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THE CARDINAL

St. Andrew's School | Middletown, Delaware



FALL INTO A NEW SEMESTER

Photo Credit: Director of Dance, Avi Gold

Letter from the Editor

As leaves begin their annual transformation and crisp autumn air settles over campus, we're thrilled to bring you the first issue of the *Cardinal* for this academic year. There's something fitting about launching a newspaper in fall. A season of renewal, of settling into rhythms both old and new, of rediscovering what makes this community tick.

This issue captures St. Andrew's in all its complexity. We explore the foundations that anchor us, from the Eucharist in our Chapel to the unsung heroes who keep campus running. We celebrate continuity through conversations with faculty who witnessed Hollywood descend upon our school during the filming of "Dead Poets Society," and we embrace change by profiling our newest community members, the Class of 2029.

You'll find investigations that challenge us to think differently about our daily lives, whether examining how screens compete for attention across seasons, or considering how our school shapes introverts and extroverts alike. We tackle important questions about free speech in America, and we celebrate the small joys of campus life, from protein bar rankings to our favorite dining hall dishes.

What strikes us most about this collection of stories is how they illuminate the people who make St. Andrew's what it is. Mrs. Myers reflects on decades of impact from the library. Mr. McClements shares his perspective as CFO. Our SAGE chefs, advancement officers, and business office staff get some recognition. These profiles remind us that a school is only as strong as every person who contributes to it, whether in the spotlight or behind the scenes.

As we step into a new year of journalism, we're committed to telling the full story of this community. The serious and the silly, the celebrated and the overlooked. We hope these pages inspire you to look at familiar faces and places with fresh eyes, to appreciate the traditions that ground us, and to engage thoughtfully with ideas that challenge us.

Welcome back, Saints. Here's to another year of seeking truth, celebrating community, and, of course, reading the *Cardinal*.

Happy Reading,
Janie Kim '26

MASTHEAD

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IN THIS ISSUE

LETTER FROM THE EDITOR

Janie Kim '26

CATALOGING A CAREER: INTROSPECTIVE WITH MRS. LISA MYERS

Catherine Phillips '27

CAN ANYONE BE TRULY INTROVERTED AT SAS?

Brookie Barry '27 and Alice Oswald '28

WHICH PROTEIN BAR IS FOR YOU?

Grant Fenwich '27 and Steele Malkin '27

CARPE DIEM IN DELAWARE: SAS TEACHERS RECALL 'DEAD POETS SOCIETY' FILMING

Addie Brown '29

TRUMP'S NEW EXECUTIVE ORDER, AND FAITH AND LEARNING AT SAS

Josephine Xie '27

THE EFFECTS AND EFFECTIVENESS OF THE SAS PHONE POLICY

Izzy Fu '28

100 YEARS STRONG: WHAT THE CENTENNIAL CLASS MEANS TO US

MJ Suh '29

THE STATE OF FREE SPEECH IN AMERICA

Alice Fitts '27

PASTA POEM

Meg Vongkitbuncha '29

AN OPEN TABLE, A SACRED MEAL

Smith Ragsdale '28

PILLARS OF PAPER: APPRECIATION FOR THE SAS PLANNERS

Stella Read '28

AN INTERVIEW WITH MR. MCCLEMENTS

Charlie Tosten '28

WHAT MAKES A SAINT A SAINT?

Yolanda Chen '27

UNSUNG HEROES OF SAS

Eliza Berry '28

THE HANDS BEHIND THE SERVERY

Reese Holden '27 and
Carine Leon Rosenfield '28

WHAT SAS FALL TRADITION ARE YOU?

Lillian Hosty '28

Cataloging A Career: Introspective with Mrs. Lisa Myers by Catherine Phillips '27

As we settle into the rhythm of our everyday lives here at St. Andrew's, we are all encouraged to enjoy the present moment and excitement of the new year ahead. Yet may we not forget the immense impact of those who have had a role in every joyful and meaningful moment here at SAS. After listening to Mrs. Lisa Myers' chapel talk, and all of her reflections and gratitude for our special community, I was curious to

dive deeper into her perspective and reflections on her time spent here, especially those many moments in the library.

As many of us already know, the library is a quiet space, one where you can browse a wide range of books not yet read, or sit down and feel grounded in quiet moments. (*continued on page 3 . . .*)

However, those feelings and perspectives toward the library develop over time. When Mrs. Myers first joined the SAS community, her experience was of “not knowing the students very well and viewing the space as a collegiate kind of atmosphere.” Once she spent more time here, she saw it become a “more friendly atmosphere.” As she became more familiar with the students, she realized the ways each individual contributed to the unique aspects of community and solitude in the library. She also noticed the ways students grow a greater appreciation for the library once they become juniors and seniors as they look ahead and find their own passions.

Through listening to her perspective on the students themselves, I began to wonder what kept her so close to the library all these years. Mrs. Myers remarked how she “loves reading” but “the kind and engaged culture of the students” draws her closer to the library. She explains how, at St. Andrew’s, the students “want to learn and are curious.” In her chapel talk, she touched on Research Seminar being a large part of her connection to students. Through generously helping each student take a deep dive into their passion, she is able to witness the ways passion and curiosity can help drive the student to continue their research. Specifically, she remembers going down rabbit holes, trying to find a specific source for a student, and how once they found it “it was such a moment.” She encourages everyone to pick a topic they are deeply curious about.

She remarked how over the years she has seen students grow into readers and how new students, especially IIIrd formers, seem to be “even more curious.” She admires the ways the library is used as a communal space, giving her opportunities to connect with students of all interests and passions. Over the years, she witnessed many spontaneous moments of curiosity and learning, all of which contributed to her love of the library. The space being a place for reflection as well, allows students and faculty to be able to pause throughout the day in our busy lives.

From 2004, to now, Mrs. Myers has witnessed growth and found connection to many of the students in the past and the present. (She especially loves to see similarities between siblings here now and in past years!) When her son Jake Myers ‘12 was a student, she gained a deeper connection with his class, allowing her to understand the student body as a whole and the culture here at SAS. Even those who don’t spend more time in the library, other than needing something from the printer, know how special of a person Mrs. Myers is, and all the generous effort and love she has poured into the community. Her perspective is unique, and though she may not be physically in the library anymore, we will always feel her presence and her words will remain in our hearts. Mrs. Myers, if you happen to read this, we are so grateful for your kind, caring and encouraging presence over the years and we will forever cherish every moment we have shared with you!

Can Anyone be Truly Introverted at SAS? *by Brookie Barry ’27 and Alice Oswalt ’28*

It is no secret that St. Andrew’s is a school for people who love people. However, entering this community can often feel like entering into a bubble, one that stretches your character in many different directions. During fall, our school comes together with its strongest surge of energy, pouring into dorm life, athletics, and activities organized by form councils. All of this and more requires students who are excited about what this school values so much: connection. As seniors enter their final fall, they reflect on how this value has changed them. Specifically, they consider how they would define themselves as introverted or extroverted, raising the question: can people even be introverted at St. Andrew’s?

