

THE CARDINAL

St. Andrew's School | Middletown, Delaware



FRESH AIR,
FRESH NEWS:
SPRING IS HERE!

Photo Credit: Kayley Rivera '26

Letter from the Editor

I have been thinking about this letter all year.

In some ways, this text encompasses my final words not only of the *Cardinal*, but of my time here at St. Andrew's. While being stuck in nostalgia and fear for the tasks ahead, I looked back on the first piece I ever wrote for the *Cardinal*. I came in as I do to most things, with a lot of intensity and "guns blazing." I wrote a piece on the lack of originality in the music industry, centered around the conversations of plagiarism in our community. It was an unnecessary 1,200 words, nearly double our current word limit. I guarantee you nobody read it, and if they did, I am so very sorry (it was pretty dang bad).

I wish I could say my transformation from over-zealous and yap-oriented freshman to "Head Editor" was through my own hard work and determination. However, that couldn't be further from the truth. I am where I am now thanks to an ever-changing team of writers, editors, and faculty support. Honest and straightforward editing helped me see the repetitive errors in my writing, talented fellow St. Andreans showed me what journalism could look and sound like, and faculty helped me feel confident enough to aid in leading the *Cardinal* these last couple of years.

I find *The Cardinal* to be a truly remarkable feat and display of what St. Andrew's students are capable of. Writers are most often self-sustaining, and edits consist of small things like semantics or trimming down the word count. I love seeing new writers emerge every edition, apprehensive at first, but eventually finding their voices and stance on St. Andrew's centered op-eds. To inform all of you about a phrase I have harped on this entire year, the *Cardinal* is the only newspaper in the world about St. Andrew's for St. Andrew's. So yes, we may be tiny, but we are definitely mighty in what we are able to produce every year.

So as I say goodbye to my beloved school newspaper, I want to take a moment to highlight the talent that will most definitely continue it over the next few years. The rising head editor is Kadence Sun; I have envied her eye for detail and precise edits all year, she is the definition of 'having it together'. The class of 2027 has produced some intelligent pieces in the last few years that push the editorial team to think and engage in new ways. The class of 2028 has provided some of the funniest articles I have read, while balancing thoughtful interviews and well-researched topics. And finally, the class of 2029 is bringing a new energy to the *Cardinal*, with one of the highest numbers of freshmen to participate I have seen in a minute. This year has provided me with a sense of comfort and confidence that *The Cardinal* will only continue to grow and improve after my time.

As I close out my final piece ever to be published in the *Cardinal*, I hope all of you have enjoyed our editions this year. It has definitely been a labor of love, but one that has been the highlight of my week. The *Cardinal* is definitely a time commitment—whether you are trying to schedule an interview, finalizing your draft, or drafting an Editor's letter while fighting through bittersweet nostalgia; it is one that I would choose to make again and again. I hope those of you that were on the fence about writing this year decide to invest next year, as our campus and beyond would love to hear what your voice will add to our journalistic dialogue.

It has been an honor and a privilege, and I look forward to reading the excellent articles I'm sure you all will write in the future.

See you later,
Kayley Rivera '26

MASTHEAD

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IN THIS ISSUE

LETTER FROM THE EDITOR

Kayley Rivera '26

VINCE OR CARPE; A DILEMMA WITH STAYING IN THE PRESENT

Brookie Barry '27

BREAKING THE ICE: THE POLAR BEAR PLUNGE CLUB AT SAS AND ITS ORIGINS

Izzy Fu '28

SAYING GOODBYE TO MR. KEMER

Sophie Hansen '26

SIGNING A REACH: IS IT A TASK OR A PRIVILEGE

Catherine Phillips '27

A MIDSEASON TENNIS UPDATE

Charlie McLellan '28

THE ALLURE OF CAROLYN BESETTE KENNEDY'S STYLE: FROM A TOTALLY UNPROFESSIONAL PERSPECTIVE

Lawson Meyer '26

GRANVILLE JAM DEEP DIVE: AN INSIDE LOOK AT THE FACULTY BAND THAT HAS SHAKEN CAMPUS

Walker Jerome '28

SAS CONNECTIONS

Josephine Xie '27

HOT TAKE: WE GET TOO MANY FREE DAYS

Alice Fitts '27

MERCI, MADAME!

Abigail DelValle '26

FAITH AND LEARNING

Lindsey Liu '28

THE BOOMERANG SAINTS

Jessica Tian '27

SLAVERY IN DELAWARE: THE UNKNOWN HISTORY OF NOXONTOWN

Ellis Rattray '28

THE INCOMING CO-PRESIDENTS

Reese Holden '27

FEBRUARY VS. APRIL: RETHINKING THE TIMING OF AN HONORED TRADITION

Margo Rockefeller '28

MR. MYERS AND THE CREW PROGRAM

Ellen Chen '29

SENIOR WORDS OF WISDOM

Dashiell Guariglia '28

Connections Answer Key:

Junior last names that are "general stuff":
New, Bird, Round, Green

Types of bears:
Brown, Black, Sun, Polar

Things on the front lawn:
Swing, Bench, Net, Bin

Things on sports fields:
Base, Out, Crease, Corner

Vince or Carpe; A Dilemma With Staying In the Present

by Brookie Barry '27

If you have ever sat in on a Latin class with Dr. Walsh, you know that once the clock ticks to the closing of class, he will loudly exclaim two words. These two words rotate in my head on a daily basis ever since I was traumatized after my first watch of Dead Poets Society. They also were, in my opinion, the most overused on campus until a week ago. As Dr. Walsh would shout “Carpe diem!” I was busy packing up my bag and running out of the door to make it to the next class, the next meeting, or simply the next moment I was going to experience.

“Carpe diem” means to seize the day, but deeper than that “carpe” also means to gather or collect. Think of it like this: you are standing in a forest of flowers and each forest is a day and each flower is a moment. You go around and gather these smaller moments of beauty. A gem here could be as simple as a good DMC (deep, meaningful conversation) with a friend or as big as a school-meeting shout out. In each of these flowers there is a purpose, no matter the size it still gets added to the basket at the end of the day. “Carpe” is what all of us strive to do here, it is what the schedule provides for us.

However, in the turning to the last few weeks of school, the energy of “Carpe diem” shifts to a separate phrase—“Vince diem.” To “vince” would mean to conquer.

The idea of conquering implants an image of an old renaissance painting of soldiers marching into battle.

At St. Andrew’s, that same energy takes the form of sleep-deprived perfectionism. When we push ourselves through the St. Andrew’s schedule seeking a common victory such as a “long weekend” or now summer break, however, the purpose of seizing is lost. Without collecting these special moments here we bear no weight, but without the weight we bear no memory of moving forward.

