

ST. ANDREW'S

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We share experiences
that build lifelong
bonds of family.



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LETTER FROM THE EDITOR

Form and Function

As this space has become somewhat of a confessional, I have an admission: this issue threw me headlong into the kind of creative crisis I haven't confronted in a while. For the first time since 2022, I was staring down an issue of *St. Andrew's Magazine* without a baked-in theme. Devout readers may recall we went from the food issue, to the arts issue, and then on to four consecutive issues devoted to coeducation. Years of tidy, packaged narrative paths offered me a specific framework within which to create, think, and execute. The work of mapping those volumes felt akin to pulling on a pair of wool socks still warmed from the dryer—comfortable, safe, and lived-in.

But when I closed my eyes to think about *this* issue, an uncomfortable chaos ensued.

Storytelling possibilities strung out before me like so many dizzying constellations—this one zigged, this one zagged, this one looped into a figure eight. As I attempted to untangle each idea that glowed and pulsed just beyond my reach, I would think of something different, more interesting, or more layered. My brain kept remaking and remapping the universe of this issue in this way until it finally ... combusted. It did what your laptop does when given too many commands: it simply ceased to function.

The wonderful thing about this community is there are endless stories to tell. But when faced with limitless opportunity, it was overwhelming to choose—to know—what was the right first step.

As I was stuck in this terribly uncomfortable place, one simple word cut through the noise: roots.

How are we, as St. Andreans, rooted? What is our foundation? Our 'why'?

Although it took much longer than I'd like to admit, I realized that when things feel insurmountable, we should let what grounds us, guide us.

As such, this issue turned into a celebration of deeply rooted St. Andrew's values, principles, and characteristics.

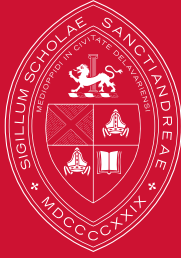
We dive into the school's long-held interdisciplinary tradition of discussion and debate, and how the give and take of this discourse positions Saints to go out into a fractured world and find common ground in uncommon places.

We look at how partnership—like the nearly 40-year relationship St. Andrew's has nurtured with Prep for Prep, a New York-based educational access organization—not only helps the school secure a founding mission almost 100 years in the making, but offers our admissions office the space to expand and change the program, too.

And we pay homage to the past and present of that which first bound our program based on proximity: Founders Hall. The holder of almost 100 years of St. Andrew's stories, Founders Hall is the center of a village devoted to faith and learning. In Founders, we are rooted, but to remain so, the building urgently requires the love and care of its community for its next act.

If there is a lesson to be found in these pages, it is that we are never truly lost when we remember our beginnings. My hope is that as you read this issue, you will feel as I did during its creation: that no matter how far we zag, we are ultimately firmly rooted in a community that offers us a rare certainty: it knows *exactly* who it is.

AK White



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A place to celebrate curiosity and critical thinking.

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MESSAGE FROM
THE HEAD OF SCHOOL

The Conditions for Flourishing



We say education
is transformative
because in what
is transformed,
*we find what
is true.*

What happens in the classroom is central to the St. Andrew's mission. Through discussion, debate, and shared reflection, students and teachers encounter ideas—and one another—in ways that enlarge our worlds. Each classroom gathers distinct voices, and in that intellectual diversity something essential occurs: we are changed.

Earlier in the term, I visited a section of IV Form English taught by Department Chair Kate Cusick. Our homework for the meeting was Act III of *A Midsummer Night's Dream*. I re-read it the night before; throughout the day, I could hardly wait to see how the students would respond to Shakespeare's text.

Act III marks the chaotic crescendo of confusion in this comedy. Its preoccupations—romantic misunderstanding, the peculiar helplessness of being in love, and the question of whether we can change ourselves or even alter how others see us—are hardly abstract concerns for the average teenager, especially when I visited, just before Valentine's Day.

Ms. Cusick divided the students into two groups and went over the agenda. Each team was given two scripts. For the first 20 minutes, we would divide up the roles and rehearse. Then each group would perform their two scenes, and the remaining class time would be spent sharing what students had “noticed,” and what they had “wondered,” following each performance.

My group prepared. The questions of pronunciation, meaning, and stage direction—when does Hermia leave and Puck enter?—were quickly decided. Students' engagement with the text, which they had clearly read and re-read, was sensitive to its humor and its tone—sometimes plangent and sometimes farcical—and their cooperation as actors and directors benefited from the best of what each student brought to the project. As they worked, Nick Bottom was transformed into the ass-headed Bottom, Titania from a domineering queen to a helpless romantic; friends became rivals, and students, impish fairies.





The same conditions that made that class period so alive—shared space, shared purpose, shared inquiry—sustain the school itself. In this magazine, you will find stories about the fundamentals that made this one class so compelling. You will read about how Founders Hall, where we gather, is at the center of a campus planning exercise undertaken by the board of trustees. Financial aid, which is how our students gather in any space, will need to expand and change. Debate, a way of both opening our minds to new ideas and learning what we really think, continues to spark curiosity and transform points of view.

As in *A Midsummer Night's Dream*, transformation reveals truth. With the performances concluded, notes made, our class reconvened to discuss our “wonders” and “notices.” One student’s “wonder” was about how the setting in the forest—versus Athens—defined the action. Another wondered whether Bottom knew he had an ass’s head replacing his human head, or whether he did not, adding to his confusion at Titania’s advances. They were probing the central question of the play—is this magic, or

a dream? Or is real life actually like this sometimes? In a fantastical story of fairies and potions, are we able to learn what it means to be human?

We say education is transformative because in what is transformed, we find what is true. This is where Ms. Cusick’s questions—What did you notice? What do you wonder?—do their brilliant best. Reality shifts with perception; curiosity is a fragile bridge between what we believe we know and what is actually true.

Like that afternoon in English, a St. Andrew’s education invites us into experiences that unsettle us, enlarge us, change us, and ultimately return us to ourselves more fully known. Thank you for sustaining the conditions in which such transformations—and such truths—can take root.

Joy McGrath '92
Head of School

Stories from Campus and Beyond

Word on the Street at St. Andrew's



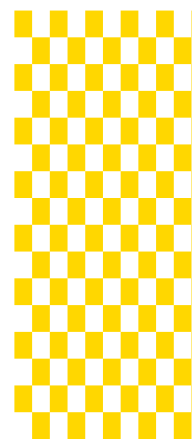
Harvesting the Light

A new sort of crop is taking root in Middletown. In a major step toward the school's Episcopal principle of creation care and its objective to reduce its carbon footprint, St. Andrew's has partnered with New Energy Equity to install a 500kW solar array. The array, which will be operational by the end of 2026, will occupy 3.5 acres of campus farmland near the facilities barn. An environmental win, the array will provide 25 percent of the school's electricity and slash its carbon footprint by 12 percent—a number that builds on a decades-long effort that has already reduced emissions by 40 percent.

The space will double as a living classroom, offering Saints a front-row seat to the energy transition. Economically, the deal is just as bright: the third-party ownership

model requires minimal upfront costs while shielding the school from energy inflation for the next quarter-century.

“The Episcopal Church's strategic pillar of ‘creation care’ asks humans to care for all the creatures and the ecosystems in which we live, and I take that charge very seriously,” says Head of School Joy McGrath '92. “I want students to learn to take care of what they have, use less, and do more—that's a point of pride at St. Andrew's. Diversifying our sources of energy has long been a priority for me, so this is an important mission-aligned step toward a larger plan.”



{ It's almost like
a new species
is evolving

The Human Engine

There's no academic institution in the world that's not starting down the same problem—the tectonic, game-changing impact of artificial intelligence.

As part of Opening of School faculty dialogue in late August, St. Andrew's hosted guest speaker Rebecca Winthrop, co-author of *The Disengaged Teen: Helping Kids Learn Better, Feel Better, and Live Better*.

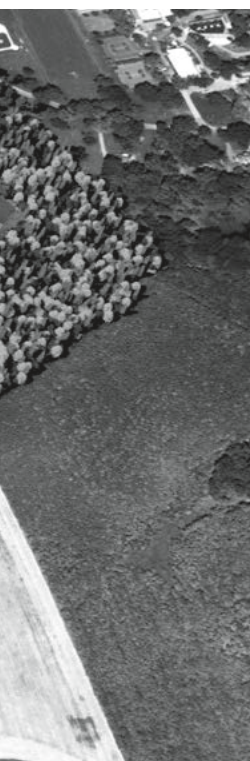
“When we think about our roles as educators, and as stewards of young people's minds and hearts, there is nothing with more seismic impact than generative AI,” Winthrop told faculty members that day. “It's almost like a new species is evolving—there is now this other ‘thing’ that impacts how we work and how we teach. Yet it all depends on what we do as humans with agency.”

Winthrop was invited to campus to enhance faculty discourse around the topics of teaching, learning, and the intellectual culture at St. Andrew's—the very topics the newly formed AI task force is working through.

The task force was developed by Associate Head of School for Academic Affairs Gretchen Hurtt '90 P'22,'24, and is made up of various faculty members across disciplines. Hurtt's associate headship is a new role at St. Andrew's, one that asks her to be the strategic engine behind the academic program.

“This new role afforded time to focus on the strategic direction of St. Andrew's academic program,” she says. “The arrival of AI forces us to ask, ‘What are the implications for a St. Andrew's education? How can we hold on to what we most value as a school—in our relationships with students in their learning process, in the style of our classes, and in the approach of each of the disciplines? What will teachers need in terms of professional conversations, collaboration, and training?’”

The school's
new AI
task force is
setting safety
guardrails and
professional
guidelines for
a new era. |





The task force picks up two years after the school implemented its AI policy, which essentially states that Saints are not permitted to use generative AI independently in their coursework. Educators may utilize AI in certain circumstances, like having students analyze a generative AI response or aiding with student research; when AI use is permitted, students must follow teachers' guidance and provide a works cited page that details how it was used.

"We consider the policy a working document. As the technology changes so quickly, nearly every few months, we will continually review it," Hurtt says. "We want to ensure we are having purposeful dialogue and training around all technology use."

The goal of the group for this inaugural academic year, says Hurtt, is three-fold: advance faculty members' understanding of the implications of AI in their work, articulate a common philosophy and ethical stance specific to the school's mission, and lead dialogue and collaboration throughout the year.

The task force meets about twice a month. During Winthrop's visit, faculty members on the committee spent time in a break-out session with the author. Members have also engaged with educational consultant Claire Goldsmith, and attended a National Association of Independent Schools workshop on AI Ethics and Values, led by AI consultant Eric Hudson. This work informed the faculty collaboration on December 1, when teachers met in small interdisciplinary groups to discuss core educational values and examine case studies of student AI use.

Other planned engagement includes incorporating small focus groups made up of students; reviewing and updating the current AI guidance policy; building a panel of alumni in different phases of life (college students, mid- and late-career) to share with current students real-world examples of how AI impacts their work; and to become more of a known campus entity by creating School Meeting announcements and other programming.

"The further I go with our training and meeting with different consultants, the more affirmed I am in my view that St. Andrew's is the ideal place to have a coherent response to this technology," Hurtt says. "We are already so intentional about shaping the learning and living environments for students. We prioritize small classrooms centered on conversation. The human skills we're advocating—listening, building ideas together, being creative, being ethical—will be in even greater demand in the age of AI."

That the school is well-positioned is not nearly enough, Hurtt notes.

"We can't pretend this doesn't exist and go on with business as usual because we happen to be doing certain things right," she says. "There's far too much to learn and to be aware of in terms of safety guardrails for our students, and in professional guidelines for teachers. We have incredibly creative faculty members who I know are going to find some really smart avenues for using AI, but we must continue to adopt that typical St. Andrew's open-minded skepticism ... we will need to be extremely discerning and critical when we're deciding whether or not AI is a useful tool for students who are learning to think and write and argue and solve problems."—AK White

The human skills we're advocating—listening, building ideas together, being creative, being ethical—will be in even greater demand in the age of AI.



The Living Stage

On a crisp November day, students in Dean of Teaching and Learning Emily Pressman's Humanities class traded their Founders classroom seats for seats at the theater, embarking on a journey to New York City that helped change their understanding of literature, history, and the performing arts.

Thanks to the generosity of St. Andrew's trustee Jennie Thomas P'22 and Ed '66 and Laurel Strong P'07,'10, students experienced a day that wove together the academic and the artistic, the historical and the contemporary. Pressman, English teacher Ben Knudsen, and science teacher Alex Horgan '18 accompanied students to Roundabout Theatre Company's production of *Archduke*, a play that explores the assassination of Archduke Franz Ferdinand through themes of manipulation, choice, and historical consequence.