An introvert’s nightmare usually involves a mass grouping of people in a large setting, and this could describe the sit down meals held five days a week. As a senior, however, Lila Lunsford ‘26 reflects on how these meals help strengthen her ability to “push aside the harder parts of the day and focus on being present with where you are in the moment.” This confrontation is often the point where many St. Andreans are pushed outside of their comfort zones, making it both draining and recharging, depending on how you look at it. As an underclassman, it’s easier to feel drained from these interactions due to the lack of people with whom you feel fully comfortable interacting with. But as Daphne Banfield ‘26 states, “It’s a choice to put the effort into a sit down table discussion.” Not all days are going to be chatty, and that should be regarded as completely okay. It’s a personal challenge you must set for yourself, depending on how much energy these interactions drain.

One of the defining aspects of St. Andrew’s culture is this phrase: “opt-in.” This phrase urges us to participate in non-mandatory events and activities on campus, but it also applies to everyday life, like going on the Fro-Lo or sitting down at a table for dinner. It also pushes us to be

fully invested in our mandatory pursuits, like joining a class discussion or really putting our all into a sports game. It’s a culture that calls us to support others, like showing up to voluntary chapel talks or cheering at a sports game for a team we’re not on. Opt-in culture is an important part of what makes this place so special, but this doesn’t come without challenges. Tanner Caldwell ‘26 discusses finding a balance between opting in and taking time to recharge. She says, “At first when I was new, the opt-in culture was great, forcing me to just ‘go.’ It’s great and it’s still great but I think it should change where you get older. Seniors have more on your plate and it’s hard to keep up with opt-in culture.”

Every senior interviewed stated that St. Andrew’s has changed their social identity in some impactful way, whether it be through the football games, frosty run dances, or sit-down tables. Between all of the chaos, they somehow adapted and became more open to the extroverted nature of St. Andrew’s. Though the initial question posed was if someone could continue to be an introvert here, it morphed into the answer which is in numerous shades of gray. Whether it’s doing what Daphne Banfield ‘26 does in her free time – “painting, sailing, and soccer” – or if it’s hanging out with “those comfort people you can just lay on your bed with,” as Lila Lunsford ‘26 puts it, we all have ways of holding on to introverted tendencies. This doesn’t suggest that we are all introverts at the core, but rather that St. Andrew’s is naturally an extroverted school, making any form of introversion a conscious choice. The introvert to extrovert pipeline here is real in many ways, but instead of listening to the push and pull of others, these seniors often found peace in deciding what filled their lives with what they needed most. All of these wise words serve as a reminder that even if you’re an introvert or an extrovert, there is always the opportunity to fit yourself into both of these boxes at different times.

Which Protein Bar is For You?

by Grant Fenwick '27 and Steele Malkin '27

Protein bars are everywhere we look these days—whether you're going to the gym, rushing between classes, or just need a quick pick me up. However, with so many options, it's tough to know which ones are actually worth your money. We tried out five of the most popular bars and broke them down by taste, nutrition, flavor range, and price, so you can find the best one for you.

Best Taste:

David Bars, although on the more expensive end at \$4 a bar, are great-tasting protein bars with very impressive macro-nutrients (150kcal, 28g Protein, 2g Fat, 12g Carb). David has a flavor profile for everyone, including: red velvet, cookie dough, fudge brownie, peanut butter chocolate chunk, salted peanut butter, blueberry pie, cake batter, and cinnamon roll.

Best Bang For Your Buck:

If you are looking for best value bars, Barebells makes high quality, good priced, good macro-nutrient protein bars (200kcal, 20g Protein, 7g Fat, 20g Carb). A single bar sells for about \$2.75, with a long list of flavors varying from chocolate cookie dough to pumpkin spice.

Best for Weight Gain:

Builders Bars, although higher in calories (avg. 290kcal), have remarkable taste with equally good macro-nutrients (290kcal, 20g Protein, 11g Fat, 29g Carb). At \$2.50 a bar, you can find these bars

anywhere, with flavors such as Cookies and Cream and Chocolate Peanut Butter. Steele's personal favorite, these bars are a great bar for people trying to gain weight.

Cheapest:

Pure Protein Bars have very average macro-nutrients (200kcal, 20g Protein, 7g Fat, 17g Carb) with a slight protein taste. They have a wide flavor profile, but the main flavors are Chocolate Deluxe and Chocolate Peanut Butter. Being the cheapest on the list, it is a great overall protein bar.

Healthiest:

Rx Bars, although the healthiest option on this list, are not the best tasting. The macro-nutrients contained in the bar are very solid (200kcal, 12g Protein, 8g Fat, 23g Carb), and they come in a variety of flavors: blueberry, chocolate sea salt, peanut butter chocolate, and more. This rounds off our list as the cheapest and healthiest bar.

At the end of the day, the "best" protein bar really comes down to what you're looking for. If you want the best taste and macronutrients, David Bars is the pick. For the best deal, Barebells are hard to beat. Builders Bars are perfect for people trying to bulk up, while Pure Protein Bars give you a cheap and pretty solid option. If you want something healthy (but not the most tasty), Rx Bars are the way to go. No matter what your goals are, there's a protein bar out there for you.

Carpe Diem in Delaware: SAS Teachers

Recall 'Dead Poets Society' Filming

by Addie Brown '29

More than three decades ago, St. Andrew's was chosen as the main filming location of beloved film "Dead Poets Society." Recently, I asked two alumni-turned-teachers (Gretchen Hurtt '90, and Peter Hoopes '89) to revisit what it was like to attend school on a movie set—and how that experience shaped their time at SAS.

The announcement of the film sent a wave of excitement through the halls at SAS. Mr. Hoopes reflected on the initial reactions from the student body, "It was sort of mind-blowing—none of us had ever been on a set or knew what was involved in shooting a film . . . All of us were like 'woah,'" he recalled. For St. Andrew's students, familiar spaces, such as the front lawn, became the backdrop for fictional Welton Academy—a place that would forever live on screen.

When asked about her experience, Mrs. Hurtt stated, "We had no idea what kind of a movie it would be, or how it would end up as a critically acclaimed film." Mrs. Hurtt also reflected on the gender imbalance in on-set participation "Girls could only be extras, 'in the audience', whereas SAS boys could audition for speaking roles." Although Mrs. Hurtt was unable to participate in the filming due to playing on a varsity sports team, she witnessed the tedious filming process behind two scenes, one being under the cloisters and the other taking place on the football field. She stated, "There were big cranes that held cameras . . . cords and electrical wires everywhere. There was

a lot of standing around, many minutes centering one exit from a building." (*continued on page 5 . . .*)



From the Archive: Robin Williams poses with three St. Andreans who appeared as extras in the film, 1989

(. . . *continued from page 4*) Mr. Hoopes shared a similar experience on set, claiming that the production was "repetitive," but intriguing, as many of his peers participated in scenes. "Robin Williams [a main actor in DPS] came over while they [the film crew] were moving cameras—he told a few jokes to the crowd and got everybody relaxed," he said. He remarked that moments like these added a touch of magic to an otherwise meticulous process. Despite a majority of the shooting process occurring over school break, the students enjoyed having a "mini Hollywood" in their backyard.