It is easier to say that “carpe diem” is the main goal and that “vince diem” is merely the penultimate. But with the busyness of the next few weeks due to academic stress or the nature of spring itself the aspect of “carpe” requires one to stop. No matter how static the action might feel, it is one that challenges us to see the beauty among what we view as “conquerable.” Grades, check in times, and games can be attributed to a victory but balancing that out with spikeball tournaments, long walks, and moments alone is key to seizing. Whether you are a mix of both “vinco” and “carpe”, challenging ourselves to find purpose in both could unlock true success. In Dr. Walsh’s wise words, to “chop wood” means to understand when effort must be put into the receive a great benefit. Just be mindful not to conquer yourself in the process!

Breaking the Ice: Origins of the Polar Bear Club

by Izzy Fu '28

“One for the money, two for the show, three to get ready, and four to....”, a phrase all too familiar, echoed across the pond before every polar plunge. I glance at the frosted lake, knowing that in a second I will be fully encapsulated by the icy, bone-chilling water. “GO!” I leap into the water, surrendering every warm desire in my body. There is a moment where everything feels numb, then suddenly the piercing pain from the December air hits. If you have ever participated in the monthly Polar Bear Plunge, this short anecdote may be painfully accurate. As a school, this tradition of jumping in the lake at 7:15 a.m. is widely known and normalized. What might feel routine to many students, however, is actually a tradition holding meaning and history in our SAS community. With a little bit of research, I found some of these frosty answers from the one and only Mr. Everhart.

In the fall of 1992, when Mr. Everhart was just a sophomore at SAS, his cross country team did a workout in the pond because there was no pool yet. He described it as, “a fun, challenging, and cold workout,” and thought it would be fun to jump into the pond on a more regular basis. That following month, after his cross country coach agreed to sponsor the club, the Polar Bear Plunge Club was officially founded. That year, Mr. Everhart particularly remembers a winter plunge. He recounts, “it was really cold and the pond froze over. I distinctly remember Mr. Brown striding across the front lawn with a long metal pole that he was going to use to break a hole in the ice right by the ladder. Everyone who showed up climbed down the ladder, dipped themselves into the water through the hole in the ice, and then ran back to the dorms.” Regardless of how much time has passed, those cold winter plunges are truly unforgettable. Mr. Everhart was doubtful that his simple idea would become a continuous, monthly tradition. There may have been other instances of Saints polar plunging long before

1992, but nothing like this. From just his unusual cross country practice inspiring an idea, Mr. Everhart created a club and a tradition that has been ongoing for 34 years.

Although jumping into a freezing pond each month may sound unappealing, I set a personal goal to attend every plunge this year. Many people question what motivates participants to return, but for me, it’s the way the experience energizes my morning and provides a lasting sense of accomplishment throughout the day. Even when I think about turning off my alarm that morning, pushing past that doubt makes the moment more rewarding. The December plunge, in particular, stands out: facing 19-degree weather, stepping into the icy water, and climbing out onto the frozen T-Dock all contributed to an unforgettable experience and the satisfying realization that I had faced one of the coldest plunges. I talked to Josephine Scott-Barnes ‘26, a Polar Bear Mama (a title granted to the most dedicated of plungers). I asked her why she has been so loyal to polar plunges and what motivates her in the coldest months. She explains, “What makes me come back to the T-Dock every month is the people. It is so fun doing it with everyone, and it also feels good committing to something that I know will happen every month.”

The polar plunge is not only an excuse to jump into the lake every month, but also an important tradition for our school. It shows how unique experiences can bring us together, even on the coldest of days. This tradition highlights the commitment of students and our community, and our willingness to uphold something meaningful even when jumping into a freezing lake is the last thing we would want to do in the morning. If you have never participated in the polar plunge, it is worth giving it a try at least once!

Saying Goodbye to Mr. Kemer

Sophie Hansen '26

For those of you that do not know, Mr. Eric Kemer, beloved math and science teacher, is retiring this year after 40 years at St. Andrew's. First hired in 1986, he has taught generations of students and has left a lasting impact on St. Andrew's as a whole through his contributions as a math and science teacher. He has a unique perspective, watching the school transform throughout his time here in essentially every way.

Even the way Mr. Kemer ended up at St. Andrew's in the first place has many lessons to learn from. It was the result of two coincidences. This is the story he told me: Towards the end of his freshman year in his small town public school, his mom noticed that he wasn't flourishing. Her doctor had two sons that she found out went to a boarding school at Salisbury in Connecticut. She came home one day in May and said lets go over to Salisbury and check it out, then found a student to give a tour and an interview. A couple weeks later, during the final faculty meeting they decided not to invite back a student that was on a near full scholarship. Mr. Kemer got a call and they invited him to come. His experience there was amazing. That experience was always with him as he pursued an education in engineering, an advanced degree, and worked at two different companies as a materials engineering researcher.

During his second graduate school after two different corporate jobs, he again sensed he wasn't flourishing ("but I didn't need my mom to tell me that this time!" -Mr. Kemer). He began thinking very seriously about teaching at a boarding school. He contacted his advisor and science teacher from Salisbury who reflected on the meaningfulness of his career as a teacher and inspired Mr. Kemer to follow in his footsteps. Then came the second coincidence. Mr. Kemer happened to be auditing a philosophy class because he was bored with his research. One day, the professor was late, so he struck up a conversation with a classmate about three seats down from him.

He asked what he was planning on doing for work and told him about his desire to work at a boarding school. He told Mr. Kemer, "Oh, I went to a boarding school. St. Andrew's School." If the professor hadn't been late, Mr. Kemer wouldn't have ended up at St. Andrew's because he had never heard of St. Andrew's School before striking up this random conversation. Within a month he had interviewed and received an offer from St. Andrew's in 1986. That was 40 years ago. He learned from this experience the importance of taking a shot at something that didn't seem particularly reasonable and the value of just turning to someone that is near you and starting a conversation.

Over his time at St. Andrew's, the biggest change is that there is simply more of everything. He described how his first year there were about

40 faculty and administrators and now there are 75 or 80. Since he arrived every building has been built or majorly renovated, and now "the football field looks like a carpet." He describes how the positive changes speak for themselves, and believes he is not one to criticize. According to Mr. Kemer the important things have not changed. He notes that the kindness, the generosity, cooperation, trust that St. Andrew's has crafted, "in and of itself makes me very grateful for how I've been able to spend my life." This is the same reason he has taught here so long, describing how "I just didn't imagine there was a better place for the good I can do." He also described how St. Andrew's allowed him to continue dabbling in his interests: learning how to play harmonica, wood working, creating spots in the woods, art projects like the leaves, to read widely, things he couldn't do as an engineer.

Mr. Kemer said he is shy about giving advice, saying he is shy about it because "I haven't been one to take it." What he did say is: "I would invite students to not neglect reading. Reading widely and reading slowly. And pausing and closing your eyes once in a while. Try to find really good authors." I hope hearing about Mr. Kemer's time at SAS helps you learn about him and consider thoughtfully your own life.