Thomas, who sits on Roundabout's board, joined students for the show. "I never cease to be amazed by how open, curious, and caring St. Andrew's students are," she says. "They were fully engaged in the experience, and seemed to want to get as much out of it as possible."

Thomas, who had long been in conversation with Pressman about bringing students to New York, felt the day was a perfect complement to the school's culture. "I look to the arts for lessons on 'how a person should be,' which is consistent with the school's mission," Thomas says. "So too, is being together in community. Attending live theater with opportunities to discuss and debate together seems like a quintessential St. Andrew's experience."

Humanities students traveled to New York City to see history and literature come to life

Before the curtain rose, students engaged in a workshop at The Harold and Miriam Steinberg Center for Theatre. The session, which Thomas helped organize, invited students to explore the historical context of the play, and offered them the chance to think about the composition of scenes, staging, and costume design in relation to character in *Archduke*.

"It was amazing to be able to do some of the work that artists and actors do," says Kaz Yamada '26. "Being in the mind of a director was interesting, and it allowed me to think about all the things they have to think about."

Between workshop and performance, students experienced a New York institution: Sardi's, the iconic theater district restaurant famous for its walls lined with caricatures of Broadway stars. The dinner, generously funded by the Strongs, offered a space for conversation and connection.

As the lights dimmed in the theater, *Archduke* presented students with questions that resonated with ongoing classroom discussions about Toni Morrison's *Beloved*, a much different text than *Archduke*, but one that drew interesting parallels. The similar themes that emerged, says Kayden Murrell '26, were the dynamics of power and manipulation.



“A lot of the play was people being, not even subtly, manipulated and gaslit by [Dragutin “Apis” Dimitrijevic],” says Murrell of the real-life Serbian army officer portrayed by actor Patrick Page (whom Saints were delighted to meet post-show). “That connects with the way we’ve been talking in class about how, especially on [*Beloved’s*] Sweet Home Plantation, slaves were manipulated by this kind master. A kind master is still a master.”

The performance brought a new dimension to the students’ understanding of theater as a conduit of history and story. “It made [history] alive,” says Sadie Green ’26. “It brought the passages and the [historical] texts and the quotes into being. It put emotion behind it. It put purpose behind it. It put image behind it.”

The trip represented a return to a longstanding Humanities tradition that had been paused since the COVID-19 pandemic. “I love teaching theater, and plays have always been a part of the curriculum in Humanities,” says Pressman. “You can read and imagine literature, but to actually see it is a whole other thing. It’s interesting to think about the interpretive choices that you saw, and how different they might be from what you imagined from the text. There’s nothing better than getting to actually see a production of something that you think about deeply as a reader.”



The conversation extended to the classroom after winter break, when students began to study *Archduke*. “As we studied the play, in addition to reading the script as both a work of literature and a work of art meant to be enacted, we’ve considered some historical sources on the assassination of Archduke Franz Ferdinand, and also sources on the radicalization of young people, which is among the themes the play seems interested in exploring,” Pressman says. “Students have had the opportunity to consider why Rajiv Joseph might have first written this play in 2017, and how the current production may have seen the play speaking to questions we’ve been wrestling with in 2025.”

Murrell was struck by the support from alumni and parents that made the day possible. “It says a lot about who we are as a community,” Murrell says. “It means that they care about us, and what we take in from the world.”

Adds Pressman, “This day spoke to how St. Andrews is a family, and not only in the ‘everybody on campus’ sense, but in the sense of all of the people who are part of St. Andrew’s in all different places. These are people who believe in the school, support the things that we do, and make new things possible.”

– Communications Intern Janie Kim ’26



“ *It brought the passages and the [historical] texts and the quotes into being.*

It put emotion behind it.

It put purpose behind it.

It put image behind it.



SAM WHITE



ST. ANDREW'S ATHLETICS
SENDS FOUR SAINTS TO
ELITE COMPETITION

NEXT STOP? D1

In early November, Saints packed the Sippelle Field House to honor four fellow St. Andreans who committed to play Division I athletics next year. Ines Kossick '26, Carlisle Dimitri '26, Thomas White '26, and Sam White '26 were recognized as their classmates, families, and friends cheered them on.

Kossick and Dimitri will go from a shared St. Andrew's crew shell to a shared University of North Carolina crew shell, and twin brothers Thomas White and Sam White will continue their lacrosse journeys at Brown University and the United States Naval Academy, respectively.

I CAN'T WAIT FOR THAT FIRST 5:30 ALARM BECAUSE THAT'S WHEN I'LL REALIZE I'VE MADE IT

“This is a wonderful accomplishment for these four student-athletes,” says Director of Athletics Neil Cunningham. “They have each helped shape the culture of St. Andrew’s athletics, and have been amazing ambassadors for the athletic programs.”

Kossick, who has been rowing since 7th grade, started at a club team in her hometown of Miami. When she signed with UNC, she says it was the manifestation of hard work, self-confidence, and the ability to lean on others. “I tried to do a lot of the rowing [recruitment] process alone,” Kossick says. “I wanted to be my own coach, but it took me to an extreme level of stress.” When the stress became overwhelming in Kossick’s junior year, then-senior Ellie Baker '25, who rows at Harvard, stepped in. Kossick acknowledges the fellow Saint as a key factor in her recruitment. At UNC, “I hope to grow not just as an athlete but as a person, surrounded by an incredible coaching staff and facilities and a team of girls equally committed to do what I aspire to do,” Kossick says.

For Dimitri, signing with UNC was a full circle moment: a current UNC senior at Dimitri’s home crew club in New York taught her how to row. “It’s an awesome feeling,” she says. “Every summer I go back to that club and coach there, too, so I feel like I’m carrying on the tradition.” Teaching younger athletes how to row at St. Andrew’s and at home fulfills Dimitri, particularly because it’s a reminder that her own work is never done. “Collegiate sports are another level entirely,” she says. “Even though you get your foot in the door, it doesn’t mean you’re done training. It’s kind of just the beginning.”

Head Girls Crew Coach Wilson Everhart '95 has been impressed not only with Kossick’s and Dimitri’s skills, but with their commitment to their sport. “Each has dedicated multiple summers and vacations to rowing,” he says. They

each also exemplify the St. Andrew’s multisport model, he notes. “Ines and Carlisle have been great members of our girls cross-country and field hockey teams, respectively,” says Everhart. “Both of them are swimming this winter, a further testament to their athleticism and desire to compete. I’m incredibly proud of them.”

The White brothers have never not played lacrosse. “They live and breathe the sport,” says Head Lacrosse Coach Chris Bates. “Their passion for the game has driven an incredible work ethic to improve in every way that they can. They have both served as excellent examples on campus of how to set challenging goals and put in the necessary effort to achieve, and they’ve each benefited greatly from their St. Andrew’s experience and evolved as leaders and young men.”

They also each benefited greatly from each other.

“It’s a really special signing with Sam,” Thomas says. “Not too many people get a twin brother to play lacrosse and sign with.” Thomas, a goalie, will miss practicing with his brother when he’s at Brown. “We’ve really made each other better,” he says. For Thomas, better is never done. “I can’t wait for that first 5:30 alarm because that’s when I’ll realize I’ve made it to one of the highest levels in the sport, and I have the chance to bring an Ivy League and National Championship to College Hill.”

Sam says the biggest supporter of his and his brother’s athletics careers—from T-ball to professional lacrosse combines—is their mom. “I can’t think of someone who’s put in more hours in the car, watching practices, and supporting us than she has,” he says. At Navy, the midfielder/attackman will be ready to claim his spot. “Everyday will have to be earned, and I look forward to fighting for the role I want,” he says. “I’ll have the opportunity to represent something bigger than myself and defend the country I love so much.”

One more thing, of course. “I can’t wait to beat Army,” he says with a grin. — **Communications Intern Leo Teti '26**





**"JUST THE
BEGINNING."**

CARLISLE DIMITRI '26





THE GUIDE OF

ΛΦΓΣ

FROM THE HEIGHTS OF MT. LYCABETTUS
TO THE DEPTHS OF THE CORYCIAN CAVE,
ST. ANDREW'S STUDENTS FIND THAT THE
ANCIENT WORLD IS A MIRROR FOR THEIR
OWN UNWRITTEN LIVES.



Last spring, a group of Saints traveled through Greece on the trip of a lifetime with Classics Department Chair Phil Walsh P'29.

“Just as the ancient Athenians hung shields on the walls of a temple to commemorate a victory in battle, we, too, must remember how and why a St. Andrew’s education matters,” Walsh says. “In ways big and small, this tour of Greece—and more specifically, how determined, curious, and engaged our students were—demonstrated to me that a love of learning is the guide of life.”

Walsh was recently elected to serve as president of the American Classical League, a national nonprofit organization dedicated to teaching and learning about the ancient Mediterranean world.

His two-year term begins this July. “In an uncertain moment for the humanities, our Latin and Greek programs are thriving,” Walsh says. “My department’s commitment to short-term study abroad experiences like this one remains strong.”

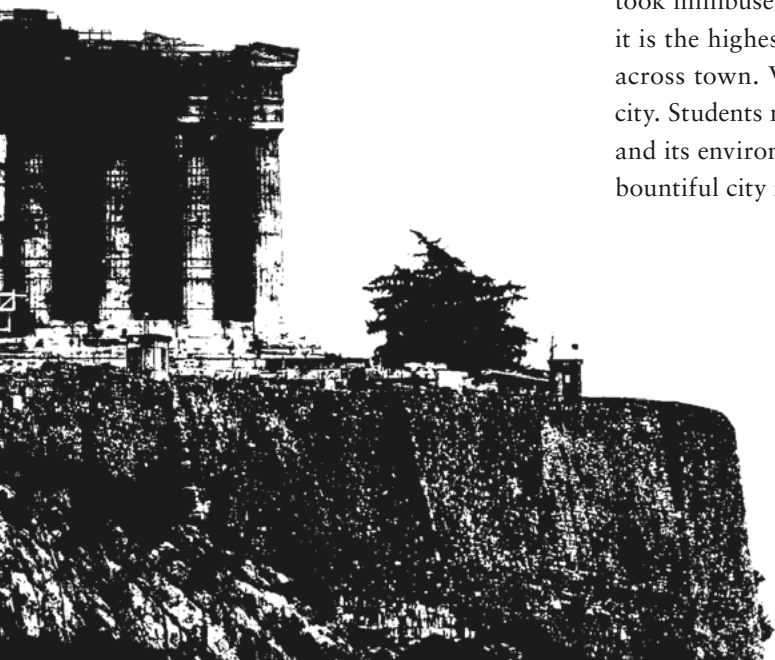
Below, excerpts of Walsh’s travel journey to parents will guide you through the 12-day journey.



A

DAY 1+2 ARRIVAL

We arrived in downtown Athens with energy, wonder, and good cheer. We took minibuses to the base of Mount Lycabettus. At 900 feet above sea level, it is the highest point in Athens, looming large over the Acropolis, which is across town. We ascended Lycabettus, which affords majestic views of the city. Students marveled at the Acropolis, and learned a little bit about Athens and its environment. Now a modern megalopolis, ancient Athens was once a bountiful city full of flowers, trees, birds, rivers, and springs.





DAY 3

THE ATHENIAN ACROPOLIS, THEATER OF DIONYSUS, AGORA, AREOPAGUS, PNYX

The weather was ideal for a brisk morning walk up to the Propylaia, the monumental entryway to the Athenian Acropolis. We were lucky to visit when few people were entering the Acropolis. This allowed us to linger in a place where lines are typically long and people are impatient. We then moved on to the top of the Acropolis, where the Parthenon majestically sits.

We visited the Theater of Dionysus on the south slope of the Acropolis. This was where the plays of Aeschylus, Sophocles, Euripides, and Aristophanes were first produced.

DAY 4

THE KERAMEIKOS, THE JEWISH SYNAGOGUE OF ATHENS, WALKING TOUR OF NAFPLIO

We strolled through downtown Athens, arriving at the Kerameikos archaeological site. The Kerameikos was the potter's district, but it served as the place where ancient Athenians buried their dead. It was also where Pericles gave his famous Funeral Oration in 431 BCE. We read a portion of it under the shade of a tree. Talking about a speech in the very place where it was given over 2,400 years ago was a powerful experience. We then visited the Beth Shalom Synagogue and listened as a volunteer guide talked about the Jewish experience in Greece over the past 100 years. We then drove to Nafplio, a seaside town. We arrived just in time for a quick walk along the beautiful harbor.



DAY 5 NAFLIO – PALAMIDI PALACE AND EPIDAUROS

We began our day with an aggressive Stairmaster-type ascent up the Palamidi Fortress, an impressive Venetian castle. We all climbed the 857 stairs: some hustled, others took their time. Once at the top, we explored the Venetian fortress, which was built at the end of the 17th century. We then descended the stairs of Palamidi Fortress, at which point we broke into two groups: one cohort went to town, the other went for a swim in the crisp Mediterranean. After basking the sun, we hiked back to the hotel via a winding coastal trail.