From the Archive: Producer Steven Haft and Director Peter Weir, 1989

As a teacher in film studies, Mr. Hoopes believes that attending SAS during the filming of "Dead Poets Society" has impacted his career in many ways. "The fact that I was here when they shot it was 'dumb luck,' but having had the chance to participate even in the small role that I did whet my appetite for filmmaking." He ended with the following: "for me, it was a singular chance to be part of a movie that touched a lot of people's lives . . . many find a lot of joy in that movie."

In reflecting on their time during filming, Mrs. Hurtt and Mr. Hoopes shared fond memories from humorous behind-the-scenes moments. Mr. Hoopes recalled, "for those of us who were extras, they wanted to give us haircuts—for a while we were all walking around in the fall of 1988 with 1950s style haircuts. Everybody had oddball haircuts." Mrs. Hurtt added with a smile, "the thrill of seeing our teacher's dogs in a major Hollywood film was pretty funny." These reflections not only reveal lighthearted camaraderie among students and staff, but also serve as reminders of the extraordinary experience that has become a principal aspect of St. Andrew's history.

Amidst the buzz of filming, both Mr. Hoopes and Mrs. Hurtt agreed that the core values of St. Andrew's remained. "[St. Andrew's] is a place where you can be contemplative and concentrate—you can be a student and an artist—and you can be a kid. I feel that the film honors all of that about SAS" said Mrs. Hurtt. In her final remarks, Mrs. Hurtt added, "I feel very proud about the beauty of this campus, the sense of timelessness, the serious presence that you feel when you step onto campus—it's one of the reasons I love working and living here."

President Trump's Executive Order, and Faith and Learning at SAS

by Josephine Xie '27

In a time of national dialogue about how American history is taught, SAS finds itself at the intersection of faith, education, and civic responsibility. Passed earlier in March, executive order "Restoring Truth and Sanity to American History" has sparked conversations nationwide and within our own classrooms. For a school rooted in the mission of integrating "faith and learning," the order presents both challenges and opportunities to reaffirm our commitment to truth, integrity, and moral discernment.

Signed this past April, the executive order emphasizes a "patriotic education" that celebrates American achievements while addressing historical flaws. However, at the same time, it attempts to erase certain representations of different identities in museums and public parks: "museums in our Nation's capital should be places where individuals go to learn—not to be subjected to ideological indoctrination or divisive narratives that distort our shared history." Recently at the start of September, the Smithsonian Museum reaffirmed its "independence" in response to the order as the White House ran an internal review of the exhibitions: "the Smithsonian's 'independence is paramount.' The Institution will remain committed to telling the 'American story' and will always be a place that welcomes all Americans and the world."

St. Andrew's has long approached education through the lens of its Episcopalian values, encouraging students to pursue truth with humility and courage. More than dates and events, history classes here become spaces for moral reflection. To understand this order in relation to the work that we do in History classes at St. Andrew's, I spoke with SAS

alumna and new History instructor Ms. Hardwick '07, and History instructor and Dean of Teaching and Learning Ms. Pressman. Ms. Hardwick highlighted her time as a student at St. Andrew's: "St. Andrew's approach of diving into primary sources and examining the evidence is a powerful way to teach and learn. Our curriculum gives students the chance to dig into the material and to practice thinking critically for themselves. So we go to the evidence, we go to the sources, and sometimes we study sources that are in conversation with one another. Ultimately, the goal is to help you all build the skills to learn how to do it on your own." Meanwhile Ms. Pressman spoke of "truth" from a historian's view: "we're seeking truth, the most complex and nuanced understandings. Our understanding of history is going to continue to change and evolve as new scholars bring new perspectives, to look at evidence in new kinds of ways, and ask critical questions of one another." Both teachers explained that the challenge teachers set for students in the discipline of history is to put pressure on each other's interpretations and arguments in classrooms at the seminar tables. As Ms. Hardwick points out, "the most important piece is that we are aiming to teach you how to think, how to ask questions, and how to interpret sources, rather than what to think." This is also what is happening in our world constantly, whether political or cultural. Ms. Pressman also highlighted President Trump's order: "one of the questions we were engaging is thinking about the question of how history speaks to and helps us to understand important issues that we're wrestling with today. And so I think, in some sense, the premise of the executive order is sort of the same thing." Relating back to history classes at St. Andrew's, (*continued on page 6 . . .*)

(...continued from page 5) President Trump is also making an argument that the way that we engage the past has consequences or has important implications for the present. As debates over history education continue, St. Andrew's remains anchored in its mission. It is important we don't get fixated on the idea from one order, as Ms. Hardwick cautions us that "there is so much news in the world today, and it happens so quickly. With big, important events always unfolding, it can be hard to determine which ones should become a "must-learn about" moment. It's impossible to cover everything and we don't need to do it by examining every new executive order. What matters, and what we hope to instill in the classroom, is the ability to understand the history we study and why we study it."

Nonetheless, in history classes for all forms, teachers challenge students to see the world from a transparent lens. As Ms. Pressman suggests that

we all think about how we engage with each other in conversation around it, knowing that sometimes disagreements arise from the interpretations or the arguments, but we would build from it because that is what actual learning looks like. She also clarified that "part of my interest in inviting you to potentially think about this executive order in the context of the class was sort of to be saying, well, what do you think? How can you use historical thinking skills from class to then engage as citizens and to go beyond just the classroom?" While different from the Smithsonian's rigid response, St. Andrew's remains flexible toward the outside world, but will continue to follow our long-lasting missions and traditions to pursue what it means to create an environment for the inquiry and learning of students. As we navigate a polarized world, St. Andrew's holds and will continue to stand as a testament to the power of education grounded in faith and truth.

The Effects and Effectiveness of the SAS Phone Policy

by Izzy Fu '28

The transition from summer to life at SAS is definitely not a small one. One of the biggest difficulties is caused by the SAS phone policy. As written in the student handbook, the phone policy "requires students to leave cell phones in their dormitory rooms at all times" while on campus, and creates a culture where phones are not welcome in any public space. This policy is one of the many features that stand out about SAS, which was even written about in the *Atlantic*. Although there are many external opinions about our phone policy, we don't entirely know if this policy is effective towards students and what students actually think of it. I decided to poll the student body anonymously during this time of transition back to school on opinions and effectiveness of the policy.

