would talk me awake.....insist I get coffee and then call me back a half hour later to make sure I was still awake and on schedule.

I miss being able to call Giles now when I am driving and it is even more obvious how often we spoke now that he is gone.

The most emotional I ever remember Giles was after the Virginia Tech shootings. He wanted to do something so it would not happen again... proposing flash/bang technologies and the like. He was truly affected and wanted to do something to help. Despite his claim of being ruthless, I think his friends recognized his true desire to help protect the innocent. Sympathy and concern is what filled his heart. He rescued parrots, gave away what he couldn't afford to give and tried to help make things better for others when he could. At the end of each call he would end....."Say prayers for me and the parrots." I did Giles, I did. So did many others. Rest in Peace Giles...I will miss you!

John Morton writes, "I was a fourth form transfer, a new boy. That year, Giles sat in the study hall near me, Walter Pratt and Jim McClaugherty. Giles was very welcoming, and we remained good friends throughout my three years. Most obvious to me was his 'sweet' disposition, despite all. Giles was a genuinely good person, and, probably, a man of solid faith. It is one of those things that we all regret, that we really didn't get to know more of the boys like Giles while we were there. SAS provided the opportunities with all that it offered us. Whatever, those of us who have stuck with it are able to restore (as Andy Ringle likes to quote) 'the years the



locusts have eaten' whenever we gather and/or do things with our SAS brothers and sisters. Life is precious."

### **Darius Mansoori '83**

Darius Mansoori, 52, died of cardiac arrest on December 31, 2016. Darius Mansoori's life and career was summarized beautifully when Darius won the Delaware Entrepreneurial Success Award, presented by then senator Joe Biden. The award program read:

"Darius Mansoori led the charge to revitalize Wilmington's downtown business community. The entrepreneurial sensation owned and operated the successful Washington Street Ale House & Restaurant and Mikimotos Asian Grill & Sushi Bar. In 2000, Darius filled a culinary void in Wilmington when he opened Mikimotos next to the Washington Street Ale House. His restaurants are continuously honored with numerous 'Best of Delaware' awards by the readers of *Delaware Today*. With Darius' good taste and determination, there was no limit to his entrepreneurial success."

Since winning this prestigious award, Darius has opened Stingray Sushi Bar + Asian Latino Grill on Lake Avenue in Rehoboth and had plans to reopen Presto! as a cyber café in 2017. Always the life of the party, Darius was full of stories and would always have everyone laughing. He was a serious Philadelphia Eagles fan and attended almost every game, as well as many Super Bowls. Darius loved collecting automobilia and unusual items from his childhood years. His adventurous spirit was truly one of a kind. He will be dearly missed.

Darius leaves behind his mother, Janet Mansoori; father, Dr. Amir Mansoori and his wife, Gail and their son, Amir Mansoori, Jr; Aunt Nancy and Uncle Frank Psota; Aunt Debbie and Uncle Marty Kaminsky and cousin, Ben; Aunt Heidi Kalata, Uncle Dr. Majid Mansoori and Aunt Molly and cousins, Sean and Atha; devoted girlfriend, Katie Loizeaux and faithful black lab, Bernie. Darius is predeceased by grandparents, his sister, Nicole and his cousin, Scott.

A Celebration of Darius' life was held at the University of Delaware Goodstay Center, on Saturday, January 28. Many members of the Class of 1983 were in attendance, including Jay Cogswell, Karl Saliba and Tad Roach who each spoke.

From **Jenny Kern '83**: "Darius was always hosting—whether the night before the 10th grade prom when five couples enjoyed his family's hospitality, at so many of our reunions with his lavish sushi spreads, or in his jeep as he ushered a bunch of us off campus in violation of several basic school rules our second year at SAS, Darius knew how to provide with a generous and adventurous heart."

### **Frederick James McCall, Jr. '93**



Frederick "Fritz" James McCall, Jr., beloved husband, father, son, and friend, was the heart and soul of his family. He made a loving and joy-filled home with his wife, Soyong Cho McCall, and his daughter, Sophia Cho McCall, in Arlington, Virginia. Fritz was a doting and adoring father, frequently taking Sophia on adventures big and small. He taught her everything he could, from swimming with sea turtles to

constructing robots. He was the rock for his wife, always supportive and her best friend for more than 20 years. Fritz loved to bring family and friends together over a home-cooked extravaganza, especially during the holidays and at his mother's annual crab feast. It brought him joy and happiness to see those close to him enjoy his meals and gather together in good conversation and laughter. He was always ready to share a story along with his incredible humor and wit.

Fritz also found a home and many valued colleagues and friends at the University of Maryland, where he worked for more than 16 years. Fritz began working part-time at UMD in 1999 and was soon hired full-time by the University of Maryland Institute for Advanced Computer Studies (UMIACS), where he was named Director of Computing Facilities. In this role, Fritz managed the institute's computing infrastructure as well as its tech staff. Over the next 16 years, Fritz designed and built high-end computing labs that conducted research in genomics, computer visualization, cybersecurity, environmental synthesis, virtual and augmented reality, and more. The UMIACS Help Desk that he conceived provides 24/7 tech coverage to 80-plus faculty and research scientists and more than 150 graduate students. In March 2016, Fritz shifted to the University's Division of Information Technology, serving as Director of Research Computing for the campus.