Signing Out On Reach: Task Or Privilege?

by Catherine Phillips '27

Every break, long weekend or even going home for a weekend we always seem to get the same email sent to us by Terrell. We see a notification to sign out on Reach and often don't go to the app and sign out. Even when leaving to go to town with a parent to get Chick-Fil-A gives us a reason to sign out on reach, and yet we often forget to and pay little attention to the importance of doing it. I know I have in the past, especially when it seems like being off campus would be for a

short while. When the school began to use reach, there seemed to be many initial benefits and good reasons for using the app. Terrell says that "We started using Reach back in 2015 because tools like Google Docs just weren't an efficient or reliable way to track students and manage movement on campus." Quickly the school realized that Reach was a "real-time system to monitor student sign-outs, locations, and accountability." (continued on page 5 . . .)

(. . . *continued from page 4*) Something really important for students' safety which should come first. Terrell also says it really helped make "communication smoother across dorms administrators, and other departments, and significantly improved both organization and student safety." Interestingly, when talking to Terrell we learned that using Reach will help the school financially, even in the small ways students may not think about. Every time a student signs out, the school has an accurate number of students actively on campus and will only have to account for those students. This affects our everyday SAGE meals and helps our school save money through providing for all students on campus. Apart from future financial benefits, it impacts our school in many ways moving forward. Terrell says that using Reach efficiently creates a more organized and efficient system for transportation.

This ensures students are accounted for and able to access a vehicle, while also making transportation easier for the school and staff. Student safety is really important to our school, especially the faculty. Reach gives us a way to make accounting for students so much easier for teachers and faculty while also ensuring everyone is a part of our community as well. Terrell encourages students to think about something they value when using Reach. One way is seeing how consistent and accurate sign-outs give us small privileges as students that make each of our experiences better. Terrell reminds us that using Reach reinforces accountability in each student while also showing the value of doing the right thing. Hopefully this reminds our community of the many ways simple acts, even on an app, can have a greater impact on our culture and lives.

A Midseason Tennis Update

by Charlie McLellan '28

Varsity Boys Tennis has had a great season so far, and as the postseason nears, players are starting to get anxious about what seed they'll be. The team is currently sitting at a record of 7-2 with six more matches on the regular season schedule and they are looking to win every single one of them. An interesting stat about the team is that in their two losses, they've lost by a score of 2-3, while every win has been by a score of 5-0. With the regular season ending on May 11th, this team is starting to look towards the state tournament. As of now, there's a high likelihood of every player getting seeded for the tournament, and so the team is really trying to keep up their good form going into the postseason. With almost an entirely new team, Varsity Girls Tennis have started off their season 4-2 and hope to best their record last year of 9-4. Girls tennis has had a very strong season this year and have proved themselves to be a very talented team. The team is almost completely new, and have managed the loss of their teammates last year very well. The team's regular season ends on May 11th, but a lot is still up in the air because they still have nine matches to play. They have very tough matches against Caesar Rodney and Tower Hill which will define how their season goes. Six of these matches are home, and they could be crucial to their placements in the state tournament.



The Allure of Carolyn Besette Kennedy's Style: From a Totally Unprofessional Perspective

by Lawson Meyer '26

Since the release of *Love Story*, Instagram and TikTok feeds have flooded with recreations of Carolyn Besette's wardrobe. It's a little strange: she wore these clothes nearly three decades ago, and yet they feel newly relevant. Why now?

Part of the answer lies in what her style isn't. At first glance, her outfits are almost aggressively simple: black turtlenecks, straight-leg jeans, neutral tones, no logos. Nothing that should go viral, right? And yet it has. In a fashion culture defined by speed and excess — where trends refresh weekly and relevance feels purchasable — her restraint reads less as minimalism and more as resistance. Where the system says "buy more," her style suggests something quieter: choose better. But her

minimalism carried more weight because of one important detail: her outfits were never private. As the partner—and later wife—of John F. Kennedy Jr., she lived under constant surveillance. Cameras trailed her through sidewalks and doorways, turning even the mundane into spectacle. And still, she refused to perform. She repeated outfits, and resisted the pull towards excess — even when visibility demanded it. That kind of consistency, especially under constant scrutiny, feels almost radical today.

People are tired — of overconsumption, micro trends, and the pressure to update their identities. Her style offers something steadier and more attainable: not the thrill of the new, but the confidence of knowing what works — and sticking to it.

Granville Jam: An Inside Look at the Faculty Band Shaking Campus

by Walker Jerome '28

If you've been anywhere around campus in the last year you most probably have heard (or seen) the faculty band titled "Granville Jam". Getting the opportunity to interview all five members after their all star performance at the all school meeting in April, I got to delve into the origins of this group and gain a deeper understanding of their style.

For context, "Granville Jam" is the newly established faculty band made up of Mr. Knudsen, Perla, Meier, Scully, and Honsel that mixes country and contemporary music to furnish a new type of style. "Granville Jam" is aptly named after the Granville printer in the faculty lounge that always jams in the warm weather.

The group really got started after having an impromptu jam session at the faculty Christmas party playing with the equipment of the professional band that was there when they went on break. Learning about the group's aspirations and why they enjoy it so much, I was met with unanimous passion and recreation evident in their responses both for the music and for each other. Mr. Perla emphatically noted that "it's really a lot of fun and I love playing with the other faculty members." as the main reason for his enjoyment in the band paired with it getting him back into playing violin on his own terms through the "Granville Jams" in an improvisational style.

Mr. Meier shared a similar sentiment for his enjoyment as well, acknowledging how the grouping of the different faculty members makes the group more lively: "There are some generational differences but we all bring some unique things to the table and all get along and have fun with it." These group dynamics are another facet into making

the Granville Jam as special as it is, with the differences between each group member serving to elevate them even higher.