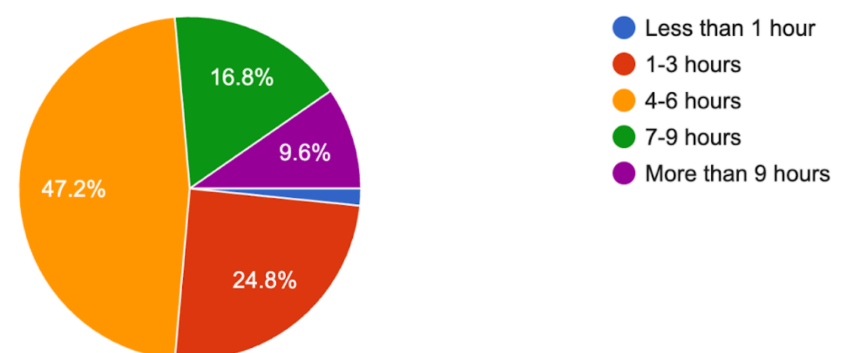
The first and most important question to be asked is: does the policy actually help students be on their phones less? By asking the student body their time on their phones from the summer versus at school, the answer was clear. In the summer, the majority of SAS students recorded that they were on their phones for four to six hours per day, and some even said seven to more than nine hours per day. At school, over two thirds of students said that their screen-time is only between one to three hours, and a quarter say it is under one hour. It's evident that being at SAS helps lower the time we are all on our phones.

What does being on our phones less do for us? Many SAS students have first-hand insight. The words productive, happier, and connected were common among responses. Students say they feel more social and inclined to engage in the community when off their phones. On the other hand, when asked how they feel when they're on their phones, words like lazy, tired, and guilty come up. SAS students enjoying being off their phones and having positive feelings about less screen time shows the importance of our phone policy.

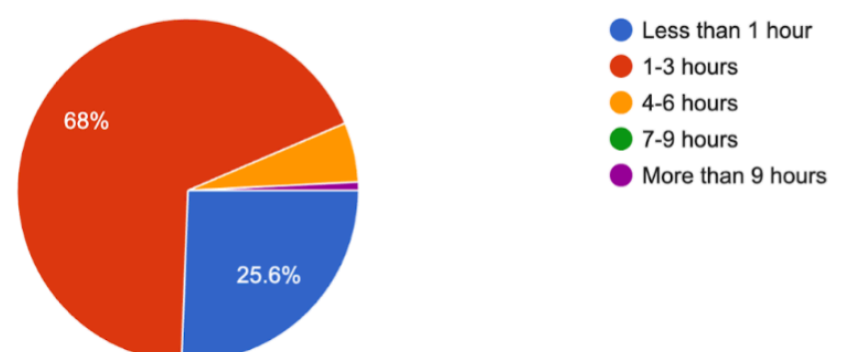
Opinions of the phone policy differed, however. When asked, 70% of students said that they liked the phone policy, while 14% said they didn't. Many people said that they love the phone policy because "it makes making friends easier" and "it reduces distractions in the classroom." A common theme of dislike was the new phone-free gym policy. An anonymous student writes, "All the new gym phone policy has accomplished is: 1) making lifting less fun 2) made tracking exercises and rest more difficult 3) allowed more people to accidentally

take machines leading to a difficult conversation that happens multiple times a week." The main problem students have with the gym phone policy is that they believe the gym is not a place to socialize, so there is no need to restrict phones.

No matter what, phones will always be a present concept in our lives. But because we are at SAS, our teenage years look different from most. No matter our personal opinions on it, the phone policy has transformed our high school experience into one where we can play outside after dinner, have conversations face to face, and enjoy each other's company without distraction. Without our phones, we can finally be kids again.



Above: Student Responses to the Question "What was Your Average Screen Time Per Day this Summer?"



Above: Student Responses to the Question "What is Your Average Screen Time Per Day Now?"

Snapshots of the Season: Fall Photos From Around Campus



Above: 2025 Blessing of the Backpacks



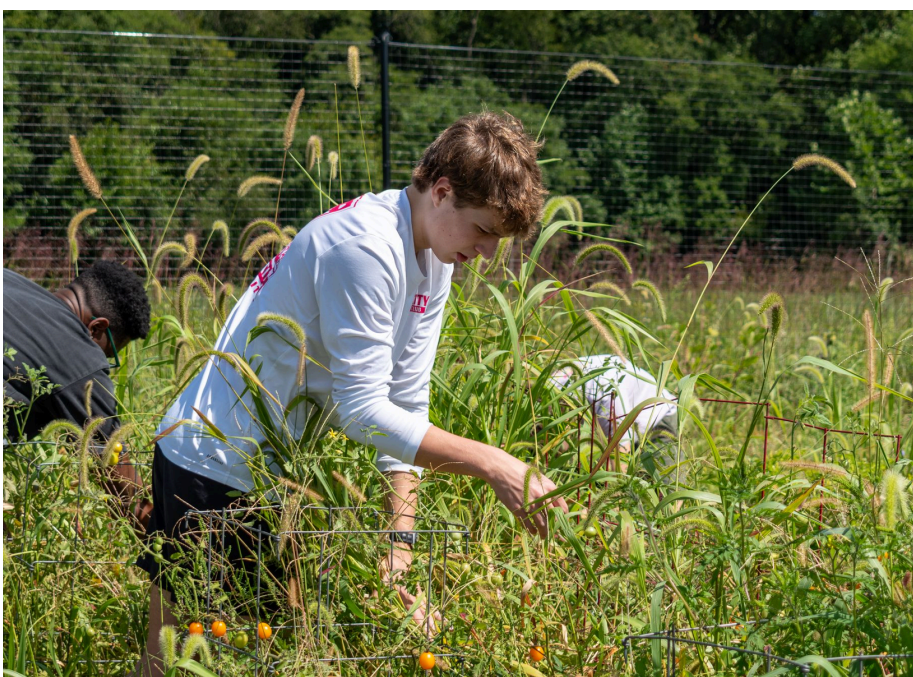
Above: the Square Dance 2025



Above: Under the Lights Football Game



Above: Art Majors Sketching Fall Foliage



Above: Volunteers Harvesting the Organic Garden



Above: Students Gather for First All-School Meeting

100 Years Strong: What the Centennial Class Means to Us

by MJ Suh '29

As Saint Andrew's 100th anniversary nears, our III Form class has been lucky enough to be in the moment when it happens. This milestone gives students a sense of pride and responsibility, and through interviews, they have expressed their thoughts and experiences since becoming aware of this title.

The Class of 2029 was asked to attempt to describe their class in three words, and these are some of the results that they replied with: united, together, radiant, determined, proactive, hilarious, and responsible. Such words reflect what this class sees in itself: a group that values close bonds, responsibility and willingness to step out of comfort zones.