We traveled to the sanctuary site of Epidaurus, where we found a well-preserved theater. I had the pleasure of reading in ancient Greek the opening lines of Sophocles' *Oedipus Tyrannus*. My iambic trimeters were a little rusty, but I received an ovation from our students.



DAY 6 MYCENAE AND SPARTA

We beat the crowds at the citadel of Mycenae, lingering first at the “beehive” tombs outside of the citadel walls. We then entered through the famous Lion Gate. Mycenaean civilization was a powerful force in early Greece, and I reminded the students that everything that we saw is several hundred years older than the structures on the Athenian Acropolis. We explored the Treasury of Atreus, a huge beehive tomb, and we listened as a group of Saintsingers harmonized in the middle of it—the acoustics were amazing!

After lunch we drove to Sparta, where students enjoyed some unstructured time.





DAY 7 SPARTA AND MYSTRAS

We began our day with a walk up the main boulevard of Sparta, passing a bronze statue of Leonidas, and made our way to the Spartan Acropolis. There we watched archaeologists at work while reading a passage from Thucydides' *History of the Peloponnesian War*. We enjoyed lunch in the Central Square before driving to Mystras. Situated on Mt. Taygetus, Mystras was a fortified Byzantine town and sports several small churches, the Pantanassa Monastery, and scenic views in every direction.

We then drove to Olympia on the beautiful old roads of the western Peloponnese.

DAY 8 OLYMPIA AND DELPHI

We had a full day of touring, thinking, connecting, and eating. We started at the archaeological site of Olympia. We stopped first in the ancient palaestra, where we applied our understanding of architecture to explore a space where wrestling and other forms of grappling took place. We then moved to the Temple of Zeus.

We departed Olympia and drove to Delphi in central Greece. We arrived as the sun was setting; it illuminated the mountains and the sky in a cascade of orange, purple, and blue. At a certain point the seniors began singing John Denver's "Take Me Home, Country Roads." Perhaps it had something to do with driving the old roads of Greece. We are, after all, on a journey in an antique land. In traveling to faraway lands, we disrupt our default settings, we get clear of ourselves, we change our lives. In doing so, however, we find ourselves: we recover the meaning of home, we remember our passions, we discern our purpose.



DAY 9 DELPHI

I tried not to oversell the Sanctuary of Delphi, but it is hard not to be excited to visit this fascinating and spiritual place. We spent the morning ascending the Sacred Way. I urged students to imagine what Delphi might have looked like to ancient pilgrims, to athletes competing in the Pythian Games, or to an official delegation of Roman imperial officials.

The city-state of Athens constructed more buildings at Delphi than any other city-state, but this sanctuary was an international zone. Upon entering the site, one is greeted by the Treasury of the Siphnians—now just foundation stones and low walls but once an opulently decorated temple. The next level of the site boasts the Treasury of the Athenians and the Stoa of the Athenians, both of which commemorated victories in the Persian Wars.

The Sanctuary of Delphi is arguably the most important archaeological site in Greece. Its placement on verdant mountain slopes makes the experience of walking the switchbacks even more exhilarating. We arrived at the Temple of Apollo, and considered what is no longer there: for instance, a tall Ionic column near the Temple of Apollo, on the top of which once perched the Naxian Sphinx—a silent sentinel. We arrived at the top of the sanctuary where we found a Roman-era stadium. We then toured the archaeological museum where we saw the Naxian Sphinx, sculptures from the Treasury of the Siphnians, and an impressive bronze called the Charioteer of Delphi.

DAY 10 THE CORYCIAN CAVE AND ATHENS

On to the Corycian Cave, which is on the south slope of Mt. Parnassus. Our bus parked at the bottom, and we began our ascent. About 40 minutes later we arrived, and students were quick to explore the cave. Inspired by the natural beauty around us, we thought big thoughts: a discussion of Plato's allegory of the cave and its relevance to our distraction-filled world—the dancing shadows of social media, if you will.

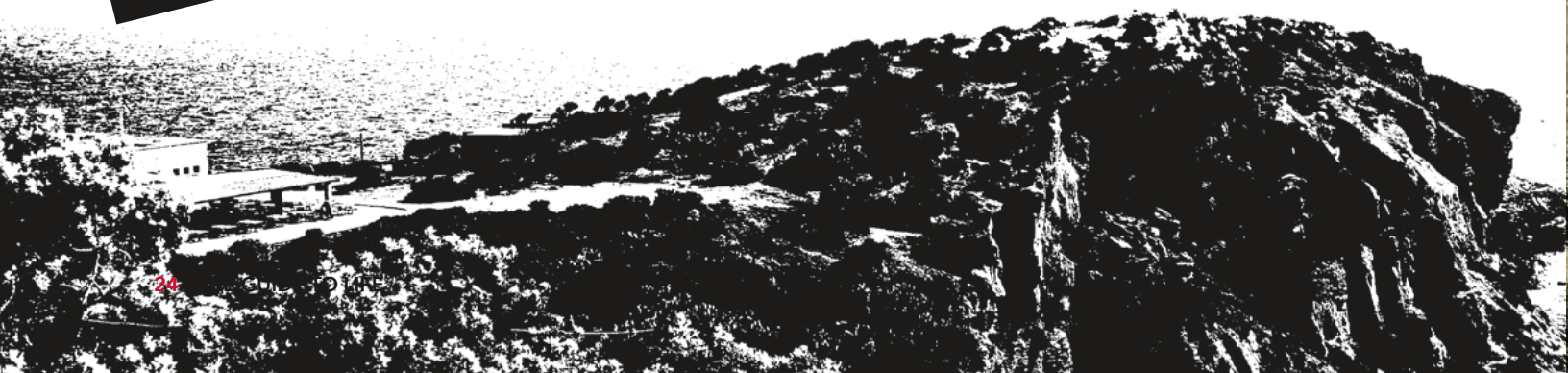


DAY 11 CAPE SOUNION, THORIKOS, AND ATHENS

On our final day together, “journey” was the key word as we began with a trip along the south coast of Attica to visit Cape Sounion and the picturesque Temple of Poseidon. We explored the archaeological site at Sounion, which includes fortifications built during the Peloponnesian War and stunning views of the Aegean Sea.

After taking some group photos at the temple, we drove to nearby Thorikos, where we sat in the ancient theater and looked out at the sea. We then drove back to Athens and spent some time at the National Archaeological Museum. Here students had the chance to see many artifacts from sites that we visited.

Once we exited the museum, we sat on the steps out front. Our guide, Vukašin, recited in modern Greek C. P. Cavafy's short poem, “Ithaka,” and we read it in English. We were drawn to its thematic nostalgia—a Greek compound word from νόστος (journey) and ἀλγείν (to be in pain). Thus, nostalgia literally means a journey of pain, a notion that complicates the positive associations that American culture assigns to it. I asked students to reflect on the idea of a journey as it pertained to our trip—and perhaps, more importantly, to their own unwritten lives.



KEEP ITHAKA ALWAYS IN YOUR MIND.
ARRIVING THERE IS WHAT YOU'RE
DESTINED FOR ♦ BUT DON'T HURRY
THE JOURNEY AT ALL ♦ BETTER IF IT
LASTS FOR YEARS ♦ SO YOU'RE OLD
BY THE TIME YOU REACH THE ISLAND.
WEALTHY WITH ALL YOU'VE
GAINED ON THE WAY

ITHAKA BY C. P. CAVAFY
TRANSLATED BY EDMUND KEELLY





FAITH FOUND



FOUNDERS PLANNING FOR THE NEXT CENTURY OF FOUNDERS HALL – BY LIZ TORREY

Is there any building with more purposes contained under one roof than Founders Hall?

It's a school, it's a church, it's a restaurant; it's an office building; it's a theater, it's a library; it's a dormitory; it's a laundromat; it's a store; it's an apartment building. Most importantly, many of its spaces are the central communal gathering areas for all Saints.

It's also nostalgically beautiful. *Architectural Digest* didn't name St. Andrew's one of the nine most beautiful boarding schools in the world for nothing. "When people pull up and see Founders Hall for the first time, they are blown away," says Chief Financial and Operating Officer Bill McClements '81, P'12. "It's a stunning building that truly encapsulates the spirit of the school because of how intentionally the community spaces are designed and connected. Its footprint bridges all aspects of school life."

FOUNDERS



Founders Hall begins to emerge before our doors opened in 1930.

Although she currently occupies House 1, Head of School Joy McGrath '92 was once a Founders resident. "There are few people who have lived in Founders as long as I did," says McGrath, who moved into the Schmolze apartment in July 2001 and served as a dorm parent for six years. "The building is a physical manifestation of St. Andrew's mission to bring people together, to learn and embrace lives of meaning and purpose. It is a building that is full of stories, and it speaks volumes about this community and what we value—face-to-face engagement, time outdoors, quiet reflection, and boisterous interaction."

The building is the heart of campus—a space that defines the center of a village devoted to faith and learning. It also defines the journey of a St. Andrew's student. It's the first building prospective students enter on their visit; it's the last place students leave after receiving their diploma on the Founders Garth.

There's just one challenge.

Founders is approaching its 100th birthday. And after 100 years of holding the relentlessly exuberant life, spirit, and pounding feet of 300 adolescents, not to mention faculty and their families, the building is tired.

"When the du Pont family constructed Founders, they used the best materials of that time," says Director of Facilities Dave McKelvey. "We've been very fortunate that that investment, and that infrastructure, has lasted for almost 100 years. But when something gets to this age, it needs some love."

The oldest portion of Founders, designed by architect Arthur Brockie and constructed in 1929, is comprised of the "small L" that faces the Main Drive, plus a truncated version of the Dining Hall; this version of Founders welcomed the school's first students in 1930. The "middle wing" was added from 1936 to 1937, and brought to campus the Chapel, an expanded Dining Hall, and a further hallway of classrooms downstairs and two floors of dorms and faculty apartments upstairs. In 1938, Irene Sophie du Pont, sister of the school's founder, A. Felix du Pont, gifted St. Andrew's its beloved N.C. Wyeth Dining Hall mural.

Finally, from 1954 to 1956, the "New Wing" of Founders was built, bringing the building to its present U-shaped form around the Front Lawn. The New Wing is comprised of the school's bell tower, Forbes Theater, the Garth, and the Irene du Pont Library, plus a third hallway of classrooms and two floors of dorms.

Around the turn of the century, Founders underwent numerous smaller renovations: of its basement floor in 1998–1999, adding windows, office space, and the school store; a third expansion of the Dining Hall in 1999–2000 that removed half the existing servery and shrank the kitchen and moved it underground; and finally, in 2005, Founders' electrical, HVAC, and fire detection and suppression systems were updated. Repairs to the building's roof and exterior were also made.



19
30



EPISCOPAL CHURCH SCHOOL
FOUNDATION, INC.
TURNER CONSTRUCTION CO. BUILDERS
ARTHUR H. BROCKIE, ARCHITECT
CONTRACT NO. 1282-- VIEW NO. 1
21 DATE - 4-15-30.

The next chapter in the life of Founders Hall will honor that history, repair and replace systems that have reached the end of their lifespan, and take on a new challenge for the building's second century—reducing its carbon footprint.

“Our vision *must* include setting a course toward zero carbon,” says McGrath. The school is developing a long-term plan to restore and sustain facilities that begins with addressing the more than \$35 million in pressing renovation needs that were identified in a recent feasibility study.

“Founders Hall alone requires over \$17 million in systems and restoration work, not including major and urgent changes needed for dining and kitchen spaces,” McGrath notes. “In making these needed improvements, we must find ways to use less and take care of what we have.”

Although the number of students has bloomed over the decades, the footprint of critical communal spaces has remained the same.



The work must also be mission-aligned, according to McGrath. “We know we’ll have to do an astonishing amount of work in Founders in the near future, which has us questioning, beyond upgrading equipment, what other problems we can solve that would allow us to further execute our mission, serve students better, and meet the Episcopal Church’s principle to care for creation,” she says.

While the school has remained intentionally small, the student body has grown throughout the decades, creating an issue of capacity. Two hundred forty-three students in the 1984–1985 school year bloomed to 272 students in fall of 2005, to 320 students in the fall of 2025, while the footprint of Founders has remained essentially untouched. (The school is committed to an admissions target of 310, allowing for up to 320 students when enrollment efforts are exceptionally successful.)

“The overall footprint of the Dining Hall is exactly the same as it was then,” McClements says. “The footprint of the Chapel is the same. The footprint of the dorms is the same. The school community is thriving, but we should always be asking, ‘What can we do better?’”