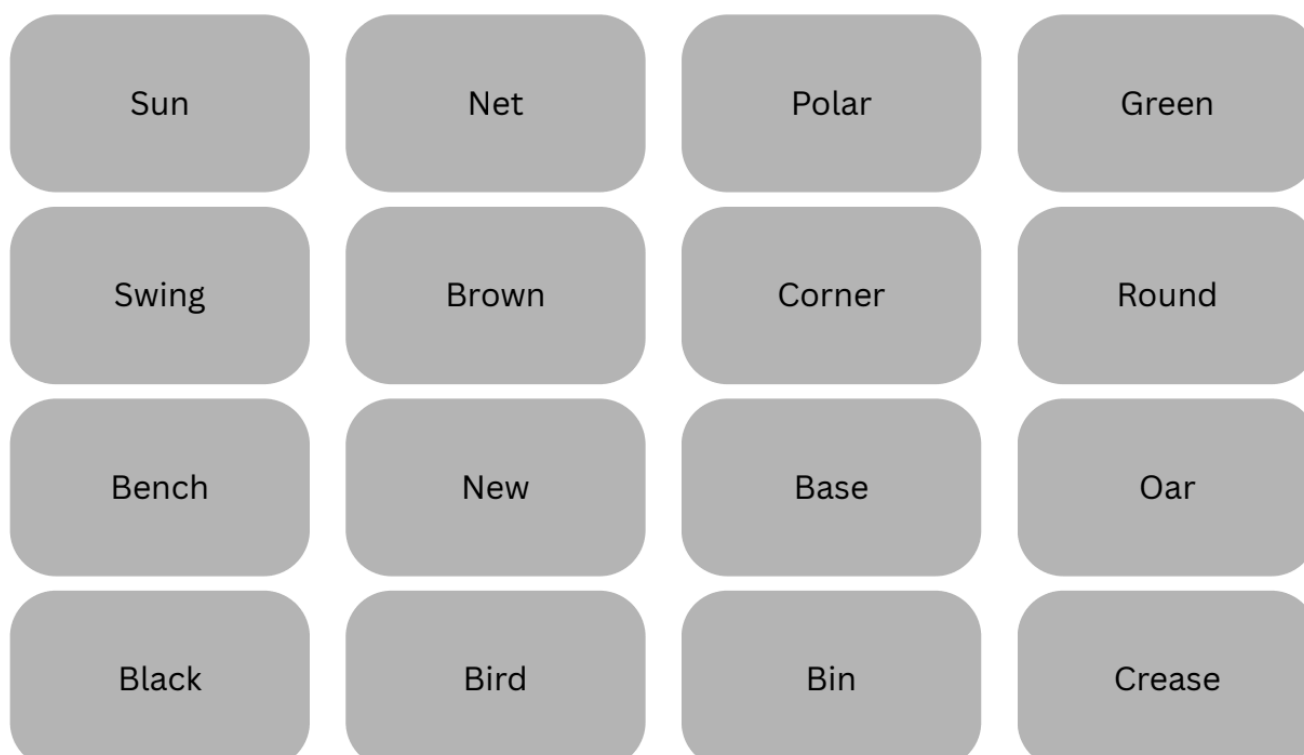
This band chemistry and intersection of styles is perfectly represented by a statement made by Mr. Scully regarding Mr. Perla, saying that his ability to make any piece work is because "He's a diva, but because he's good (regarding his skill in playing)" Each member of the group utilizes their own skills and instrument of choice to bring their specific style of country and modern music together; Mr. Perla with the violin/fiddle, Scully with the piano, Knudsen with the acoustic guitar and singing, Honsel also playing the acoustic guitar, and Mr. Meier with the drums.

If you've listened to their music, then you would immediately have noticed their new sound that blends genres. The Granville Jam's explanation of what flows through their style (Mr Meier giving the answer), is as follows: "We play a more eclectic set (i.e. mountain wheel/stomping ground), but with an addition of a new take on things in incorporating contemporary music aspects." Across the board the one thing the band wanted everyone to know about them is that they're just a bunch of friends that enjoy playing music together.

Asking of their biggest struggles in maintaining such an impressive band it was revealed that the biggest issue was smaller (but not less important), then you might think. According to Mr. Scully, sound is the hardest part of keeping their band going smoothly as well as schedule changes that prevent them getting to meet consistently. This answer was also accompanied by a deadpan remark by Mr. Scully stating that "None of us were mentally sound either" as another obstacle.

SAS Connections

by Josephine Xie '27



Hot Take: We Get Too Many Free Days

by Alice Fitts '27

We have too many free days. I don't say this as some inhuman monster bent on destroying everything beautiful and fun about St. Andrew's and adolescent life in general. I say this as a slightly stressed out seventeen-year-old who has very little taste for spontaneity.

According to the Delaware General Assembly amendment to Title 14, Chapter 27, Delaware public schools "must provide for school attendance of at least the following number of hours: Grades 1-11: 1060 hours; Grade 12: 1032 hours". As a private school, St. Andrew's is not subjected to the same harsh codes and absolute rules, so it need not adhere to the same hours. But how much actual time students spend in the classroom is, for the most part, unknown. Due to the irregular schedule and the length of the classes, one would need to find a reporter so unfulfilled with her life, and so obsessive/compulsive that she would flip through the planner and count hours of class and weeks of normal classes. It's a good thing you have found one!

All in all, this year, not including 2 surprise free days, we will be in class for 647 hours, a huge deficit from public school minimums. We spend 61.4% of the time they spend in class. For people who live at their school, we don't actually go to school all that much.

Granted, we all have activities outside of class that we are a part of, and community service, the arts, special lectures and chapel are all educational experiences that other schools do not have baked into their schedule, but that cannot make up for a 40% deficit in class learning time. Yearly, we only spend 7% of our total time in class; if learning is our full time job, free days might not be such a good idea. Furthermore, we have only had our normal, regular schedule for 13 of the 32 weeks in which we have class. If we factor in the free days we will have gone



Above: Students on a Snow Day, Winter 2025

to school for 637 hours and have only had 11 consistent weeks of class. Remember, this includes free blocks, which is one seventh of our schedule. Not including frees, we will have 546 hours of class time this year. The St. Andrew's routine may be oppressive and busy, and it can feel mundane, but in truth, our lives and class schedule are, comparatively, full of spice and constant change. 647 hours is not that many hours. Losing that time for free days full of moping around, scrolling, and sleeping might not be as valuable as we think, especially if we factor in the enormous cost of attending this school and gaining this world-class education.

Aside from all of those scary numbers, when have you ever gone to sleep after a free day feeling totally fulfilled? It could be just me but my day usually goes as follows: sleep or scroll or watch TV until 10, drag myself out of bed and emerge from my room bleary eyed and somehow more tired than I was the night before. I then have to wrestle with the competing pressures to get a lot done and come out ahead or spend all day socializing and soaking up the sun while I put my laundry in the washer. I trek to Founders, eat some lunch then go outside and try to work through an onerous amount of logistics to facilitate an activity i.e. a picnic or making ice cream in the snow to convince myself that I am using my free day correctly and am as bubbly as the rest of my classmates. At two I usually have a crisis and realize that I have so much work to do this week and I should never have wasted my precious time having fun and/or sleeping. I then "lock in" as in write three sentences of my English Essay and yap with my friends about nothing. All of a sudden it's four o'clock and I have sports, showering, dinner, and study hall in front of me. I return to my room with oodles of unfolded laundry and I go to bed regretting everything I chose to do that day and reminisce on how I could have spent the time better.

I have said it. I am not spontaneous enough for a sudden free day to appear out of nowhere in place of my well-worn and slightly oppressive schedule. I never have materials to bake, cannot ask faculty to take me anywhere off campus, and do not possess enough organizational skills to plan some beautiful bash. Furthermore, I will have missed the review class I desperately needed before my math test, and therefore plummet myself further into stress, and the work period schedule for my English Essay is out the window. I love free time, don't get me wrong, but I also crave a schedule. Sundays are the most beautiful days of the week, but the difference is I anticipate Sunday, I make plans for Sunday, have materials for Sunday, and have mentally prepared myself for Sunday. The same cannot be said for a free day.