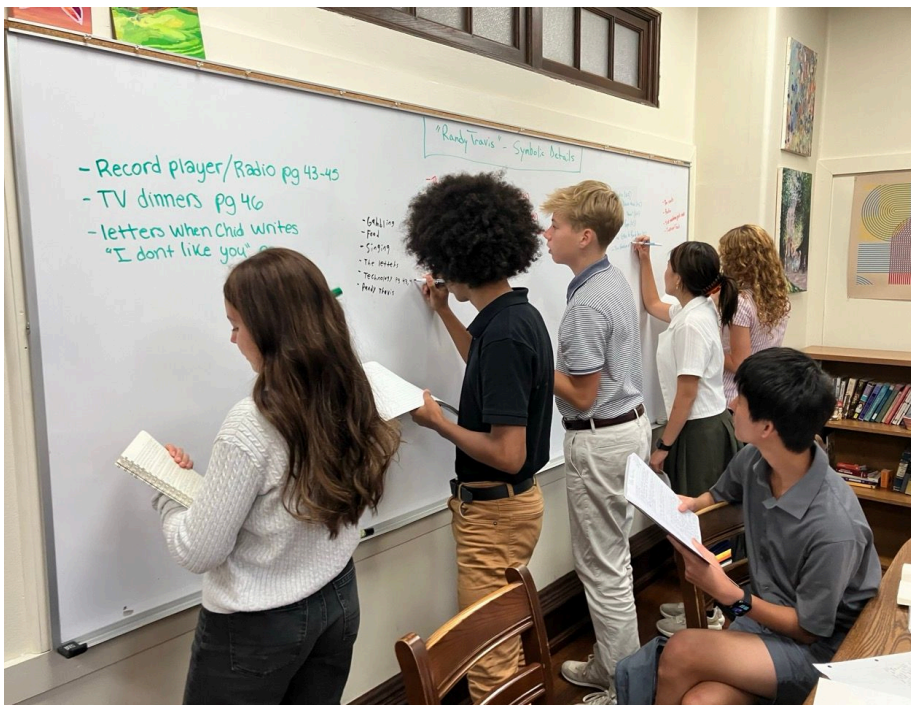
Students have mixed opinions as to being part of the Centennial class. As one student, Fiona Montejo, puts it, "Our grade is just as special as any grade. It's not the centennial that makes us special, but the people in our grade." On the other hand, another student believes that "because St Andrews was founded in 1929, being the hundredth class makes a mark on our class specifically because it's memorable, and just

makes the year overall memorable." Bo Flynn, another peer, said: "In a sense, yes, we are a special class, but that doesn't feel or mean the freshman class is better than other classes. But it does feel pretty cool."

Despite mixed feelings, many of the freshman class have had memorable moments with each other, whether it be hanging out at the front lawn, talking to each other on the way to the Frosty Run, or exploring the woods with a group of friends. One of my classmates, Cleo Devillart-Waniewski, has had fond moments spending time at the T-dock with friends and viewing the beautiful sunset after dinner. Another student mentioned how playing card games at night with their roommates while having deep talks with each other was what he enjoyed most. These students, despite only having been a month into the school year at Saint Andrew's, have already created lasting memories that will stay with them through life.

The last question was, "If you could leave one message from the centennial class to future classes, what would it be?" One student said to "be part of everything and be part of everyone." He explained it meant to be open to new experiences and being inclusive while also being fully engaged with others – a good philosophy to live by. Another replied to this question with, "be social, you'll know these people for the rest of your lives." One last one that resonated was "Try things you're scared of trying. Or also Carpe diem." The message embodies a mindset to "seize the day," making the day your opportunity to be someone or something better than you were the day before.

In the end, after these interviews, the class of 2029 is nurturing values worthy of the centennial class: responsibility, proactivity, closeness, and more. Whether it be forming strong friendships, facing tough challenges, or living by the advice of being "a part of everything and everyone," this class is already shaping its legacy and leaving its mark upon Saint Andrews. As the centennial class, they carry almost 100 years worth of traditions, while creating their own story, one filled with opportunity and courage to seize the day for the four years to come.



Above: Members of the Class of 2029 in English I

The State of Free Speech in America

by Alice Fitts '27

Charlie Kirk's death marks a scary period in United States history – a period in which First Amendment rights are thrown into question, and people are becoming increasingly comfortable forever silencing voices they disagree with. CNN reports that "through the first half of 2025, the US saw some 150 politically motivated attacks," said Michael Jensen, a University of Maryland researcher who tracks terrorism incidents. "That's nearly twice as many as the same period last year." This quote shows that the country is experiencing deep-seated political and social unrest that creates a dangerously charged atmosphere in which divides keep growing. Charlie Kirk, who was deeply problematic and offensive in many of his views, particularly toward minority groups like the LGBTQIA community, was at the heart of things a debater. Kirk started conversations; he invited them and prompted them. They

were oftentimes manipulative and usually against unprepared college students, but he facilitated free speech and dialogue. He believed in his right to share his opinion with the world, regardless of how others would feel in response. His death is a symbol for the intolerance to hearing differing opinions that Americans have developed.

In a twist of fate, Kirk's death seems to have created something of a verbal paralysis throughout the country. No one, including myself, knows what to say, or what they can say. According to the BBC, Jimmy Kimmel was pulled off the air by ABC "indefinitely" (really less than a week), concerning his politically charged comments. On his first show back he addressed his viewers and the nation, (*continued on page 9 . . .*)

(*continued from page 8 . . .*) saying he never meant to make light of Kirk's death but not explicitly apologizing for his comments. He goes on to say that "our freedom to speak is what they admire most about this country, and that's something I'm embarrassed to say I took for granted until they pulled my friend Stephen off the air, and tried to coerce the affiliates who run our show in the cities that you live in to take my show off the air. That's not legal, that's not American," showing the enlightenment to this new crackdown on speech that he and the Americans looking up to him experienced due to the Charlie Kirk death. This decision to pull Kimmel off the air was made after Disney and ABC received threats from the Federal Communications Commission, NPR reports, showing government crackdowns on free speech, which is our basic First Amendment right. Furthermore, teachers have been fired for their social media posts; specifically Darren Michael who, as the Nashville *Banner* says, was terminated from his position as a theater professor at the Austin Peay State University for posting hours later on Facebook this ironic Charlie Kirk quote: "But I am — I think it's worth it. I think it's worth to have a cost of, unfortunately, some gun deaths every single year so that we can have the Second Amendment to protect our other God-given rights." Charlie Kirk made this comment back in 2023 at an event organized by Turning Point USA Faith (the religious branch of his conservative

activism nonprofit) and Darren Michael left it unedited and without any comments of his own, yet American society and his employers deemed this free speech to be unacceptable. Kirk's death, Kimmel's suspension and Michael's termination are examples of growing intolerance in the United States for varying opinions and the voicing of these opinions. As a country we are at an important junction, just as the Romans were, between a republic that voices and respects many different beliefs that manage to coexist, and a thought empire that only makes room for one set doctrine of values.

Here at SAS we as a school are mourning and reacting to Kirk's death and the resulting effects in dynamic, shifting ways. Our co-presidents Lila Lunsford '26 and Abe Perry '26, along with underclassmen Sylvie Hershberger '27 and Eli Meier '28, made an announcement aimed to open our eyes to the fact that at the end of the day Kirk was a father, a husband, and a human being, and that murder should never be celebrated. A Politics Club was formed in order to create formal space for debate and discourse, and the American Conservatism class was assigned sources on Kirk and discussed him and his political ramifications in class. As a community we are attempting to learn and grow from this difficult point in history so that we are able to become better future leaders in a hopefully better future world.

Pasta Poem

by Meg Vongkitbuncha '29

When one questions their life choices,
Food calls to the inner voice.

To study, to persevere, to endure is to be a St. Andrean,
Sometimes only one solution feels oddly humanitarian.
To laugh, to cry, to live is to be a person,
But there is all but one answer I know for certain.