The problem at hand is one that feels uniquely St. Andrean: “Everybody wants to be *together* in Founders,” says McClements, laughing. “But that is more people than actually fit comfortably.”

The Chapel, one of the school’s most sacred spaces, is one example where creative strategy is required: III Formers sit in the chancel, extra chairs line the aisles, and employees and students perch on the stairs on Wednesday evenings.

And although you wouldn’t know it from the spirited sound of its residents, the high energy that proximity inspires is challenged by limited space in Founders dorms.

On Voorhees, for example, 24 students live, says Dean of Student Affairs Greg Guldin. “But the dorm common room can’t hold all 24 at the same time,” he says. The capacity is closer to 10.

To fit more students into Founders over the past few decades, some students live in triples and even quads. “We are committed to ensuring that all students have effectively the same residential experience,” Guldin says. “Right now there’s a gap to close between [living in] Founders and [elsewhere]. School leadership is dedicated to addressing the spaces in Founders because the health and future success of our residential life program is paramount.”

According to Senior Residential Leader Drew Merriman ’26, the heart of residential life beats strongly in Founders. Merriman, who lives in a Baum double, has been a Founders journeyman: he’s lived in a triple and a quad.

Although Merriman thinks it would be beneficial for the school to eliminate quads and triples, he believes the true value of Founders transcends square footage. “My room is so warm and homey, and, sure, it’s got vintage vibes, but I love how ‘lived in’ it feels,” Merriman says. “There’s nothing like opening that big wooden door and seeing my buddies sitting there. That’s what I’ll remember 20 years from now.”

There’s also the matter of faculty housing in Founders. Dorm parents do everything from supervise the adults and VI Formers who work on the dorm to provide an emergency bowl of cereal at 10 p.m. About half the apartments on Founders have just one bedroom.

The problem at hand is one that feels uniquely St. Andrean: Everybody wants to be in Founders together.

“Faculty housing is an important issue for us to address, both within Founders and more broadly,” McClements says. “We don’t have as many houses as we need, and the faculty apartments on Founders are not the most desirable homes on campus. Yet we want our best faculty to *want* to live on dorm for a long time—so the quality of the apartments needs to be better.”



Thanks to the radical hospitality that is part and parcel of the school’s Episcopal identity, students are welcomed as family. The same goes for faculty, whose partners, spouses, children—even pets—join the family, too.

“We need multiple-bedroom, multiple-bath residences with exterior entrances, so we can fit not only single people and couples, but also families with children so that the students living on Founders are surrounded by family units,” Guldin says. “The students then become that much more connected with each other, with their dorm parents, and with the life of the school.”

History Instructor Jonah-Kai Baker, his partner, Essy, and their two cats, Crab Rangoon and Merryweather, live on Schmolze. “As a smaller dorm, and thanks to our isolation on the third floor, Schmolze is often a place of calm and quiet within the chaos of Founders,” he says. “We really push the juniors to build autonomy and responsibility over dorm living to prepare them to be strong senior leaders. The space we have to work with is a big part of that process.”



Baker appreciates living in Founders. “The convenience to live where you work is incredible,” he says. The facilities could be updated, though, he notes.

Science Department Chair Will Rehrig ’11 is currently the longest-tenured Founders dorm parent. “One of my favorite things to do is think about the history that has occurred in this building,” he says. “Students and faculty have moved through and lived in this building for the near century it has existed. Across generations and major world events, people have been here building community. That’s special.”

The biggest issue for most of the apartments is the size, he says. “The layout, and the number of bathrooms for example,” Rehrig says. “There are simply limitations that come with being in a dorm apartment, so even when faculty love dorm life, they ultimately make a choice to leave because they [need features] that the current apartments don’t provide.”

Beyond Founders, the school has been working with architectural and facilities-planning firms to understand what St. Andrew’s has, and what it needs. The school is already tackling some of the \$35 million in deferred maintenance identified in the campus-wide assessment, starting with a proposed project to renovate and repair the Founder’s Garth, built in 1955, in an effort to mitigate significant water damage in the Garth, Front Lawn, and the Chapel.

The Garth, the school’s beautiful stone outdoor gathering space, is a critical component of the St. Andrew’s program, which requires physical spaces that empower the community to develop authentic human relationships, shared values, and connection to nature and other humans in a world that prioritizes technology and the individual.

McClements keeps a chunk of limestone that crumbled off the Garth on his desk as a reminder of the importance of the work. “The Garth faces critical structural issues that have arisen from time and challenges with managing water flow from the heavy rains of the evolving climate,” he says. “After heavy rain, we get water in the stairwells that lead to the Chapel, as well as water leaching through the walls.”

But the most pressing need is the Dining Hall. The servery is about one-third the size of a typical servery in a school serving 400 meals three times per day, and the kitchen has been split between two floors since 1999 when a fraction of the space that was removed to expand the Dining Hall was relocated to the basement.

If you want to drive a Model T in 2025, you’re going to have to strip it down to the bolts first.

“Our food service company, SAGE, performs a miracle in producing five family-style seated meals a week in the space they’ve got to work with,” McClements says. “The Dining Hall is beautiful, and essential to daily connection, but it’s crowded and incredibly noisy during meals, and the flow [of foot traffic] could be better structured.”

On both a macro and micro level, the interior of Founders needs investment. The HVAC system needs to be replaced, and McKelvey notes that the school’s team of mechanics, technicians, and plumbers spends a disproportionate amount of time chasing down and repairing broken valves, rusted pipes, and other aging systems and infrastructure.

To reimagine Founders for its next 100 years will take more work than can be accomplished in a single summer. McKelvey suggests the building needs to be gut-renovated. “It’s got a phenomenal shell, and it’s structurally sound, but everything that serves the building on the interior needs to be redone,” he says. “If you want to drive a Model T in 2025, you’re going to have to strip it down to the bolts first.” (It’s worth noting that Model Ts were likely driven to the Founders opening ceremony in 1930.)

“‘Modest and modern’ is the language that describes the school’s facilities in our founding documents,” McGrath says. “Our goal is to bring the school in alignment with what that means today. We want to preserve the character and meaning of Founders, which is central to St. Andrew’s identity, while making the building more comfortable, functional, and sustainable, in ways that best inspire our students, faculty, and mission.”

The school is currently exploring a variety of options for how to relocate the functions and residents of Founders for the duration of any longer-term renovation. The project will most likely require the construction of a new building on campus, work McClements thinks could kick off as early as 2027, if that's the plan the school implements based on studies, and if fundraising can be completed.

"If we don't build something new, we're going to spend a fortune on temporary solutions to the housing problem," McClements says. "We're thinking about this very carefully. We don't add new buildings here very often." (The last entirely new building added was the O'Brien Arts Center in 2004.)

The school needs to be brought into its second century as powerfully as it was launched for its first, McGrath says.

"That's going to take creativity and thoughtfulness, as well as significant financial resources," she says. "For those of us who have benefitted from the St. Andrew's experience, we must do our part to make the next century of Founders, and of St. Andrew's, as exceptional as its first."

We must do our part to make the next century of Founders, and of St. Andrew's, as exceptional as its first.





Greater Depth of Field

*How partnership helps us stay focused on
the founding mission of financial aid*

BY AK WHITE

To be a boarding-school kid is to wear a badge of honor—particularly as a Saint. But how often have you found yourself answering, “But what was it *like*?”

Then comes the difficult part, trying to capture the wonder, the magic, the lifelong bonds, the intellectual awakening, the spirituality, the traditions, the silliness, the authentic moments, the self-discovery, and the personal growth that characterize the St. Andrew’s experience.

\$7 million in financial aid is an enormous commitment that you can feel when you walk through campus

Aside from the deep sense of place campus provides, it's the intangible that defines St. Andrew's: the feel of our community, a collective spirit that comes into focus the moment you arrive. How do we build that community? How does it empower us? How do we protect its spirit and culture and pass it on?

The answer begins with a conviction as old as the school itself: that talent, not wealth, should be the aperture through which we view potential, ensuring the school remains wide open to those who belong here.

Since 1929, St. Andrew's has treated financial aid not as a program, but as a promise—an insistence that the life-changing education offered on Noxontown's banks must be accessible to students of uncommon ability and character, regardless of means. Nearly a century later, that founding belief continues to shape who we seek, how we fund their education, and how we are expanding our reach to ensure that the next generation of Saints truly reflects the full promise of America.

That conviction has never been superficial. It has required sustained investment, disciplined admissions work, and a willingness to measure ourselves honestly against our own ideals. For the 2025–2026 school year, St. Andrew's awarded about \$7 million in aid, mostly through unrestricted funds.

“This \$7 million is an enormous commitment that you can feel when you walk through campus and see the smiling faces of our students, but it is the minimum of what we need to be able to look in the mirror and say, ‘We are meeting our mission,’” says Dean of Admission & Financial Aid Will Robinson '97, P'26, '28. “We are fortunate that St. Andrew's sits among a group of about a dozen schools with the strongest financial aid programs in the country, but we are near the bottom, and we are not yet fully need-blind.” Moreover, the proportion of financial aid funds within the school's endowment are among the lowest among boarding schools.

The financial aid program made it possible for Robinson and fellow admission team members Stacey Duprey '85, Matt Wolinski '00, and Grace Saliba-Hill '12 to attend St. Andrew's—as well as Head of School Joy McGrath '92. Last year, the team welcomed Chris Bates, who brings a deep national network from nearly two decades of coaching collegiate lacrosse; and Caroline Towne, who previously led financial aid work at Blair Academy. Bates and Towne were drawn to the school's mission-focused commitment to financial aid.

“When searching for a new home, I prioritized moving to a place with a demonstrated commitment to financial aid, and it is difficult to find a school with a deeper history of financial aid than St. Andrew’s,” says Towne, the director of admission of financial aid. “Since its founding, St. Andrew’s has focused on providing access to high-quality, independent education for families who could not otherwise afford it—an anomaly compared to other independent schools of our caliber. Nearly a century later, St. Andrew’s maintains that culture and continues finding ways to expand its aid.”

The problem, she says, is that the competition has caught up. “Our ultimate goal is to get back to being the school giving the most financial aid per capita to the highest percentage of students,” Towne says. To do so will take strategy and philanthropy. “We want St. Andrew’s to again become the leader in financial aid support among its peer institutions.”

The school needs Saints from all over the nation. But for a small shop, that can be difficult. Living this mission requires more than funding; it requires partnership. To find and prepare students who will flourish here, St. Andrew’s has long worked alongside organizations that share its belief in access.

“The challenge is not identifying Saints who have need, as the vast majority of American families would struggle to afford a boarding-school education,” says Wolinski, director of enrollment. “The trick is finding the students who are right for St. Andrew’s. It’s easy for us to identify a fantastic kid who comes through our doors, but given the demands of a small team, we are grateful to partners who understand St. Andrew’s, and know what we’re looking for.”

A 40-year partner to St. Andrew’s and an example of missions aligning, Prep for Prep exemplifies how partnership brings our founder’s vision to life. A nonprofit educational access and leadership organization, Prep for Prep identifies gifted students of color in the New York City region and prepares them for success at independent schools. Its “upper school” arm, Prep 9, was founded in 1988.

Niki Smith ’90—who now serves as the organization’s Academic Director—was a junior at St. Andrew’s when Prep 9’s first contingent of students arrived. So impressed by what she saw, she wanted to be involved. She served as student advisor from 1989 until 2004, when she began working full time for Prep for Prep. She became academic director in 2014.

St. Andrew’s is one of Prep 9’s original seven consortium schools (that body has grown to 12). The only downside to the relationship, Smith notes, is a St. Andrew’s upside: the school believes so deeply in the promise of America that it can only take a limited number of Prep students.

The school needs Saints
from all over the nation.

At St. Andrew's, my hunger to solve problems was always nurtured.



“We always want the opportunity for SAS to take more students because the school is so special,” she says. “St. Andrew’s is committed to having a student body that reflects the full promise of America. It truly understands the role that education plays in upward mobility, in intellectual discourse, and in encouraging environments that aren’t largely made up of people from the same background.”

Dean of Residential Life Stacey Duprey ’85 has worked closely with Prep for years; her path to St. Andrew’s was laid by a similar organization, A Better Chance.

“When we talk about the mission of St. Andrew’s, and Prep’s mission of identifying kids who would benefit from a school like ours, the missions merge,” Duprey says. “So many of the students that come through Prep worked hard through that program, worked hard through St. Andrew’s, and then they go out in the world and make a difference to others. There’s a symbiotic relationship there.”