Merci, Madame!

by Abigail DelValle '26

This spring, Dr. Pears announced her retirement from teaching. At St. Andrew's, she has made a profound impact as a French teacher, Community Service Coordinator, Advisor, Parent, and Lower Moss Duty member. Despite her multitude of roles here, Madame never compromised the personal care and love that she brings to everyone who is lucky enough to work with her. In the past five years, Dr. Pears has enchanted her students with not only her French skills and patience as a teacher but her undeniable care.

Madame Pears helped change my life. For the first few weeks of French 1 in freshman year, I constantly thought about switching to Spanish, wondering which level I might get into. I even went so far as to take the Spanish placement test right before the drop deadline. However, from the moment she walked into class on her first day back, I started what would be one of the most important relationships I would forge at St. Andrew's. Since then, she has brought passion, fun, and excitement to every class—all while insisting we speak only en francais. (continued on page 8 . . .)

(. . . *continued from page 7*) She brought petite pauses (now adopted by the Spanish classes), the manie musicale song competition, and many more beloved traditions to the French department during her tenure. Above all, her enthusiasm for French has been incredibly pervasive and means so much to all of the French students. I know that, after taking four years of French taught by her and Dr. Shrem, I could not be more hopeful to one day become fluent.

More importantly, though, her presence in the classrooms, on the way to mentoring, and as an advisor has made an impact on every St. Andrean she meets. When I think back to the moment that first connected me to Madame Pears, I think of a small moment during my freshman year. I had arrived early to class that day and, as soon as I sat down, she asked me how my *Great Gatsby* paper ended up. The week prior, I was so incredibly stressed about this paper and shared my nervousness with her after she saw me distraught about the upcoming deadline. Her thoughtfulness to check in really stuck with me at that moment. As a freshman, I was still finding my footing in this new community; however, her question reminded me that I was cared for and thought of.

Since then, Madame's thoughtfulness has become a comfort in my life. As her advisee, she always encourages me to let go of my perfectionism and is always there to talk to. She especially reminds me of a phrase that has become my internal motto: "perfect is the enemy of good." Her encouragement, wisdom, and support has truly been a lifesaver at St. Andrew's; our advisory functions and French classes are certainly some of the dearest memories I will take away from this place. More than anything, she has pushed me to become my best self—to find my interest in French, build up my sense of self, and see how much I care as a strength, not a weakness.

The thing that strikes me most about Madame Pears is that my experience of being so impacted by her does not stand alone. Nearly everyone who has been lucky to interact with her shares their own stories of her care and kindness. Here are some testimonies:

Lila Worth '26: Madame Pears has had such a positive impact on my French career. I have had six different French teachers since I started learning the language in middle school, and she is one of the best by far. No matter what the lesson is (even if it is something as seemingly mundane as "grammaire in the wild"), her passion and excitement for the topic and the language is palpable. Although I have only had her as a teacher this year, she has helped improve my speaking skills so much. In ATT French, we tackle a broad range of topics from slavery in French colonies to current events in France. She is such a special person who dedicates herself to spreading her love for French to the SAS community and I will miss her so much! I love you, Madame Pears!

Vivian Snow '27: Madame has been the rock of my St. Andrew's experience. She's been my advisor, teacher, and mentor every year, and has acted as the kindest and most supportive person at this school. Madame is truly a one of a kind person, she cares so deeply about her community and every person around her and I'm so lucky to have had her in my life.

Sophie Hansen '26: Madame has been my French teacher for two years and my advisor for the past three years. She is the kindest, most loving teacher and advisor. Whether you are close to her or not, she makes every student feel loved and supported. She is always there whenever I need a hug or to celebrate me for even the smallest achievements and I am so grateful. The moments when I pop into the language office just to say hi and have a hug and talk about our days and passing by her



Above: Dr. Pears teaching French

smile in the hallway make me feel so at home. I know she has had this impact for every student at SAS and she will continue to be just as loving and supportive even after leaving St. Andrew's!

Steele Malkin '27: I came into St. Andrews not speaking a lick of French and really wanting to learn it. I emailed her asking to switch but I spelled her name wrong and it was sent to the wrong Ms. Pears. However, after I cleared past that speed bump Madame Pears lit a fire for me to truly love French. Through lots of meetings with her she helped me even skip not one, but two french classes. Something I could not have done without her guidance. She made class a highlight of my day; through Question du Jour's and the Manie Musicale, French was always my favorite. Today I am so grateful to have taken French and I have a lot to owe to her patience and care. Every day I would walk in wanting to learn and she matched that energy, through love and excitement she's helped me create a desire to always learn more.

And, lastly, a letter from Kaz that captures many of my feelings for having been Madame's advisee in French.

Dear Madame,

J'espère que vous allez bien. J'suis très émue d'écrire cette lettre. Comme vous savez, il n'y a personne qui puisse faire le rôle de "advisor" pour moi, dans la même forme que vous pouvez. C'est vraiment incroyable que je ne te connaisse pas avant de nous connaître à la fin de ma première année scolaire. Si vous n'étiez pas mon "advisor" dans cette dernière trois années, j'aurais été un complètement "mess". Je suis absolument reconnaissant à Dieu de lui donner tu dans ma vie. Tu m'équilibres! Avec beaucoup de l'amour,

Kaz



Above: Madame Pears with some of her 2024-2025 Advisees

Faith and Learning

by Lindsey Liu '28

Spirituality permeates everything at Saint Andrew's. It can be found in classroom conversations and everyday interactions across campus. The school intentionally creates space for dialogue that prompts us to reassess our beliefs. In speaking with Rev. G and Mr. Gilheany about their religious journeys and the outward manifestations of their faith, both emphasized their roles as facilitators of an ongoing process of exploration and reflection.

For Rev. G, religion begins with experience. Raised in the Roman Catholic tradition, he portrays faith as intellectual, cultural, and deeply personal. Rituals, he suggests, often precede understanding; sometimes “you just do things because you do them.” Yet over time, he discovered meaning in these repeated practices. He recalls being particularly struck by the visual and communal ideal of communion: “the notion that you come to a table and everyone has something to eat,” he says, “shaped the way I looked at what justice in the world should look like.” By rendering this ritual as a moral framework, Rev. G holds this fixed vision as a standard that informs how he thinks about belonging, distribution, and equality, and one he uses to critically evaluate the world and our own community.

As Rev. G moved from Roman Catholicism to the Episcopalian tradition, he embraced a variety of spiritual perspectives. He reflects on the “beautiful and intellectual tradition” that Catholicism wove into his life while appreciating the pluralism that being Episcopalian offers: “I don't have to only think about my tradition as the ‘True’ tradition.” Years of conversation with students who carry nuance in their spirituality have compelled Rev. G to engage with contrasting ideas. He finds value in Eastern approaches to suffering—“I do think our desires for things make us suffer more than that God would want”—while remaining grounded in his own tradition.