It can swim in oceans of different material,
Whether its ruby-red marinara,
Glittering white cream,
Or sunflower-yellow carbonara—
All one would think only exists in a dream.

Bolognese or pesto,
Pasta makes you feel like dancing

Under a glowing sun that's glancing
Down below a flowering, beautiful meadow.

When one dwells on their mistakes,
I say: rather contemplate all the kinds of pasta one can intake.
Spaghetti, fettucini, rigatoni, farfalle, gnocchi, pappardelle—
The list is as long as a magical, never-ending stairwell.

Let this poem remind you—
When in doubt, pasta is your reason.
Let this poem remind you—
Pasta, all celestial in taste, is impossible to replace.

Let this poem remind you—
Of the magic, the life, and the gift
Of Pasta.

An Open Table, a Sacred Meal

by Smith Ragsdale '28

Christians call it by many names: the Eucharist, communion, or the Lord's Supper, but what actually is it? Whether it's bread and wine or wafers and grape juice, the Eucharist is central to every major Christian denomination – from Roman Catholics to Southern Baptists.

In the Episcopal church the Eucharist, the Greek word for "thanksgiving," is one of the two sacraments of the Gospel and is also a name for the entire service. According to the Book of Common Prayer, also known as "that red book" in the chapel, "the sacraments are outward and visible signs of inward and spiritual grace, given by Christ as sure and certain means by which we receive that grace." Basically, Christ gave the Church two means of ensuring God's favor with us – Baptism and the Eucharist. These sacraments both have two

parts: an exterior and an interior.

The outward signs of the Eucharist are bread and wine, or in other words what we see, feel, and taste. However, the Eucharist is not just bread and wine to Christians. At some point in the service, the priest consecrates the elements through prayer, and the Eucharist becomes "the body and blood of Christ given to his people, and received by faith." In receiving these elements, we are intimately connected to that very same Jesus Christ who walked the earth over 2,000 years ago, who died, and who rose.

Although there is diversity of belief within Anglicanism, all Anglicans believe in some form or another that Christ is (*continued on page 10...*)

(. . . continued from page 9) present, whether spiritually or corporally. This view spans the line between Baptists, who believe the Eucharist is merely a symbol in memory of Christ, and Catholics, who believe the Bread is no longer bread in essence.

I asked Rev. G. about the Eucharist in Anglicanism. He pointed out that the Eucharist is not just a symbol. “Though some Christian denominations think this is merely a memorial ritual, Episcopalians believe Jesus is truly present in the bread and wine. In this way, Episcopalians are closer to Roman Catholics,” Rev. G. said. Even though Episcopalians believe in real presence like Catholics, “Episcopalians do not subscribe to any definitive explanation, and leave the transformation to mystery,” Rev. G. said.

In Christianity, Jesus is God incarnate, and the Eucharist is his body and blood; thus, for Christians, the Eucharist is the most important and profound thing: communing with God. This leads to “the forgiveness of our sins [and] the strengthening of our union with Christ and one another.” The Eucharist, instituted by Christ as a commandment, reminds us of “his life, death, and resurrection, until his coming again.” After all, Jesus is the most important figure, and namesake of, Christianity.

The Eucharist is not just important at the altar on Sunday mornings; Christians are called to carry their lives like Christ did. Rev. G., when discussing the role of the Eucharist in his life, explained, “Receiving ‘Holy Communion’ or the Eucharist is an opportunity to say ‘Amen’ to Jesus, his life and his mission. This means I am saying ‘yes’ to feeding the hungry, clothing the naked, visiting the sick, loving my enemies. Additionally, receiving the Body and Blood is also saying ‘yes’ to the forgiveness offered by God when I fail, is a visible sign that we are all equal in God, and that Jesus can be trusted to reveal what God wills for me and for us collectively.”

Looking at the bigger picture, Rev. G. talked about what the Eucharist means in our community. “I think the Eucharist calls us to ask our-

selves: Have I been living in the way God intended? Communally, the Eucharist indicts us, in a sense, because the world looks so different from the egalitarian meal we are participating in. Everyone does not eat equally in the world. In our service of the Eucharist, we are all receiving equally,” Rev. G. said.

Looking at the biblical account, something all Saints will recognize from Sunday service, Christ said himself regarding the Bread, “‘Take, eat; this is my body.’” Similarly, after blessing it, “he took a cup, and after giving thanks he gave it to them, saying, ‘Drink from it, all of you, for this is my blood of the covenant, which is poured out for many for the forgiveness of sins’” (Matthew 26:26-29).

Rev. G. also brought up a debate happening in the church right now: whether communion should be open to just Christians or everyone. “Traditionally, only those who are baptized may receive the Body and Blood. Today, this is being challenged by those who contend that the Eucharist or Holy Communion looks back not only to Jesus’ Last Supper, but also to all the meals he ate with outcasts and his disciples. After all, Jesus’ table was open to all, therefore, the Eucharist service should have an ‘open table’ for all.”



Above: the Right Reverend Kevin Brown Presiding over Chapel

Pillars of Paper: Appreciation for the SAS Planners

by Stella Read '28

In every student's III Form year, planners are a requirement to help navigate an unfamiliar boarding school environment. Planners help students balance out aspects of St. Andrew's such as academics, sports, and extra clubs. As years pass, students are given the option to order a planner for the upcoming school year. For the 2025-2026 school year, 85% of the student body elected to order one.

As a current IVth Former, I value planners because of the structure they provide for upcoming weeks, as well as a physical outlet for homework. They provide a system and reliability to our constantly changing schedule. During my III Form year, the planner used to be another book in my backpack, extraneous paper amongst the chaos. However, when higher-stakes tests rolled in, writing a study plan in my planner helped me map out my time and stay on track. This practice helped to

manage stress and workload; it encouraged regular use of my planner. Learning that teachers have different levels of canvas usage, the planner quickly became a center focus of my organization, so now and for future years, the planner will continue to be a safety net. Learning the skills of time management and organization early, we can bring them beyond St. Andrew's.

Ms Pressman, Interim Dean of Teaching and Learning, emphasizes the importance of mapping out the upcoming week, especially with the shifting blocks. She notes the differences between online users, and physical planners, highlighting “the ability to really be planning and not just knowing exactly where you need to be at the last minute.” In a boarding school environment, she mentions the “big difference between how successful someone is at St. Andrew's if they're able to look ahead (continued on page 11 . . .)

(... continued from page 10) and plan their week.” She focuses on the intentionality aspect of planners, specifically foreseeing weekly conflicts and assignments.

Though Google Calendar is a great digital tool, it is not a reliable substitute for planners. On platforms like Canvas, some teachers inconsistently use it, leaving gaps in an online calendar, ultimately making physical planners more beneficial. Representing two differing opinions, the 2025-2026 School Presidents chime in. Co-President Abraham Perry ‘26 talks about his planner being a great tool for freshman and sophomore year, but then gravitating to Google Calendar. He says that “if I’m at the end of class, I can think to myself,

‘wait, what assignment do I have next?’ and check.’ Eventually, it comes down to preference, but online tools have a significant number of limitations. Co-President Lila Lunsford ‘26 swears by the physical planner because “it’s such a useful tool if you’re not a really organized person.” Although the intention of Google Calendar is similar, it can result in last minute inconveniences, thus making traditional planners more beneficial.