For decades, partnerships like Prep for Prep have helped St. Andrew’s live out its founding promise in powerful ways. But the promise itself has never been confined to a single city or region. If talent is distributed broadly—and it is—then access must be as well. “Somewhere in Huntington, West Virginia, there’s a kid sitting on a bench reading, in defiance of everything that 2026 wants him to be,” says Wolinski. “We want to find that kid on that bench.” St. Andrew’s is working to find new partners in the middle of the country, where applications have historically been low—but where the school knows there are many young people who would be transformed by the St. Andrew’s opportunity.

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OUR GOAL—STATES REPRESENTED IN THE STUDENT BODY

“Prep’s work gives our office the bandwidth to focus on the geographic locations that are historically under-represented in our applicant pool,” Towne says. “Our office is taking the time to visit areas of the country where students rarely, if ever, apply; states like Arizona and Montana, where boarding school is not generally known. We need to find new partners and show potential students and their families why boarding school is an amazing opportunity, and why the St. Andrew’s experience is so valuable.”

With Prep working the New York region, St. Andrew’s is better positioned to hit an admissions goal: “We only have 26 states represented in the student body, and we plan to hit 50,” Towne says. Building alumni networks—as well as using the reach of the Episcopal Church and the National Association of Episcopal Schools and other organizations—will be critical to reach this goal. Admissions team members Saliba and Bates have been reaching out to alumni in low-application states to start to build these networks.

The impact of these new partnerships will be felt in the new alumni who broaden not only St. Andrew’s reach but also perspectives on campus and around the world—just as the Prep partnership has shaped not only individual lives, but the culture

of the school itself. The clearest way to understand its impact is to hear those who lived it, like former Prep 9 student Jessica Altagracia Woolford ’08. A Bronx native and seasoned communications strategist, Woolford’s career has spanned high-level roles—from serving as press secretary for U.S. Sen. Kirsten Gillibrand to leading public affairs for the New York State Office of Cannabis Management.

But it was in 2020, during the height of the pandemic, that she founded Kingsbridge Unidos. This grassroots mutual aid collective was created to bridge resource disparities the Bronx was experiencing. “At St. Andrew’s, my hunger to solve problems was always nurtured,” says Woolford. “We had to connect one-on-one, and create physical spaces to have challenging conversations. Those skills inspired so much of how I approached the building of Kingsbridge Unidos. My Front Lawn conversations powered the dreams I’ve been fortunate to reach so far.”





St. Andrew's changed my life in terms of having a bigger view of the world

Woolford was struck on her first visit to SAS. “The pond had this gorgeous pillow of mist over it, and you’re like, ‘What is this dreamy place?’” she says. “There was a peacefulness. I didn’t know this feeling of peace was something I could have, and I wanted it all the time.”

As one of only four Latinos in the school then, Woolford says she had a lot to confront. “I was so thankful for amazing adults,” she says. “I constantly felt like there were adults who wanted to engage meaningfully with some of the hard questions I had.”

“The reality is, St. Andrew’s wasn’t founded back then to serve people like me,” Woolford says. “But in almost 100 years, it has evolved so much to meet its mission and to meet a changing world. It’s a detriment to not have people in your community who are different from you, and who think differently than you—that’s how you grow empathy.”

What Woolford describes—this radical widening of one’s lens—is a reality Wolinski knows. “I’m a farm boy from the Delmarva Peninsula, and my roommate at St. Andrew’s was a Prep 9 kid from the Bronx who remains my best friend,” he says. “My world got bigger. His world got bigger. This is what we all need on a human level.”

Although Prep 9’s Contingent 2 didn’t know it at the time, it had within its ranks a kid who would go on to become one of America’s most exciting and innovative contemporary chefs.

Gregory Gourdet ’93, a three-time James Beard Award winner, has become one of the nation’s most vital culinary voices by cooking his way back to his roots. In 2022, he opened Kann, a wood-fired Portland hearth that celebrates his Haitian heritage through the lens of Pacific Northwest ingredients. In 2025, Gourdet returned to his home city to open Maison Passerelle at One Wall Street.

When Gourdet tells the story of his success, it often starts like this:

“A Haitian-American kid from Queens showed up at St. Andrew’s in Middletown, Delaware—and his life would never be the same.”





“St. Andrew’s changed my life in terms of having a bigger view of the world,” he says. “It helped me not be afraid to leave New York, which led me to the Pacific Northwest. So much of my life has been possible because of St. Andrew’s. But without Prep, I would probably never have heard about boarding schools.”

Now, he’s a spokesperson for them.

At The Association of Boarding Schools (TABS) national conference this year in Boston, Gourdet was the keynote speaker.

“We live in a complicated world,” Gourdet said in his keynote. “Trust in leadership and institutions feels shaken. The ‘land of the free’ doesn’t always feel free. But schools like St. Andrew’s ... remind me that safe, nurturing spaces can exist. When I see how diverse these schools have become, and how much funding is being raised so that more students from every background can access this experience, I see progress. These are monumental steps toward a more equitable world.”

“It’s impressive that the school isn’t only relying on Prep to help represent current society,” Gourdet says. “Prep is incredible—the people that come out of that program go on to do critical things in government, health, science, and so much more. But true diversity is that we should *fully* represent modern society. That’s what allows us to learn.”

What’s next in a partnership nearly 40 years strong? Each side will continue with help from the other—but also evolve, too. “St. Andrew’s has been there from the beginning of our story, and I believe will always be a part of it,” Smith says, “even as we both evolve.”

“There is power in working with a group that knows their students and knows our school,” says Towne, who will lead the team as it aims to take what they’ve learned from working with Prep and apply it to new locations.

“We seek kids who are not only driven, but also excited, passionate, caring, and kind,” she says. “Kids who love school and love to learn. Kids who will play multiple sports, be involved in the arts, and who are open to trying something new.”

Most importantly, she says, the school seeks kids who understand the power of a supportive community. “Students who will take advantage of our residential program, our faculty, and their peers to better themselves and, ultimately, the world. There are students from all over the country who we know can meet these ideals: our goal is to find more of them every year.”

Expanding the search for future Saints does not change the mission; it deepens the field. But widening the circle also requires widening our commitment.

As the school eyes the second century of its founding mission, there is work to be done to secure it.

"Mr. duPont and his friends and family imagined a St. Andrew's that lived up to its mission of access, regardless of means, but the reality today is that we are not need blind, and annual increases to the financial aid budget are not keeping pace with the growing need we see in the applicant pool," Robinson says. "The admission team is filled with relentless competitors who believe in the mission and will do whatever it takes to find students who will flourish at St. Andrew's and take full advantage of this life-changing opportunity. My great hope is in that the next few years, the community comes together to fully endow a financial aid program that once again places St. Andrew's on top as the boarding school most committed to access."

Perhaps the simplest answer to the question—"What was it like?"—is this: it was a place where young people from different worlds met, challenged one another, and left changed. For nearly a century, that encounter has been made possible by a deliberate commitment to access. As St. Andrew's enters its second century, the work remains the same—to ensure that wherever brilliance is found, it can find its way here.



“

Many of us have been in situations where a debate gets out of control, people are speaking over each other, and it gets personal.

THE TOOLS OF THE CITIZEN

**THE INTERDISCIPLINARY POWER OF DISCUSSION AND DEBATE AS
A BLUEPRINT FOR LIVING AND LEARNING IN A DEMOCRATIC SOCIETY**

BY AUGUST RYAN

For almost two decades, students in Melinda Tower's World at War and Atomic Era courses have pulled strips of paper from a hounddog-shaped bowl to receive an assigned position for an in-class debate. Although the word "debate" may conjure images of fiery clashes, Tower is able to use friendly competition to turn up the heat on student engagement without the energy around the table boiling over.

"Many of us have been in situations where a debate gets out of control, people are speaking over each other, and it gets personal," says Tower P'26. "We set firm rules about how we will engage in discourse: you're not challenging the person, you're challenging their position, and you do so respectfully."

In World at War, students are assigned to four groups, each representing one of the main causes of World War I. They are asked to argue that one of these factors—militarism, alliances, imperialism, or nationalism—was the primary cause of the war after the assassination of Archduke Franz Ferdinand. After students build their case, it's on to debate day.

The debate encourages students to prioritize persuasion and concision. Along the way, students must research all four areas to prepare the best case for their assigned cause.



“They’re gaining this incredible cognitive flexibility,” Tower says. “They’re listening to all of it.” The debate is so popular that when Tower seeks guest judges, current students who have already taken the course are eager to volunteer.

“When I rethink the assessments I give, I know this debate is one that stays with students,” she says.

Gibby Cronje '26, who took Tower's class her junior year, was one of the judges this year.

“As a judge, it was nice to take a step out of my own biases and view what the class discourse looked like as a whole,” she says. “It’s a marvel that in times like this, we’re able to have such important discussions and debates that never border on hostile or personal. It’s just a group of people talking about the facts of a

That desire to work together toward a shared understanding—that’s one of our core values here, and that’s what’s useful in a democratic society.



“Right now, I see a lot of extremism on both ends of the political spectrum, and it can be hard to find common ground,” she says. “This class provides a comfortable space for everyone to share their beliefs. We are able to bounce off of one another and find that middle ground that is largely absent in modern media and the

situation, armed with evidence, and working together to unravel something complex.”

With just a few months left in Middletown, Cronje is thinking about those critical aspects of the St. Andrew’s academic experience she’ll take with her beyond the pond. One such skill is civil discourse.

modern political climate. I might not agree with someone’s position, but I understand how to talk about it, how to step out of my own lens, and how to evaluate critical primary sources.”

Debate at St. Andrew’s transcends departments. It’s utilized in history, religion and philosophy, classics—it even pops up in the math and science curriculum. You’ll find debate in Ashley Hyde’s Nuclear Ethics course, and in Will Rehrig’s Environmental Science course. Science Department Chair Will Rehrig notes informal “mini-debates” often spontaneously erupt.



“These debates center on what lab results might mean, or the best way to explain a scientific phenomenon,” he says. “These mini-debates are really at the heart of science as we collect and analyze data and try to determine what it might mean and what it tells us.”

“In some cases, the benefit of debate is simply engagement with the learning,” says Religion and Philosophy Department Chair Terence Gilheany P’24,’26, who prioritizes debate in his Modern Middle East History course. “In other cases, the benefits are about getting through the conceptual and argumentative frameworks to a more empathetic framework. Being able to have difficult conversations and to hear someone else out, even if you don’t agree, and putting yourself in someone’s shoes ... students are not just developing academic skills, it is also interpersonal.”



In Gilheany’s Modern Middle East course, students dig into press freedom in the Middle East by debating as reporters and government officials, discuss religious freedom as leaders and citizens, or put themselves in the shoes of a family facing antisemitism in the Russian Empire of the 1880s.

“A lot of the time it’s like, ‘produce a paper,’ but there’s only one person who’s the audience [versus] learning your position. Then you can support your team better, maybe disprove the other teams, and respond to the questions of the audience,” Gilheany says. “Students can dig into the complexities of an issue.”

“There’s a buzzword in the private school world, the ‘Harkness Warrior,’” says Gilheany. “It can mean somebody who wants to hear their voice all the time, so they dominate the discussion. That implies a win-lose mentality, like, ‘Oh, I’m going to use all of these tools without really thinking about the topic or without really listening to you. I’m just looking at what tools to use so you concede that I’m right.’”

He and his colleagues strive for something different. “That desire to work together toward a shared understanding—that’s one of our core values here, and that’s what’s useful in a democratic society,” says Gilheany.



In certain circles,
debate can have a
bad rep.

It's also useful in a community where more than 300 teenagers need to learn to live together. "The basis of our community is respect, and I think that shows up in many ways in our classrooms, beyond debate," Cronje says. "Our classes are a direct representation of the respect we hold in the community, and the respect for each other's opinions and ideas, which translate into the residential aspects. You're living with people 24/7. It can be really hard to understand why people act the way they do. Armed with our classes, I can understand and grasp that nuance that, **'Okay, something else is going on here beyond the one side that I'm seeing.'**"

Dean of Teaching and Learning Emily Pressman says the use of debate in the curriculum is an effort to put students in a specific position.

"We want them to be able to say, 'I see this really differently than you do, but I hear the evidence that you're pointing to and I understand why that's the argument that you're making, let me ask these curious questions about it.' That's very different from, 'My goal is to win,'" she says. "These are skills that we hope students take out into the world. If we all engaged in this kind of discourse with one another politically, we would be living in a society that would be radically different."

Students are introduced to the world of debate around the table freshman year when they learn to build their case by tackling the toughest opposing view head-on. In a section on counterarguments, students learn that a strong argument isn't built by ignoring the opposition, but by seeking it out. Whether in a verbal exchange or a quiet moment of essay drafting, students are taught to "write toward" the strongest counterargument—even if it means pivoting away from their original thesis. This process does more than just sharpen an argument; it fosters a culture of respectful, perspective-shifting debate. By stress-testing their own sources, students learn to spot bias and misinformation in the world around them.