That belief carries into how he understands the development of religious tradition. Instead of fixating purely on insulating faith from criticism, Rev. G says his Episcopalian identity has “given [him] space to move into greater inclusivity.” The Episcopal Church, as he describes it, has increasingly prioritized spiritual and moral experience alongside scripture, reason, and tradition, allowing it to evolve in an open-minded way on issues regarding inclusion and justice. These fundamental shifts and necessary debates, in his view, reflect a more honest faith: “God can call anybody to ministry.”

When describing students' faithfulness to a higher truth, he admits a kind of pure admiration: “They have a faith beyond what I could ever have.” For Rev. G, the humility present within Saint Andrew's often feels closer to an ideal than the world beyond it. He ultimately returns to the vision of communion. Instead of a faith that says, “I have to believe that this piece of bread is anything,” he explains, it might be more fruitfully understood as “the way the world should work, where everybody has enough to eat and we're in holy communion together.”

In contrast, Mr. Gilheany's approach includes thorough questioning, the acceptance of friction, and continual revision. His upbringing, shaped by what he characterizes as a “mainstream Catholic father” and a “very liberal Catholic mother,” emphasized ethics more than doctrine. Religion, in that context, was both a source of transcendent



Above: Mr. Mufuka teaching Religious Thought

spirituality and a steady moral compass. He now describes himself as “a very spiritual person with really strong ethical commitments.”

Mr. Gilheany clarifies his approach as “one of pragmatism,” with this outlook remaining central to how he wrestles with religion, even in the present. Over time, his own position has shifted, at points aligning more closely with atheism or agnosticism before returning to a form of spiritual identification grounded in practicality and meaning. Instead of rejecting religious positions that do not align, he cherishes his ability to “contain multitudes,” suggesting that this tension yields deeper personal growth. Ultimately, what matters is whether a belief “works” in the sense of helping one live as “somebody who is both a servant of others and cares for [themselves].”

A quality that emerges both in Mr. Gilheany's language and choices is a form of intellectual and spiritual adaptability. His engagement with different religious traditions continually challenges his own thinking. Immersing himself in various belief systems, he explains, often compels him to “almost become the religion [he's] studying at any given time.” This fluidity allows him to inhabit multiple modes of thought, drawing insight from each. He situates himself in a parallel process of questioning alongside his students, insisting that “[he] doesn't see [himself] in a different evolutionary category... [he] is doing the same work as they are.” Mr. Gilheany describes himself as still “shopping,” a stance he considers both natural and necessary.

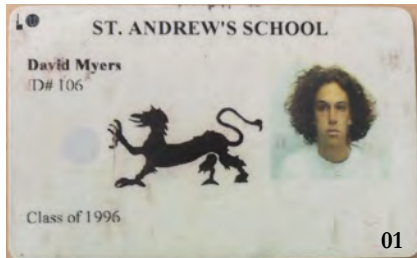
Mr. Gilheany's philosophy also takes shape through his relationship with Saint Andrew's itself. He consciously engages with the school's ethical commitments, applying both a critical lens and an invigorating amount of flexibility to his perception. When confronted with an unprecedented decision or stance made by the school, he first reevaluates his own position before questioning whether Saint Andrew's is “really fulfilling the standards of the church,” reinforcing inclusion as central to its religious character and mission. He concludes that being “a part of Saint Andrew's allows [him] to test and clarify [his] personal beliefs, especially ethical ones, against and in light of the message of the school.” Simultaneously, in Mr. Gilheany's view, St. Andrew's provides “a really safe place to do some struggling with what you believe,” where reconciling with uncertainty is a prerequisite to arriving at spiritual and individual harmony.

Boomerang Saints

by Jessica Tian '27

Starting behind the stage, where curtains hang heavy and the air smells of old dust, somewhere in the wings, buried among forgotten set pieces, a prop built by a IV Former in 1994 sits silently. Two decades later he found it again as the tech crew director. He brushed time off a piece of his own past, and rejoined the woman who directed that long-ago play, still in the building, still making theater, now his colleague.

Could you have guessed who this is?



“Mr. Dave Myers (Class of 1996), once a recipient of the Hoover Sutton award for technical work in the theatre, has found his way back to Forbes, helping to make every musical season a success.” This was said by Mrs. Taylor, Class of 1986, who is the keystone to our theater program.

This is the gravity of St. Andrew’s. People leave and return like boomerangs. Together, they form a faculty like a living yearbook: the person handing you your salary contract might once have been your student, the math teacher giving you dress code marks becomes your colleague, and the dorms you sleep in are named after the teachers who shaped the teachers who now shape you today.

Leaving the theater now and walking past the science wing, you meet those who arrived, fell in love, and simply never left. Mr. Kemer taught Mr. Myers '96 physics and chem in the nineties and teaches me today. Mr. O’Connell watched the seed he planted grow into a tree, as his advisee Mr. Rehrig '11 became the chair of the Science Department. Mr. Gilheany coached Mr. Everhart '95 in cross country and now they both coach crew. Senora and Profe still fill the language classrooms with the same warmth they once gave to their advisee Ms. Hardwick '07. Ms. McGrath '92, Ms. Pressman, Dr. Hammond, Mr. Robinson '97, Ms. Kerrane, Ms. Duprey '85, Al, the Towers—the list runs long and no article can hold our gratitude for them. They are the spine of our school and hold everything together while the boomerang saints go out, and then find their way home.

Stepping into constellation dorms, Ms. Pupke '87 lived in Gaul East (L Dorm) as a student. In her senior year, under the guidance of Nan Mein (yes, after whom Mein is named), she made a stained-glass lampshade that, Ms. Pupke notes, is “still proudly displayed in my home.”



Mrs. Rickolt '87
(Director of Health Services)

Ms. Pupke '87
(Director of Academic Support)

On the same side of the gully, Ms. Hickman and Ms. Hardwick, both Class of 2007, were roommates junior year. They returned to campus within a year of each other, alongside their classmate Mr. Speers '07. Their reunion didn’t happen at a milestone anniversary, but in the hallways, morning meetings, and daily rhythms of SAS. As Ms. Hickman put: “It’s a little surreal sometimes - they knew me from age 13-17, and now we are colleagues.”

Some friendships even became families. Gretchen Hurtt and Carl Hurtt '90, Joy McGrath and Ty Jones '92, Will Robinson and Lindsay Dormer Robinson '97, Grace Saliba Hill and Alec Hill '12. SAS really has quite a way of bringing people together!

Honestly, all of it feels the same—the smell of Founders, sit-down meals, and the close relationships between faculty and students. Those core parts of the community haven’t really changed. — Ms. Hardwick '07

What’s unchanged: the close relationships, the respect between students and teachers, the humility and kindness present in the school culture, the love of learning. —Mrs. Hurtt '90

The bonds formed between classmates and friends, bonds that will last a lifetime, continue to be the core of the SAS experience. —Ms. Pupke '87

The closeness of the community is the most unchanged. —Mr. Rehrig '11



The Front Lawn still pools amber on the grass as it did generations ago, with the kind of breeze and sunlight that make you linger a beat longer, whether you are fourteen or forty. “Founders Hall feels like it is frozen in time,” said Mr. Myers '96. Push open the doors and the old wood and floor wax greet you again, with faint chatters of a thousand sit-down meals still hanging in the air. Time has a soft touch here.