Fritz was born in Wilmington, Del., to loving parents, Frederick "Fritz" James McCall, Sr. and Catherine "Cathy" Elizabeth (Curran) McCall. He grew up in Chestertown, Md., and attended high school at St. Andrew's in Middletown, Del. Growing up, Fritz was active in sports and lacrosse in particular. In his senior year of high school, he was named Most Valuable Player and to the All-American team. He thrived at St. Andrew's where he was also a talented artist and enjoyed making home movies with his friends. Fritz graduated from Williams College with honors and majored in Art History and Mathematics. He met his wife and many dear friends at Williams, where he was often the life of the party.

Fritz left this world far too soon, passing away on January 2, 2017. In addition to his wife and daughter, Fritz is survived by his mother, Cathy McCall, his mother-in-law, Pong Cho, and his brothers-in-law, Henry Cho and Robert Cho, and Robert's wife, Jessica, and sons, Andrew and Justin. He is also survived by numerous aunts, uncles and cousins. He was preceded in death by his father, Fritz McCall Sr., in 2006, and father-in-law, Kwang Cho, in 2015. Throughout his life, Fritz was known for his endless generosity, good-humor, loyalty to friends and family, and buoyant spirit. He was and continues to be a bright spirit, lighting the way for others. He will be deeply missed and remembered by his family and friends, and by his wife and daughter, who together will find a way to live to honor him and his values. ❖



*During second grade, my mother was rounding her third year of chemotherapy* for Stage IV



Austin Brannan '19 at this winter's Service of Lessons and Carols.

breast cancer. By this point, all of her hair was shaved off, people would cook us meals every night, family friends were scheduled to drop us off at school every morning, etc. But, one thing my mother never gave up was packing my lunch box. It was one of the only things she felt she could provide for my sister and I while she was still alive. I remember her waking up tired every morning, wrapping a brightly colored bandana around her shiny head, walking into the kitchen, and start slicing the apples; not acknowledging the fact the cancer had spread to her liver, lungs, and bones in the past couple of months.

In elementary school nothing is more embarrassing than the dreaded napkin note from your "Mommy" folded up in the corner of your lunch box. I had told my mom this many times throughout my second grade year. "Mommy, please don't write me a note today" or "Mommy, notes are for first graders" are both things I would exclaim to my mom at 7:30 in the morning as she packed my lunch for school. She never listened. She would slyly grab a napkin from the kitchen table, write a sloppy note, fold it up and place it on top of the classic PB&J sandwich with extra J. With her cold, dry lips she would kiss us goodbye as we climbed into the car of one of our many chaperones at the time.

Later that day, lunchtime rolls around. I grab my maroon-colored and banana-smelling lunch box out of my locker and brought it back to my desk. Unzipping the lunch box, the first thing I notice laying there is the brutal "Mommy's napkin note" reading "I hope you had a wonderful day... xoxo Mommy." I take it out, read it quickly and try to shove it back in before someone notices. Of course, this was Catholic elementary school, a place where bullies can smell vulnerability from a mile away. Another second grader, Augie Wright, wasn't exactly considered one of those bullies; in fact he was kind of a nerd with hair that looked like Albert Einstein. But, he noticed something suspicious about my secretive actions and immediately called me out. "What you got there?" he said as he ripped the napkin out of my hand. He read it aloud, started laughing and showed the rest of the class. My face grew bright red and tears started to roll down my burning cheeks as second graders surrounded me calling me a "Mommy's boy" and "cry baby." I grabbed the note back from whoever had it at the time and sat down to eat my sandwich. The sad thing is, all of these kids knew my mom had cancer. Obviously, they were second graders so it didn't mean anything to them, but they still knew.

Something I regret up to this day is staying silent. I wanted to desperately tell my peers that I love my mom more than anyone in the entire world and I don't care what they think of that. I wanted to tell them that deep down I loved getting those notes from my mom. I wanted to tell them that my mom was going to die in less than four months. Instead, the note had no more significance than being a shredded napkin on the bottom of a odorous trash can.

It's strange to think about how I was a victim of bullying just because someone loved me enough to tell me. It's also strange to think that I wasn't able to address that at the time. Fear and embarrassment had taken over my body which caused me to shut down and be that kid at the corner of the class whose sandwich is becoming soggy from the tears falling on the soft bread. It's even more strange to think that I went to my mom that night and told her to never write me a note again. With a broken heart and saddened face, she obeyed.

This is one of the last memories I hold of my mom before she went into hospice about four months later. In her last four months she never hesitated to tell me how much she loved me; even through barely responsive smiles I felt this love. But, it haunts me to this day how staying silent can be so dangerous, even traumatizing. Silence isn't going to change a mean second grader's habits and neither is time. Sometimes I wonder what the outcome would have been if I didn't stay silent. Maybe I would've gotten more napkin notes; maybe I would have treasured them.

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*VI Form student Austin Brannan '19 hails from Churchville, Md. At St. Andrew's, he's a member of the Noxontones, Choral Scholars, and the St. Andrew's Dance Company. He took on the role of oil magnate Robert Martin in this winter's musical The Drowsy Chaperone, and the role of Jack (as in Jack and the Beanstalk) in last winter's musical Into the Woods. Austin also serves as a mentor in a local elementary school and rows crew. He is a proud resident of Baum Corridor.*





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Old Guard alumni (pre-1959 grads)—88 gifts	
1960s alumni—88 gifts	1970s alumni—88 gifts
1980s alumni—88 gifts	1990s alumni—88 gifts
2000s alumni—88 gifts	2010s alumni—88 gifts
Current parents—88 gifts	Parents of alumni—88 gifts

[www.standrews-de.org/cheerschallenge](http://www.standrews-de.org/cheerschallenge)



Make your gift to the Saints Fund by Friday, April 14 to have your gift count toward your group's Cheers Challenge goal!

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