“That’s a key nuance,” Gilheany says. “You don’t want to encourage the kids to become people who only seek out data that supports their position.”

It’s important for faculty to help students learn that even when facts are cut and dried, interpretations vary, says History Department Chair Matthew Edmonds.

Edmonds remembers his own impression as a teenager that history was just a collection of names and dates to be memorized, so he tries to stress to students that historians consistently argue over how best to interpret recorded facts.

“In those moments when a student tells a classmate, ‘I read that source differently,’ or when they’re offering an interpretation I’ve never thought of before, it’s a perfect opportunity to emphasize that this is what we’re talking about,” Edmonds says. “This is where you have an individual voice that we want to develop. The goal isn’t that we all leave the room today thinking the same thing, but instead that we’re honing our ability to think. That happens best when we’re hearing other perspectives.”

Although new classes are continuously added to curriculum, they must always be based in the elements of scholarly discourse and support St. Andrew’s academic objectives, says Pressman.

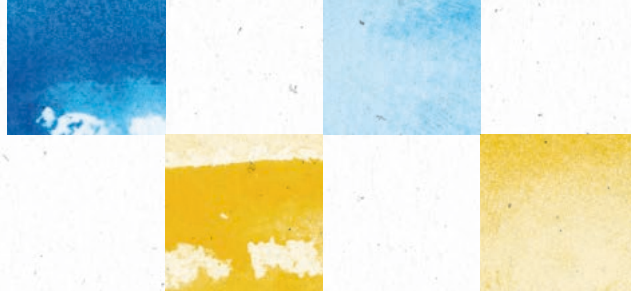




“There are times that debate is going to be really productive,” Pressman says. “It’s a matter of thinking about and helping students to think about, ‘What are the ways that we engage with one another in order to seek the deepest, the most nuanced, the most sophisticated understanding?’ To ask each other and ourselves for evidence to seek truth, and to use our voice?”

St. Andrew’s curriculum is designed to develop each student’s voice through debate, discussion and new intellectual challenges. Faculty members aim for students to discover and speak with a voice that is authentically their own. At the same time, Pressman says, the playful way students disagree on an NFL game around the Dining Hall table is different than how they need to challenge one another’s interpretations around the discussion table.

“That’s definitely a skill, that sort of navigation,” Pressman says. “But also [developing] ... openness to rethinking, the willingness to put pressure on one another’s ideas in a respectful way. It’s about seeking deeper understanding together.”



To Edmonds, the approach to instruction that St. Andrew’s prioritizes, the values in which the community is rooted, and the development of its students, are all inextricably linked.

“We talk a lot about the authentic work of the disciplines. We know that many of our students will not become historians, but the skills of the historian are broadly the skills of the citizen,” Edmonds says. “Discussion and debate are really about preparing them for citizenship, because if we’re teaching them how to have good discussions, they’re disagreeing with each other and they’re doing it in thoughtful ways. It is very much in line with our mission to prepare them for lives of citizenship, service, and purpose.”

For Classics Department Chair Phil Walsh, teaching across disciplines has helped him see the faculty’s connected goals.

“There is shared work in each of those disciplines to help students develop their voice, and to cultivate curiosity and a love of learning that crosses disciplinary bounds,” Walsh says. “In my ideal moments, there’s a great balance between the delivery of context and content, with the cultivation of voice, so that students themselves can ask questions, explore ideas, trade notions across the table, as much as I am there directing traffic—not to stifle their thinking, but to encourage or challenge it.”

Walsh, who has also taught at the undergraduate level, says a special part of St. Andrew’s culture is the way it helps students hone academic rigor, empathy, and compassion, side by side.

“We give students a blueprint for thinking, living and learning, which is different and distinct,” Walsh says. “I hope that students graduate with that spirit of independence and curiosity, and a love of learning that they can apply to their next educational context—that they have a way of thinking of the world that is unique and meaningful, and that we have been able to give it to them.”





You have an individual voice that we want to develop. The goal isn't that we all leave the room today thinking the same thing, but instead that we're *honing our ability to think.*



CAN'T HELP BUT CONNECT



1975 Family of mountain goats: **Gordon Brownlee** and his children, **Lindsay '05, Peter '09, and Colin '14** successfully summited Mt. Rainier in late May.

Class Notes

1957

John Cogswell and **Sam Wyman** have discovered that their forebears came to the American colonies on the same ship, the *Angel Gabriel*, in 1635, if you can believe it. The ship was bound for Bristol, Maine, but was wrecked in a hurricane off nearby Pemaquid. John and Sam's ancestors were among the few survivors of the wreck. Sam discovered this marvelous connection coincident with a recent visit to Pemaquid.

Bev and **Jack Kramer** have decided that running a functioning farm and maintaining a 4,000 square foot pre-Civil War home are just too much for a pair of octogenarians. They have relocated to a CCRC on Signal Mountain nearby in Tennessee. Jack says, "Sad but true. The decision is intellectual, not from the heart, because we loved where we were, but no more chasing cows that got loose in the middle of the night."

Tim Bloomfield reports proudly that his and Susan's daughter, Grace, is now Dr. Bloomfield, having graduated from the Georgetown Medical School and now interning at Johns Hopkins. She is engaged to a lawyer at Hogan Lovells, the firm where Tim started his legal career. Tim is recovering nicely from his knee replacement last year. "A total success," he says.

Lucy and **Tom Rightmyer** suffered a huge loss in November when their son, Dallas, died at age 54 of keto-acidosis diabetes and liver failure. There is nothing much tougher than losing a child, and our hearts go out to them.

Bill Nuckols' youngest daughter, Julia, just earned a PhD in sociology at the University of Jyväskylä in Finland. Julia married Hrvoje Gazdec, a Croatian, in Verona, Ital., in September. Bill's oldest daughter, Teryl, is an M.D. at Cedars-Sinai and UCLA in Los Angeles, and daughter number two, Kerena, who has a JD degree, is a government attorney in the State of Washington. Daughter number three, Lauren, a PhD In Philosophy, is a lecturer at Central Washington University, and son Wilson has two master's degrees from the University of Helsinki.

George Brakeley's granddaughter Paige, daughter of **Bill Brakeley '86**, graduated in 2025 with honors in criminology from the University of Delaware and will spend the next five years earning a PhD in criminology, also at Delaware, on a full ride.

1966



Gardner Cadwalader and his wife, Kathryn, visited Laurie Cameron, granddaughter of former teacher, coach, and St. Andrew's great William "Bull" Cameron, in Monhegan, Maine.

1982

Paul Eichler has retired from the Anne Arundel, Maryland Fire Department after more than 34 years. He is currently laying low in Dover, Delaware, until new adventures open up in 2026.

Kevin Grandfield spent much of the year travelling, including to Italy, New York City, Toronto (twice), Minneapolis, Delaware, Tampa (twice), and several trips to Lake Geneva, Wisconsin. Visitors came from Australia, Minneapolis, Wisconsin, and Florida. Several times, family and friends gathered to remember his late wife, Mary. Her ashes have now been scattered in Tampa, Toronto, Minneapolis, and Chicago.



1984

The 2025 Commencement speaker, **Dr. Michael Atalay**, flanked by **JB Fairbanks** (right) and **Will Wrightson**.

1986

Edward Hammond has accepted an invitation from the NIH Director to work on issues related to biosafety. He will focus on federal oversight of risky biological research and on the prevention of laboratory accidents



1987

Molly Pupke, Cormac Aonghas Kehoe, Heather Mallory, Rupert Bell, Betsey Woody, Wells Wadsworth Constantine, Liz Erhardt, Mike Pogue, Cristy Colon, Julio Tuma, Karen Pupke, Gil Williams, Richard Snyder, and Hamilton Sloan (not pictured: **Annette Rickolt, Jill Caron, and Kibbey Perry**) met up for some fun in February 2025 while **Mark Pathy** raced Porsches in the Arctic!

1989

Kristen (Zilling) Kreuzkamp and **Catherine Pomeroy** had the pleasure of meeting and listening to Delaware's Congressional Representative, Sarah McBride, at the 2025 James R. Soles Lecture on the Constitution and Citizenship. She shared her wisdom about hope in a time of cynicism, inspiring her listeners to build bridges to ensure the future of democracy in our beloved United States.



Victor van Buchem and **Grace An** cheered on the St. Louis Cardinals as they took down the Cleveland Guardians in Cleveland, Ohio.

Mika Court has been named Division Head of the Humanities at the Tilton School, a small boarding school in New Hampshire. She thinks with deep gratitude about her teachers at St Andrew's often and finds herself teaching many of the books she read while a student.

1929



SAINTS
FUND

ST. ANDREW'S

St. Andrew's is *rooted*—in its founding mission of open doors, in its preparation of young people for lives of meaning and purpose, in its belief that a shared intellectual life requires authentic human relationships, and in its deeply personal and intentionally small, residential community bound by faith and learning.

To be rooted is to remain unwavering, particularly when storms threaten. Deep roots ensure that we flourish even in times of disharmony to deliver the promise of St. Andrew's—a timeless commitment to access, human connection, community, engagement, and pursuit. Your gift to the Saints Fund makes it possible.

Rooted
in

HUMAN RELATIONSHIPS
ENGAGEMENT
ACCESS
COMMUNITY
PURSUIT

WAYS TO *give*



Scan the QR code, utilize the business reply envelope in this issue, or visit standrews-de.org/give



Melissa Mills McLoota, Barrett Brewer, Allison Hamilton-Rohe, and Zibby Pyle spent a weekend hiking in Moab



The West Coast crew gave **Amy Wilson** a Napa send-off as she is now splitting her time between Marin and Atlanta. (L to R: **Howard Moorin, Amy Wilson, Andrew Hill**, Andrew’s wife Lisa, **Becky Wendell** and Jen Craft, Howard’s wife.)



James Borghardt has a few new little friends, and his son graduated from high school.

Corinna Calhoun, Keary Jenkins, Victor van Buchem, Kristen Kreuzkamp and **Allison Hamilton-Rohe** are forming the “Making Change for Rick” group.

The O’Captains got a bronze at Diamond States with **James Borghardt, Tomas Puky, Jim Bruin** and **Allison Hamilton-Rohe**.



Melissa Mills McLoota not only got a new puppy, but she also got to visit with **Megin Myers** and John Meyers at the Evan Honer show in Vail.



James Lai is thrilled to announce he's joined the Department of Medicine at Columbia University's Irving Medical Center as Chief of the Division of Geriatrics and Palliative Care!



Another chance reunion 25 years in the making—in Paris: **Grace An** and **Amy Wilson!**



1990

Earl Walker and **Clay Herget** caught up as Earl was making his way south last spring before Reunion



1998

Luke Baer was recently inducted as president of the First Flight Rotary Club for the 2025–2026 year. He reflected on his unexpected journey in Rotary, the recent merger of the two Outer Banks lunch clubs, and his inspiring visits to Rotary clubs in St. Louis. He expressed excitement and gratitude for the year ahead and invited anyone interested in community service to consider joining Rotary.

2009

After 10 years as a classroom teacher and a year abroad in Medellin, Colombia, **Samson Patton** has started a new position with the Colorado Department of Law as a grant specialist focusing on youth mental health and combatting vaping and substance use in teens.



2020

Louise Stilwell and her younger sister, **Ellison '27**, have each completed the storied 500-mile Camino de Santiago, walking the Del Norte route in separate journeys. Louise reached Santiago on June 28th, completing the pilgrimage in two summer segments alongside her Sewanee classmates. Ellison completed the route in one continuous 27-day walk last summer with her mother and cousin. They then continued on another 50 miles to the Atlantic coast at Finisterre, traditionally considered the “end of the earth.”

Weddings



On October 5, 2024, **Jack Hain '11** married Courtney Chiu pictured (L to R): Bruno Baretta '11, Marco Peghini '11, Meagan Green '11, Jack Hain '11, Crawford Smith '11, Charlotte Taylor '11, Forrest Brown '11, Jameson Pesce '11, and Lily Hain '15.



Cindy Jung '15 married **James Seiler '15** in New York on September 28, 2025. St. Andrew's Class of 2015 alumni in attendance were Michelle Lee, Monie Deb, Morgan Hallow, Charlotte Cece, Chris Sutherland, Peter Stansbery, Michael Alexander, Joseph L. Seiler III. Also present were Joseph L. Seiler IV '10 and Robert Pennoyer '01.



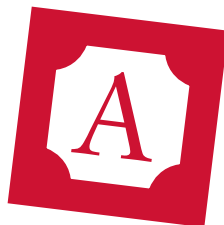
Babies



Susannah Voight '13 and her husband, George, welcomed their son Frederick "Fritz" Voight this September!