Yet, quietly, the campus stretched. Sippelle Field House rose and O’Brien Arts Center arrived, with light spilling through their halls and new possibilities open for all. We can never quite predict what comes next, just as when the boomerang faculty were students themselves – who could have guessed the serendipity waiting down the road?

Mr. Everhart '95 noticed “the biggest thing that feels different is that the student body places a greater emphasis on kindness than when I was a student.” Mr. McClements '81 describes SAS culture in three words: “much kinder, more diverse and more stable.” Over the decades, our culture has grown into something that feels less like a change, more like a deepening.

A new tension is “how much technology is trying to pull students’ attention out of the community,” noted by Mr. Rehrig '11. Our striving efforts to maintain the purest St. Andrew’s community is preserved by the phone policy, the sit-down meals, and “the curated itineraries that Mrs. Honsel creates every weekend to keep folks busy and entertained,” said Ms. Pupke '87. The small distractions eventually lose against the traditional, almost stubborn ways that tether us together.

So why do they come back?



Some say it’s the mission, with a rare, clear purpose Mrs. Hurtt '90 calls one of the strongest she’s ever known. Some say circumstances aligned, a door swung open at the right moment. Some, like Ms. Pupke '87, call it gratitude: “working at SAS is really about giving back to a place that’s done so much for us and that we truly believe in.” Some, like Mr. Everhart '95, call it “a unique blend of academic engagement, healthy play, a sense of purpose, and a commitment to kindness that I simply have a hard time finding anywhere else.”

Mr. Speers '07 captures the heart of it: “Boarding schools are one of the few spaces where you get to see your heroes everyday—they’re the teachers and housekeeping staff, your roommates and coaches. The reason we build such strong bonds with one another is because we’re able to fully be ourselves. We share in our triumphs, imperfections, failures, and vulnerabilities. Maybe that’s why all of us are trying to find a way back to SAS.”

So cherish the ordinary afternoons, the breeze that crosses the front lawn like a slow exhale, and the hallway conversations that feel small now but will echo decades later. St. Andrew’s has always been, and will always be, a home that holds your name softly, carved into the bones of Founders among all the others who also belong here.

01 Mr. Dave Myers
02 Mr. O’Connell and Mr. Rehrig
03 Mrs. Rickolt and Ms. Pupke
04 Mr. Rehrig again!
05 Mrs. Taylor as Maria in *The Sound of Music*
06 Mrs. Hurtt on the right

A History of Slavery on Noxontown Pond

by Ellis Rattray '28

It is not commonly discussed that Noxontown, the land our campus lies on, was once a site for slaves. It's surrounded by acres of land and farms, and has had housing dating back to the 1700s. There is little mention of this history on school grounds, and what exists is not easily accessible. Through the resources of the Newcastle County Genealogy, Society of Architectural Historians, Middletown Life Magazine, WHYY, and primary documents themselves, a historical portrait can be painted. While Delaware is often cited as a prominent location for the underground railroad, as it existed as a community of enslavers, abolitionists, and people formerly enslaved, it is important to recognize what often goes unaddressed and unknown in state history.

The most informative source that has survived through centuries is the will of Thomas Noxon, who was born in Kingston, New York in 1669. He settled on the Appoquinimink River in 1735, and throughout his life he amassed a plentiful fortune. In his will, Noxon bequeaths his physical property to his immediate family. Included in this will, he determines the future of his enslaved people. These enslaved people built buildings that still stand today, helped start the construction of Noxontown Pond, maintained the grounds that our campus now lays on, and presumably contributed to much more, but few historical records stand; only their objectification in Noxon's final will.

Noxon, after moving to Delaware, quickly became a prominent land owner across the state, and owned a multitude of grist mills, at various locations. On what is now St. Andrew's campus, there was also a farm, brewery, bakehouse and a tavern. Noxon's primary home was located right off of what is now Noxontown Pond. Noxon's mill still stands today, though now idle, located behind the bridge that covers the spill-over of the pond. When Noxon moved to Appoquiminink, it was scarcely populated, but through annual fairs he hosted, this area became a destination. He watched as the rural area he settled in slowly developed into an active town that burned with the festivity of a community who traveled to trade. Then, along with the creation of his mill, Noxon made the humble decision to name this area Noxontown.

At the realization of his oncoming death, at age 74 in 1743, Noxon curated his will, planning to distribute the entirety of his possessions to his immediate family. Starting with his wife Mary, Noxon bequeathed her an enslaved woman named Hagar, one good bed, and all the furniture, along with various other household items. Hagar is the first of six enslaved people mentioned in Noxon's will. Hagar's role was most likely a domestic servant in the main home, since she was bequeathed to Mary Noxon, but it is possible she worked any combination of available jobs. To the other woman in the family, Noxon's daughter Sarah was given an enslaved girl named Dallas, who would be delivered when she turned 18 years old. Like Hagar, since Dallas was given to the daughter she most likely worked in the bakery or around the house, rather than the jobs on the farm.

To his son Benjamin, Thomas Noxon left three slaves: Harry, Tony, and Joe. Noxon stated that these slaves were to be given when Benjamin turned 21. This was a method Noxon used to ensure that the slaves will maintain their value within the estate, and to prevent his son from managing what was left to him irresponsibly. Through Noxon's eyes, his slaves were not people, but rather financial instruments he could use to control how he distributed his money. This is why Noxon

specifically stated within the will that the property given to Benjamin would be controlled by executors, like his wife, until Benjamin was 21 and deemed as mature. For the people Noxon enslaved, the will is part of the only evidence that they ever existed. Noxon's attitude and treatment of these enslaved people encapsulates the attitude of the time period, and shows events like this took place often on the land we now occupy. Dallas, Hagar, Tony, Harry and Joe are important people who helped create the campus and land we know today, and thanks to our national progression towards equality and the abolition of slavery we can now look towards honoring their memories and contributions to St. Andrew's.

Historically, the burial sites of enslaved peoples did not have markings of any type and the location was rarely recorded. With this norm, and assuming that the enslaved people who lived on Noxontown died there, the enslaved people mentioned in the will are likely buried under our feet. While we have no way to verify their exact resting places, we should be mindful of the place we occupy. Recently, only 30 minutes away from St. Andrew's campus, at what was once the John Dickinson plantation, the bodies of 400 enslaved people were excavated. These people were part of a system that ran at the same time period Noxon's will was written, so it would not be unexpected that there are in fact others buried under Noxontown. At any given time we could be walking on a burial site, with no way of knowing if we actually are.