Among many other students, I have grown a deep appreciation for our school planners – they provide structure to busy weeks. Overall, our planners are a pillar of organization at St. Andrew’s, and they assist teaching students necessary time-management skills.

An Interview with Mr. McClements

by Charlie Tosten ‘28

Bill McClements ‘81 has built a career defined by curiosity, adaptability, and a drive to grow. After graduating from Williams College with a history degree, he entered strategy consulting with little business background. Later, he pursued an MBA from Harvard Business School, and eventually went into biotech, where he helped companies grow, go public, and deliver life-changing therapies. Recently, Mr. McClements returned to St. Andrew’s, bringing his wealth of experience back to the community that shaped his early years. In this interview, he shares his journey through differing business industries, and his experience with St. Andrew’s.

Q: “So, what initially drew you into strategy consulting?”

A: “I graduated with a History major and I started thinking late in college that I might work in government. But I realized I didn’t know anything about business, and figured I might be a danger to society if I went straight into the public sector. Consulting seemed like a terrific place to learn, and I loved it. Business wasn’t originally where I thought I’d end up, it wasn’t where my family came from, but I found my way.”

Q: “In these industries, there’s a lot of high-pressure decision-making. What lessons have those experiences taught you?”

A: “Really knowing your stuff—understanding the business—so that when a decision comes, you can quickly weigh the factors. Preparation is key, too. Scenario planning helps you anticipate what could create problems. And when you’re in the moment, time can be your enemy, but it can also be your friend. The trick is figuring out what decisions need to be made, and in what time frame. When people’s lives and the company’s health are at stake, you want to be right.”

Q: “Moving into the St. Andrew’s side of things, what brought you back here after such an illustrious career?”

A: “Funny enough, I got an email from a friend who saw St. Andrew’s was looking for a CFO. They didn’t think I’d want the job but figured I might be curious since I went here. I read the description and loved it. The role would be a fully engaged position, living on campus, doing dorm duty, advising students—and that was a huge part of the appeal. This was a chance to dive into the school community, and hopefully make a difference.”

Q: “You’ve now seen SAS as a student, alumni, parent, and faculty member. How have those perspectives shaped how you see the school?”

A: “The school has changed a lot. I graduated in 1981, a long time ago. The degree of kindness in the community today is so much more

consistently visible than it was then. I bore people at my tables sometimes with old stories—you couldn’t walk through the dining hall unless you were a 6th former or invited by one. Otherwise you had to go around the cloister. But the seeds of change were already being planted. Jon O’Brien was in his second year, and that fall two brand-new faculty members were living on my dorm: Tad Roach and Will Speers. Looking back, that’s pretty exciting. Now, returning as a team member, I get to see the inner workings. Sitting in faculty meetings at the start of the year, witnessing the care and thought that go into both details and big-picture decisions—it’s really cool to see that firsthand.”

Q: “What impact do you hope to have on the community, and how do you hope to achieve it?”

A: “My hope is that whenever I leave, I’ll have meaningful long-term relationships with several students, starting with my excellent advisory group. But most of my work is with my fellow adult team members. I want to help make this the best school to work at, where people feel supported and able to do their best work.”

Mr. McClements’ career is a story of seizing opportunities and creating change, from consulting to biotech and now education. What unites these chapters is his focus on people—building cultures of trust, navigating challenges with integrity, and creating environments for others to thrive. At St. Andrew’s, he now channels those lessons into strengthening all aspects of our school.



Above: Mr. McClements observing student artwork at a Warner Gallery Opening

What makes a Saint a Saint?

by Yolanda Chen '27

During a college visit, an admissions officer disapproved of a question he was asked: What does a typical Wake Forest student look like? This interaction sparked a question about our own identities as Saints: What is it that makes a Saint a Saint?

For me, kindness was what first came to mind. It is the thread woven into our community—being genuine and helpful towards one another, and treating strangers with compassion and empathy. But St. Andrew's is also a place of intellect and of growth. A place where we come to better ourselves, to grow alongside one another.

Ms. Pressman similarly describes St. Andrew's as an "intellectual community," a place full of students who choose to come because "[the SAS experience] is going to stretch them." On the other hand, she notes that Saints are still "playful" and "willing to be themselves," allowing us to foster a culture where being our authentic selves is not only accepted but also valued and encouraged.

Ms. McGrath describes Saints to have a desire to "be part of something larger than [themselves]," and to be good "neighbors" to fellow community members. She describes our community aspirations to be "grit, gratitude, hunger, work ethic." However, these are merely aspirations. She encourages "failing with these things" so that we can collectively grow through our experiences.

Meanwhile, Mr. Bates provides insight from the admissions perspective, describing a Saint as "just somebody that embraces the St. Andrew's community." As a new addition to our community last fall, he recalls being "blown away by the sense of community" and support we all have for one another.

In his search for the next generation of Saints, he looks for people who are "talented and driven" but also willing to "opt in" and engage and "give of themselves."

Saints are multi-dimensional and good community members. We engage deeply and in meaningful ways within the classroom but are still able to have fun and be silly. We are supportive of one another and willing to be vulnerable and try new things.

St Andrew's is a place of intellect, a community where we celebrate our differences, and most importantly, a place of growth. However, every St. Andrew's experience is different. There is no one "right" way to do St. Andrew's just like how there's no one way to be a Saint.



Above: Saints at this year's square dance

Unsung Heroes of SAS

by Eliza Berry '28

St. Andrew's is a school with over 100 faculty across the sprawling campus who all play an important role in the everyday function of this successful institution. Some of the most essential jobs are done in the background and go unseen by the community. These people are the true unsung heroes of St Andrews, and deserve so much gratitude for what they do.

Mrs. Karin Wright has lived in many places, from Ohio to Hawaii and even Japan, before she settled down at St. Andrew's. She began her first year as a bus driver and quickly became the head of Transportation, a job that requires an intense amount of organization dealing with constant moving parts and logistics, which she has done at SAS for 10 years. She is in charge of transportation for any long weekend, break, sports game, weekend leave or even doctor's appointment for the students. Every Reach request goes directly to her and she coordinates travel off campus, though most students are never in contact with her personally. According to Mrs. Wright, the most rewarding part of her job is when all of the students return to campus safely without flight delays, weather issues, or other unexpected obstacles. Though it is a lot of work, she says, "It is worth it because this community is so special. Everyone is so kind to each other." Her favorite St. Andrews memory is when a bus full of kids sung along to the same song, reminding her how

special the community is. She is a true hero for bringing students to their homes and families safe and sound.