Caspar Nikolaus Gunnemann was born on October 31st, 2025. His parents **Frederic '07** and Marie-Louise, as well his two older brothers, Claudius and Conrad, are very happy and thankful!





Introducing **Grace Saliba Hill '12** and **Alec Hill '12**, who were married at St. Andrew's on June 21, 2025.



Sara O'Connor '89 married former faculty member **Eric Finch P'22,'24** in June.

WE LOVE TO HEAR FROM YOU!

We hope you'll share any news from the small to the large—including news of your recent alumni meetups (including virtual gatherings!); job changes and professional achievements; recent travel; weddings and new additions to your family; acts of service, and anything else you want to let us know!

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“ Barry lived an incredible life,
one of great meaning and purpose ...

In Memory

Barry Allen Benepe '46

April 23, 2025 – Saugerties, NY

Barry Allen Benepe died peacefully at his home in Saugerties, New York on April 23, 2025. Many members of his family had come to see him for his last hours on an earth that he loved so much for its bounty of beautiful fruits and vegetables, architecture, cycling, and art. Barry was 29 days shy of his 97th birthday on May 21. Though his heart was giving out, he was able to return to his beloved Saugerties where he and his wife, Judith, have spent their summers for 41 years while winters were enjoyed in the deep culture and bustle of New York City. Fortunately, he was able to get up from his bed to see the explosive blooms of the spring: the daffodils, narcissus, crocuses, forsythia, magnolia, pear, and apple blossoms that surround his and Judith's property on Van Vlierden Road.

"I met Barry Benepe '46 a few times over my 35 years of association with St. Andrew's, and in so many ways, his work exemplifies what a St. Andrew's education is for. Barry lived an incredible life, one of great meaning and purpose, seasoned with great good cheer and curiosity about the people around him, and how he could make it all better."

- Head of School Joy McGrath '92

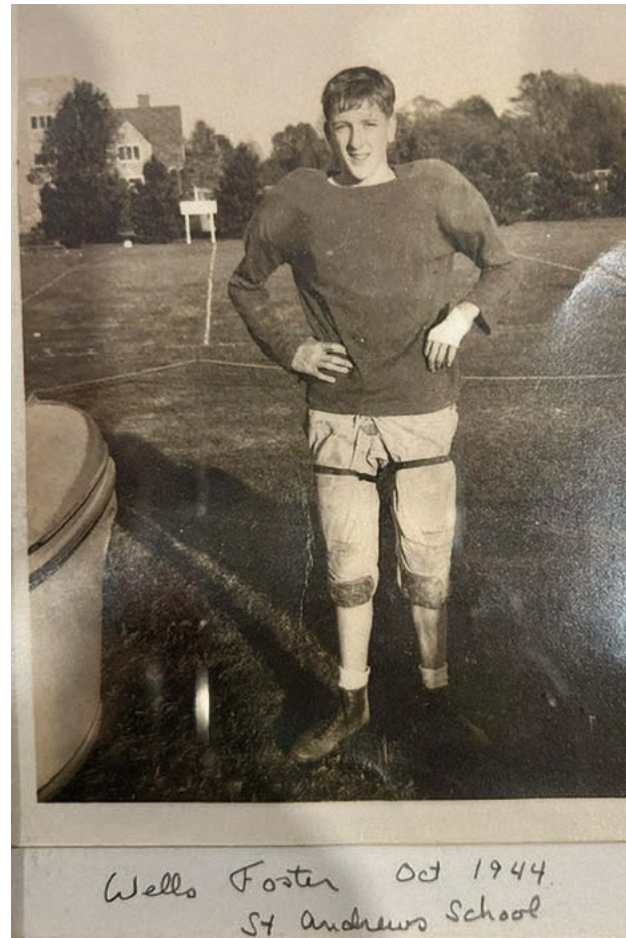


John Fletcher “Jack” Perry II '49

March 10, 2025 – Gainesville, VA

“Jack is the reason my brother, Russell, and I went to St. Andrew’s. After college he went to Army Language School in Monterey, CA, in 1953. There he met my future dad, Bert Salter, and they would become lifelong friends. Both married and moved east, and for years when I was young the Salters and Perrys would get together on Thanksgiving and Christmas, and sometimes vacation together in Ocean City. When Russell and I reached middle school age, Jack suggested St. Andrew’s for us. Russell started in 1971, me in 1973, and the rest is history. I’m forever indebted to Jack for that. Jack was also his class agent for the Class of ‘49 for many years.”

– Steve Salter '77



O. Wells Foster '50

February 12, 2023 – Jennersville, PA

“It is with great sadness that I relay the news that my father O. Wells Foster, 91, of Jennersville, Pennsylvania, passed away on February 12, 2023. Wells, as he was known by his friends, enjoyed playing football, coxing for crew, and shenanigans too numerous to mention. However, I would be remiss if I did not at least give a tip of the hat to the “Foster-Hughes” rule regarding boat use that came about after Well and Thomas Hughes took a boat on a many hour joyride out of Noxontown Pond. Wells loved telling this story, embellishing it each time.

Notice I did not mention academics. In Wells’ own words, “I’m not sure St. Andrew’s School was able to advance me academically, but they sure tried. However, in my five years on the banks of the Noxontown Pond, I learned a lot about people of all kinds, both good and bad. I learned that everything in life—good and bad, and especially bad—is a tremendous learning experience and leveler.” The high point of Wells’ academic career was the standing ovation he received as he graduated last in his class.

Hearing his fond recollections of a place that he loved so well inspired me to also attend St. Andrew’s. This special bond with my Dad is something I will always treasure. Dad had many good friends at St. Andrew’s including John Halstead; so imagine how delighted he was when my best friend at St. Andrew’s was John’s daughter, Beth Halstead. We took a photo together at Wells’ memorial service.”

– Alexis Foster Reed '77



“His gregarious smile and warm personality served him well throughout his life.

James Robert Maxwell Alston, Jr. '54

June 9, 2014 – Greenville, SC

“After graduating from Princeton in 1958, Max joined the Army; at that time, we of that generation were subject to the draft. He married and had three children, all of whom have done well. Max subsequently married Jennette Spoon after his first wife died. They had a son, Bryan. Max stayed in the Army, retiring as a “Bird” Colonel. For the special work Max did during his career he was honored with the Defense Superior Service Medal Award, the Meritorious Civilian Distinguished Service Award, and The Legion of Merit, with letters acknowledging these from Colin Powell and former Vice President Dick Cheney. He also was active in the Partnership for Peace, a NATO-sponsored effort. At some point he was sent to the War College as well as Harvard’s School for Foreign Service.

When he left active duty, he had an office in the Pentagon. He was working attached to the Army encouraging democracy in the Eastern Bloc countries, where he spent considerable time. It was for this work that he received for the second time the Defense Superior Service Medal, the Army’s highest civilian award.

Max was a man most modest even, according to Bryan and Jennette, reluctantly sharing/talking about his accomplishments. Jennette told me that Max drove her through the SAS campus on more than one occasion, indicating his love for his three years at SAS.

Max was buried with full military honors in the Arlington National Cemetery. On his tombstone it states: ‘Infantry, Strategist, Statesman.’” – **George J. Baxter '54**

William B. Barnett '54

February 8, 2025 – Jacksonville, FL

“William Bion Barnett (Bill) died peacefully at the age of 89 on February 8, 2025 at home in Jacksonville, Florida. After graduating from St. Andrew’s in 1954, Bill continued his education at Washington and Lee University, graduating in 1958 with a degree in economics and commerce. Post-graduate studies at the University of Virginia and at Louisiana State University prepared him for a life-long career in banking. A proud fifth-generation native of Jacksonville, Bill was a strong supporter of both the civic and the banking communities. He served as a member of numerous organizations, notably the Symphony Association, the Salvation Army, and Riverside Hospital. He also served as committee chairman of the Florida Banking Association and as a board member of the Florida Industrial Development Corporation. Bill most enjoyed his involvement with the Outward Bound School which allowed him to exercise his ability to connect people together. His gregarious smile and warm personality served him well throughout his life.

Bill is survived by his wife, Sally Spangler Barnett, a sister, three daughters, and multiple grandchildren.”

– **David Ralston '54**

“ I had no better friend than Norris.
He was a great roommate.

– Bill Barnett '54

Blake Norris Battin '54

January 4, 2025 – Newport Beach, CA

“A much-admired athlete, prefect, and leader in our Class of 1954, Norris was a devoted husband, father, and dedicated Episcopalian in a long and productive life that followed SAS. He was one of ‘the gang’ from Philadelphia that gave our Class much common sense and a moral center.

Economic success never diverted Norris from service. After Franklin and Marshal University, an MA at Kent State, and in a long executive career in pharmaceuticals and medical diagnostics, he gave himself to supporting how people live at every stage of life, and to the Church’s charitable outreach. He was a leader in Success With Purpose, a seniors nonprofit dedicated to mentoring and supporting important health causes and community service organizations across California.

Despite serious health problems of his own, (a quadruple bypass in the 1980s), in 2000 he joined the Compass Rose Society, the Archbishop of Canterbury’s support group. It took him to dozens of Episcopal dioceses across Asia, the Middle East, China, and many African nations. He was an inspiring instrument of church funding and support for its most distant and distressed members.

Norris was devoted to St. Michael’s & All Angels Church in Newport Beach; writing its history, leading its adult Christian education, publishing a book on recovery from grief based on loss of his own beloved wife, Susan, and giving ‘Live as Children of Light’ homilies to assist the grief-stricken.

He was just a happy guy in our day, who loved tennis, baseball, and Glenn Miller music, but he went on to become a deep and noble man who brought the best from St. Andrew’s and from the United States to the world to make it a better place to live. God bless him

– Church Hutton '54



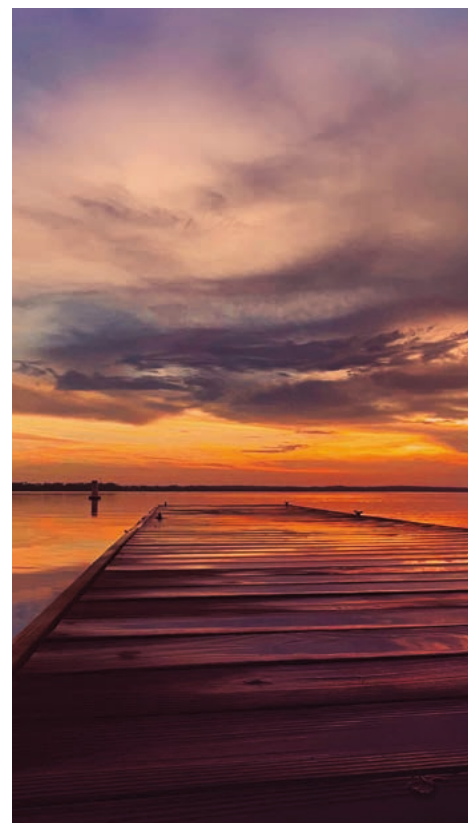
“Norris Battin was a good friend to me. On more than one occasion he invited me to his home in Chestnut Hill during SAS vacations. I always enjoyed those visits, which allowed me the opportunity to be involved in the social life enjoyed by not only my classmates—Bill Ferguson, Bob Whelihan, Bill Barclay, Jerry Cummin—but their respective lady friends, including Peace Whitman, whom with great joy I married in 1959.” – George Baxter '54

John Kristian Atchley '58

March 22, 2025 – Rockville, MD

“I didn’t know him all that well at school, but I came to really feel very close to him as a result of our class Zoom calls. I remember very well those long pre-Zoom and inter-Zoom e-mails on all sorts of subjects. He was always a great participant in the ‘afterparties.’ If you looked at the times of his e-mail postings, they were always at ungodly hours of the night and mornings. And the subject matter was all over the waterfront. Because of him and his referrals, I now subscribe to the MIT Technology Review.” – **John Hammer '58**

“Kris Atchley’s background with the State Department and his insightful views on our Zooms and in his texts and e-mails on the world and the U.S. were always interesting and worth considering. We went back to the IInd Form and the East Dorm—a long time ago! I had lost contact with him until I had my stomach cancer. He came and visited me. I truly appreciated it. We had lunch last summer and afterwards Kris wrote, ‘It was great to see you. It’s like a dose of the elixir of longer life.’” – **Jim Thomas '58**



“While we weren’t particularly close at SAS we have, in spite of our differences, grown close since the start of our Zoom meetings. Without these monthly meetings, I would have never discovered what a kind caring person Kris was. I will miss him, but I am happy and privileged to have known him.

– **Doug Pell '58**

Lawrence Reed Harris '58

June 12, 2025 – Mitchellville, MD

"I remember Larry coming to St. Andrew's in the IIIrd Form. We stayed in the South Dorm over the administrative wing of Founders Hall. That winter our toothpaste froze overnight; we had no heat in the dorm. Larry participated in the Chapel choir, was an acolyte, and played the clarinet and bass in the band and orchestra that year and all the way through our senior year. In the spring, Larry played tennis but because I did crew I never saw him play. I wish I had.

Larry was a very good friend willing to take his spare time to help me. In our senior year, Mr. Amos assigned each student a research project of their choosing. I chose to do a study of Noxontown Pond to see if I could identify the old landscape before the pond existed and see how much sediment had been deposited since the origin of the manmade pond. Larry went with me on many trips to help collect core samples. He controlled the boat while I cored. He was a big help.

After we left SAS, we each went our separate ways, he ultimately to the ministry and I eventually to graduate school in Georgia. There I met my future wife, Maurine. When we decided to get married in 1965, I asked Larry to do the ceremony. He told me he was only a deacon and could not marry us. So I asked him if he would be an usher. He graciously accepted and came all the way to Georgia for the occasion. I truly appreciated his participation. It has given us a bond through the years for him to meet and know Maurine at the beginning.



Our next get together was at St. Barnabas Church. Larry welcomed us most graciously. He welcomed everyone that way, and the church members loved and adored him. We chatted together as we ate oyster stew, oysters, and ham and caught up on each other's lives. His wife, Sue, was now part of the scene and we enjoyed getting to know her. Thereafter, the four of us periodically met for dinner.

In 1988, my father died and Larry officiated his service. He would accept no fee. Instead, with the money he had a tree planted at St. Barnabas in my father's honor. In 1992, my mother died and Larry again officiated. And again he would accept no fee but had a tree planted. He was highly principled. He always was.

In 2018, he came to Virginia to help celebrate our grandson's Eagle Scout ceremony. At the ceremony, I asked all Eagles to come forward. Larry apologized as he came forward for not being appropriately dressed (it just happened that all of the other Eagles were in uniform as adult leaders). I told Larry he never could be inappropriate. We appreciated he and Sue making the effort to attend.

Both Larry and Sue were great friends of mine and my wife for many, many years. I shall miss interacting with them." – **Jim Thomas '58**

Guilford Cole Henderson '17

August 8, 2025

“Since Cole’s passing, I’ve revisited old texts/Facebook messages from our SAS days, and the countless times Cole helped me with our trigonometry homework or surprised me with a soda when he knew I needed a pick-me-up. I’ve found notes sharing his passion for music and top five favorite songs (as of November 2014 anyway: 1. 25 or 6 to 4 by Chicago, 2. Satisfaction by the Stones, 3. 500 miles by Kenny and the Scots, 4. What a Wonderful World by Louis Armstrong, 5. Never Been Any Reason by Head East), complaints about pressure to conform to “the system” while cramming for the SATs, and aspirations for an acting career we would have been lucky to see come to fruition. He coordinated an elaborate scavenger hunt when asking me to prom our junior year, engaging many notable campus figures and delighting in the fact that he’d created this fun and memorable experience for me—a sentiment that extended to the dance and far beyond. He had a gift for making people happy and, if that was his purpose in his time on earth, he fulfilled his duty and then some.”

– **Mason Sheridan '16**

“There was a massive thunderstorm one weekend. Cole was standing out in the middle of the Front Lawn in the rain with a huge smile on his face. I went out there and we watched the lightning together. He was truly happy to be watching and sharing this incredible thing. He loved it completely, openly, and unironically. He said he’d wanted to be a storm chaser when he grew up. Cole loved life and other people indiscriminately.” – **Camy MacEntyre Hines '16**

“Cole is one of the most thoughtful and caring people I know.”



“As a new sophomore, I knew no one when I first got to school. Because of this, I was incredibly nervous to go to the Square Dance. Sitting by myself, Cole let himself into my room, introduced himself and his roommates, and dragged me to dance. He spent virtually the entire event with me, helping me meet others in our grade, and making sure that I felt comfortable. He was encouraging, never forceful. St. Andrew’s was the most influential time of my life, and has some of my favorite memories. To me, Cole embodies what it means to be a Saint, and I have always credited him for my love in our school. Fast forward 12 years, Cole is at my wedding. My favorite memory from that weekend was playing golf with Cole before my rehearsal dinner. We got to play together and spent the four hours talking about his move to Amsterdam and my move to D.C., his recent travels throughout Scotland and my upcoming honeymoon, and our excitement for the events that weekend. Cole and I had lived in different cities and countries since St. Andrew’s, but that morning on the golf course we were once again two Saints, dreaming and laughing. Cole is one of the most thoughtful and caring people I know. He always puts others before himself. He truly touched everyone he met. I will always be proud to call him my friend.” – **Jack Sohm '16**



Dinah O. Matthers P'86

1929-2026

Longtime St. Andrean Dinah Matthers passed away in January. Dinah began her work as assistant nurse at St. Andrew's in 1984, when her daughter, and current St. Andrew's arts department chair, Ann Taylor '86, was a junior. Dinah rose to head nurse in 1990 and retired from the school in 1998. The community thanks her for caring for legions of Saints.

“ She meant more to me in my time at St. Andrew's than just about anyone else there. She was like my grandmother away from home. The world is a better place because she was in it.

– Brian Bullard '97

David C. Bryan '51
April 15, 2025
Easton, MD

John B. Fiedler '51
November 1, 2025

Thomas Sabin '52
February 2, 2025 – Plano, TX

Chaloner B. Schley III '52
July 12, 2020 – Middlebury, VT

John G. Gregory '56
October 26, 2025

Guy K. Stewart '58
October 2, 2022
West Palm Beach, FL

Remsen Cross
Barnard IV '59
June 5, 2024
Walnut Creek, CA

Randolph Marshall II '59
July 28, 2025
Kilmarnock, VA

Charles L. Wayne '60
November 23, 2024
Chevy Chase, MD

John Davie '61
October 21, 2025
Princeville, HI

Rushton T. Capers '63
April 2025
Asheville, NC

Robert M. Pyle '63
April 14, 2025
Hockessin, DE

Biagio Sancetta '68
January 2, 2025
Coupeville, WA

J. Michael Bray '69
April 22, 2024
London, England

William Lacy Conrad '72
April 8, 2025
Ardmore, PA

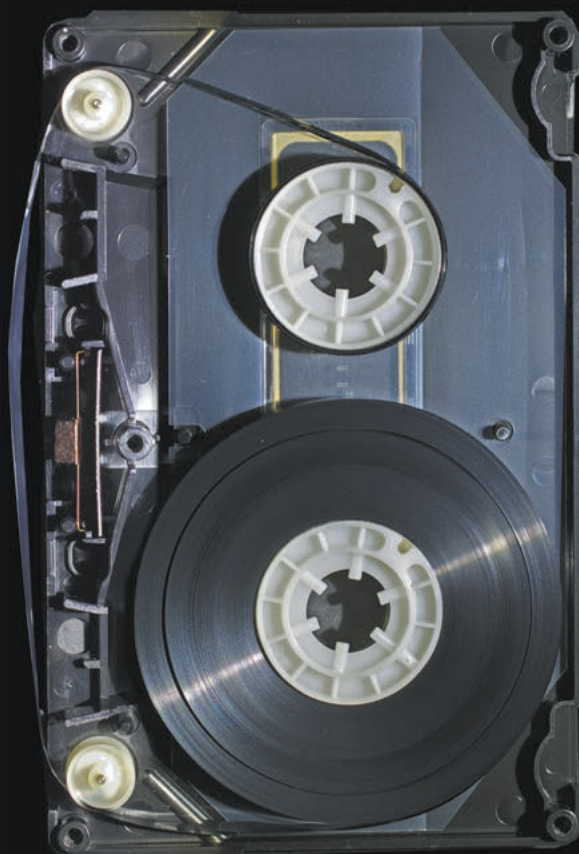
Benjamin Webster
Lord '73
August 29, 2025
Washington, D.C.

John W. Guastavino '77
February 10, 2025
Tavernier, FL

Amy Welsh Costello '78
October 6, 2025
Wilmington, DE

Guilford Cole
Henderson '17
August 8, 2025

Correction: In the last issue, we misspelled the name of Charles Baumbach '57. We regret the error.



The Last Word

I could have told you all those stories, but that would be like listening to your grandfather drone on about all the things he did when he was a kid.

...

2025 Distinguished Alumnus **Bill Brownfield '70** delivered this year's Chapel Talk at the Founders Day Chapel service on Dec. 4. It has been edited to fit this page. You can listen to/read the full talk at standrews-de.org.

I had some difficulty deciding what to talk about. My first thought was that I would entertain you with stories about life at St. Andrew's in the late 1960s and 1970. I could have told you about Walden Pell, the first headmaster, who would come by campus once a month and talk to us lowly students. I could have talked about Alexis Felix DuPont Jr., the founder's son, who was often here. We called him "Uncle Dupy" but never to his face.

I could have talked to you about the football and wrestling teams that went more than two years straight undefeated, or the crew that won Stotesbury in 1970. I could have told you about us rascals who, one night, picked up the automobile of a not particularly popular teacher, walked it up into the cloisters, and left it there. We thought that was uproariously funny.

I could have even talked about the legendary revolt of the Class of 1970 over the haircut rule. Never let it be said that we did not fight the just battles.

I could have told you all those stories, but that would be like listening to your grandfather drone on about all the things he did when he was a kid. You don't deserve that. You've done nothing to offend me.

So my next idea was to talk about my 39 years in the Foreign Service. I had some great adventures. I could have told you that in 1982, my grouchy old ambassador said to me, "Brownfield, I want you to solve the case of the murders of the four American church women, three Maryknoll nuns and one lay sister who had been murdered in El Salvador in 1981." I of course have never been a police officer. I was not even a lawyer. However, what the ambassador says, the ambassador gets. I spent two months walking through every dark street in San Salvador to get a list of suspects.



I finally recruited a young man who was in the National Guard of El Salvador who agreed to be wired with a Walkman, the height of technology in the 1980s. So the lieutenant went out, he invited the suspect to go drinking with him, and he came back the next day with a confession. That was pretty cool.

Or I could have told you in about 2008, when I was the ambassador to Colombia. My problem there was not a murder, but people being held prisoner by the Colombian guerillas, the [Revolutionary Armed Forces of Colombia.]

In the words of the great American poet Bob Dylan, the times, they are a changin’.

There were three U.S. government contractors who had been held for five and a half years in the jungle, and we could not find them. We came up with a brilliant plan. The first part was to use electronic communications equipment to intervene in the guerillas’ communication system, and then issue orders over the radio to move all of their hostages to a designated location.

We then created a fictitious NGO on the then fairly new Internet, and we gave it a website. We had a bunch of names of people that were in the NGO, and we staffed up seven officers of the Colombian Army, as well as helicopter pilots and engineers who had become the NGO, and flew to the guerilla camp and rescued not just our three Americans, but a French woman and 11 Colombians. It was the coolest deception operation in the history of mankind since Ulysses brought the Trojan horse into Troy.

But then I realized, that sounds self-serving. So I concluded, finally, that I will simply talk to you all. I will offer the lessons that I believe either one of those dialogue lines might have offered us.

In the words of the great American poet Bob Dylan, the times, they are a changin’. The world is moving briskly around us. Class of 2026, you are soon going to be marching out as educated young adults to operate in this new world.

This is a more complicated world than I have ever seen —and I’ve been around for a long time. I have vague memories as a boy of Lyndon Johnson running his mushroom cloud advertisement that torpedoed the presidential campaign of Barry Goldwater in 1964. Or Richard "Tricky Dick" Nixon and his dirty tricks, which basically won him the presidency against both Hubert Humphrey in '68 and McGovern in '72.

I was in the State Department when Ronald Reagan won in 1980. When his people came to the State Department, I said, “This is the most hostile takeover of the U.S. government that I suspect I ever will see.” That was true until last January.

Yet even though I say I don’t think I have seen the nation as divided, as tribal, as uncompromising, as suspicious of its institutions as it is right now, I have good news: you are going to be better prepared for this world than most.

It is because you are living, in essence, in a microcosm of that outside world. Hundreds of people with different backgrounds, different histories, different philosophies, different approaches. They’re all right here. You have to deal with the obnoxious guy two rooms down, or that opinionated teammate who is exceptionally annoying but has a 125-mile-an-hour blast off the ball, or that person who tells nasty jokes.

As you deal with these issues, problems, and people at St. Andrew's, you're learning to deal with life. You will of course depart this institution as scholars, but you will also discover that you're better-prepared for life than you thought you would be. And let me tell you a secret: that is the real strength of St. Andrew's yesterday, today, and tomorrow.





St. Andrew's School

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