Ms. Rachel Hickman is a SAS alumna from the class of 2007. St. Andrew's holds a special place in her heart—her dad, uncle, and four siblings all attended the school. Ms. Hickman started working at SAS in June of 2024 as Director of Donor Relations and Stewardship after living in Washington D.C. for 10+ years. Her duties include building relationships with alumni and ensuring generous supporters of the school are acknowledged and shown gratitude. She keeps alumni who live afar in-the-know about what is going on on campus so they can feel connected. She organizes aspects of Homecoming weekend, Family Weekend, Trustee weekends, and Reunion. Most of her work is done on the second floor of the old gym, where she and her team work together to make these days memorable. She gives credit to every member of the facilities team, as these days could not happen without them. As a graduate, it was a full circle moment when she returned a decade later to become colleagues with some of her old teachers. She says it is weird to be addressed as Ms. Hickman because when she was a student she couldn't shake the nickname "little Hickman" as she was the youngest of four siblings to attend SAS. The T-dock and dining hall hold a special place in her heart, she said: *(continued on page 13 . . .)*

(. . . *continued from page 12*) “Sometimes I walk into the dining hall and it still smells the same. I feel overwhelming nostalgia.”



Above: Ms. Hickman with her family at the 2024 Founders Day Chapel

She advises students to appreciate the beauty we live in (especially the T-dock, her favorite spot), take advantage of the impressive facilities, and be thankful that we do not have Saturday classes like she did.

Finally, Ms. Jenna Pierce has been running the school store on the bottom floor of Founders for four years. She has four kids attending Smyrna High and Middle school, which are about 15 minutes away from St. Andrew's. She adores working closely with the students at St. Andrew's and feeling involved in their lives: “I know people are often down here when they are having tough days and need some candy to get them through it. I am always here to give a hug.” She has been a volleyball player her whole life and hopes to attend a St. Andrew's volleyball game someday (and maybe even coach!). The most difficult part of her job is trying to please the high-school crowd, so she is always open to suggestions! She takes pride in her constantly changing configuration of merch downstairs, and loves to see students inspired when she hands out new books to classes. In the back room she has every birthday card or thank you note she has received from a student hanging on the walls: a little gratitude goes a long way!

The Hands Behind the Servery

by Reese Holden '27 and Carine Leon Rosenfield '28

Every member of St. Andrew's has one thing in common: we all use the dining hall. For breakfast, lunch, and dinner, we come together as a community to share meals and converse. However, we rarely acknowledge those who make these moments of connection possible: the members of SAGE. Behind the servery walls, this team involves multiple hot cooks, cold-prep workers, bakers, dish-room workers, stewards, and more. At times, students exchange smiles and engage in small talk with SAGE workers, but there are many unknown details about the roles and perspectives of those working behind the servery. We decided to interview Stanley, a dish-room and table-setup worker; Matthew, a steward; Melvin, a cold-prep worker; and Tyler, a cook. We asked about specific roles, what they appreciated from students, and simple changes students can implement to make their jobs easier.

All of the SAGE workers agreed that they appreciate gratitude, extra helping hands, and the ability to connect with students. For recognition, any kind of small thing like helping set up tables, cleaning a spill, and saying thank you really goes a long way for all of them. Mathew explains how “it's their appreciation. I mean, there's so many students that come to the dish window and say thank you, and I've never worked at a job like that, where the clients or the customers show that much appreciation.” While a simple thank you can go a long way, they have also shared a love for getting to know students. “My favorite aspect is interacting with the kids . . . I find enjoyment with their way of thinking. I get to understand this generation” and “I like talking to them and actually talking about their day,” are just two times out of many that the SAGE workers we interviewed stopped to share how much they gain from connections with students here. Stanley went as far as to call the students here like his “own children” because it feels like a “family.” In the words of Tyler, “I don't just feel like another shadow here, but instead a real person and member of the community.” This goes to show how important it is for us as students to connect

with everyone around us, and bolster the connections we grow at SAS.

Stanley has the title of “Lead,” which involves working in the dish room, setting the tables for sit-down meals, setting up the milk and juice stations, “checking the trash, [and cleaning] up spills.” Matthew works as a steward, taking “care of all the restocking [of] the plates, the cups, the ice,” and washing dishes. Melvin works in the cold prep area below the servery, handling “sandwiches, fruits, vegetables, anything cold – also sometimes baked goods.” Tyler works as one of the cooks below Chef Anna, and is frequently seen working at dinner, cooking the hot food.

How St. Andrew's Can Help

Stanley requests that students consider how full the trash is before overstuffing one bag. Instead, students can find a different trashcan or let a worker know in order to prevent waste overflow and creating an even larger mess.

Matthew asks that students properly clear all the food off their plates, and refrain from stacking “plates and cups on top of bowls [...] like a Jenga tower.” By implementing these small changes, students don't create unnecessary, additional work for those working in the dish room. Melvin requests that more students “take into consideration the amount of time [SAGE] spends trying to make the food look and taste good for the students. It is disrespectful to us when students make an unnecessary mess because they aren't paying attention.”

Melvin leaves readers with the advice to “show respect to the person after you. It all comes down to respect, and that's something to take into your life no matter where you end up. You should always respect a person, no matter what you're doing.”

What SAS Fall Tradition are you?

by Lillian Hosty '28

For each question, choose the answer that best describes you. At the end, count the letter you selected most frequently to determine your result!

1. *What is your favorite fall sweet treat?*

- A. Pumpkin Pie
- B. Apple Cider Donuts
- C. Candy Corn
- D. Pumpkin Chocolate Chip Muffins

2. *What is your favorite fall movie?*

- A. *It's The Great Pumpkin Charlie Brown*
- B. *Hocus Pocus*
- C. *Beetlejuice*
- D. *You've Got Mail*

3. *What weekend trip are you signing up for?*

- A. Going to a pumpkin patch
- B. Soaking up the last bit of warm weather and walking to town with a big group of friends
- C. Going to see a scary movie
- D. A trip to a cozy bookstore and cafe

4. *What do you do to relax after school and sports?*

- A. Having dinner and talking in the dining hall
- B. Playing on the front lawn with friends
- C. Going on a walk around campus
- D. Making mac and cheese or soup on dorm and watching a cozy movie

5. *What is your favorite study spot?*

- A. Sitting in a cozy armchair in the library
- B. A dining hall table
- C. An empty classroom
- D. A table in the the library looking out onto the pond

Mostly A's:

You are the Fall Fest! You love traditional and cozy fall events. You probably love all things pumpkin and get really excited when seasonal fall drinks are released. Cozy sweaters are a staple in your closet, and you get love when leaves start falling

Mostly B's:

You are the Square Dance! You love having fun with a big group of people and you know not to take everything so seriously. You are always willing to go all out for a theme.

Mostly C's:

You are the Haunted Trail! Your favorite part of fall is Halloween and you love all things spooky and scary. You either find the haunted trail not scary at all or super intense, but you love it either way.

Mostly D's:

You are bonfires on the front lawn! You prefer to have deep conversations with your close friends than doing something with a big group of people. You love all things cozy and warm and you probably know how to roast a marshmallow just right.



Above: Entrance to the 2024 Haunted Trail



Above: Front Lawn Bonfire



Above: Fall Fest Pumpkin Carving