Our school and community now occupies this site, but this side of our past is rarely mentioned. It makes little sense that a school like ours, that is focused on community and culture could overlook the horrific actions of the people who occupied this land before us. The names of these enslaved people should be eternalized in a different form than how they were listed in Noxon's will. There are a multitude of methods of recognizing this part of history, but their stories should be mentioned on campus in some form by all means. Recently, Princeton has acknowledged their history of slavery through a plaque that lists the names and details of enslaved people who had lived on their land. This method of recognition is viable for St. Andrew's to implement, and is along the lines of what we should do as a community to not let their stories fade with time. If we ignore the history of the people Noxon enslaved, the tradition of erasing enslaved people like Hagar, Tony, Harry, Joe, and Dallas from history would succeed, and they would live eternally as objects listed in a will, rather than people to whom we owe the beauty of what we now call home.



Above: The Noxontown Mill, built 1740, from Delaware State Archives

The Incoming Co-Presidents

by Reese Holden '27

Congratulations to everyone who ran for Co-President! It was a packed field of qualified candidates. As you would have witnessed a few school meetings ago, two ecstatic students got the news that they were the school's next co-presidents. I sat down for an interview with our future co-presidents to hear how they've dealt with the position so far, and their plans for the future. Just from knowing Anjola and Liam these past three years, it is already clear they are excited and fit to bring the class of 2027 into a memorable senior year.

Anjola reports that she had in fact told her family very little about the process, and waited until the last second to even tell them she was running. Then, they were in utter disbelief: "I actually didn't tell them for a long time and when I finally did they laughed at me, they asked me if I bribed the school, but they were really happy for me and excited that I get to do this." Leave it to Anjola to make remarkable achievements and still keep them under the radar. Liam's family received the news slightly more expectantly: "I think my grandparents were the most excited about it." His younger sister (shout out Julia), who will be attending as a freshman next year was also keen about having a presidential older brother. "My sister was also pretty excited about it as she's going to be here next year." It will be nice to have another Wilson around next year. Watch out St. Andrew's for more of this tenacious bloodline. They both personally expressed that

they are so grateful and "proud people trust them to be in this position." Initially, they've experienced a glimpse of the pressures felt as co-presidents. For them, the importance and expectations our school places on their roles as co-presidents can be daunting. Even as they've face the trials of their positions, the encouragement of the current co-presidents, and the excitement for the year to come, have helped them stay positive and ready to serve our community. This includes calming their nerves: "For the days leading up to the school meeting announcement every time I said I felt nervous about the results Abe and Lila would reassure me and tell me that I was going to be okay." For our up-coming year they have already started brainstorming ideas for elevating our school culture and campus life: "I was nervous about having to come up with ways to change the school, but I've come to realise that it's not about that, it's about improving what we already have." Without expecting everything to 100% come true, they brought up "having more school-wide dorm competitions...like a field day," "plant[ing] more flowering plants around campus and plant evergreen trees." These ideas and more will no doubt make for a terrific 2027 academic year.

It looks like Rev. G has been making all the right prayers, because our 2026-2027 co-presidents are going to leave a legacy never forgotten.

February vs. April: Rethinking DC Trip Timing

by Margo Rockefeller '28

Last year, St. Andrew's students visiting DC huddled up while traveling through the freezing winds blowing throughout the National Mall. This April, the same trip felt completely different—with cherry blossoms, sunlight, and a warm breeze that instantly uplifted our moods. When you think of the second semester here at St. Andrew's, I'm sure the DC trip comes to mind. Recently, it has been brought to my attention that there are heated debates about which month it should take place. In fact, St. Andrew's faculty are reconsidering whether the trip should remain during the inactivity of early February or should be switched to occur in the excitement of April. This year, the flu epidemic allowed us to visit Washington in April. Although the heat was on our minds all day, we got to experience the cherry blossoms at the Tidal Basin, and were able to walk the streets without having to bundle up for the cold. After sending a poll to the whole school, in future years, 83.2% of students prefer having the DC trip in April. That leaves the 16.8% percent of February voters heavily outweighed. "The DC trip has been occurring since the mid '80s, and prior to Mrs. McGrath, it used to occur every other year," said Señora. Since the trip has been running for so long, it is evident that St. Andrew's students never fail to adapt and create their own fun. So what will the D.C. trip consist of in years ahead?

In past years, February was chosen because it broke up the winter and gave students an event to look forward to within the depths of winter. Señora explains the trip's origin and change of plans: "the reason we

have done it in the winter is to break up the month of February. However, since we had so much illness during these past two winters, we had to switch it." Although we all love and value St. Andrew's, there is no doubt that it can be exhausting. Simply managing dorm life and social interactions can be difficult. Students are expected to navigate academics and sports as well. Managing your time is something that takes practice, but comes naturally when you willingly immerse yourself within your environment. That being said, the D.C. trip taking place in February provides students with something to look forward to when experiencing the difficulties of boarding school in the winter. Furthermore, Abigail DelValle and other students use similar reasoning to argue for the trip to remain in February. One student who responded to the poll prefers February because they believe it is less crowded in relation to the typical tourist attractions. Another pro-February student states, "I'd rather be walking miles in the cold than in the hot April air, and it's more ideal since it encourages students to be indoors within museums." I think one of the main reasons there is hesitancy towards April is because underclassmen are expected and encouraged to spend most of their time exploring museums. If the weather is nicer, the worry is that students may be more inclined to shop around the National Mall rather than having an education-focused day.

On the other hand, Lila Worth and other students explain that April is the common answer for a great reason, (*continued on page 13 . . .*)

(. . . *continued from page 12*) considering people from all around the world travel to see the cherry blossoms in bloom. Since we live at our school and have to obey specific rules, experiencing a taste of the real world outside our bubble at school can be freeing—especially when the sun is shining and the birds are chirping.



Above: Saints in Washington D.C. This Past April

Students argue that the trip is more enjoyable when it is warm out, making them more encouraged to explore their surroundings. In addition to this gained independence, visiting DC in April guarantees warm weather, and as Lila says, “you can get your tan on!” When responding to my poll, many students explained they prefer April because it makes the trip “more fun and accessible overall.” They argue that weather can have significant impacts considering the accessibility of certain outdoor activities. For instance, one student said they could, “sit outside and eat food,” which ultimately added to their adventure when exploring the complexity of the city. Last February, the D.C. trip was a large super-spreader for the flu-epidemic that has reached our campus these past two years. By postponing the trip to April in the future, this all-school event would occur when the virus does not as easily spread. Señora, who plays a large role in the planning of the trip, also prefers the trip in April. She explains that “April is a better month to go due to the weather. Next year, we are most likely to keep it in the spring.” With faculty input like that, what do you think lies ahead for the annual DC trip? As St. Andrew’s weighs its options, there is one question that remains: is tradition worth keeping if the experience can be altered so quickly?

Mr. Myers and the Crew Program

by Ellen Chen '29

Have you noticed a flash of color when walking by the computer science classroom, the gully before crew practice, and the dining hall during family style meals? This individual could be crowned “king of Hawaiian shirts” through his embodiment of ‘Hawaiian Shirt Club Fridays’. Along with his colors, he brings enthusiasm and humor to everyone alike. Here’s a look into Mr. Myers’s experience as a rower.

Q: Can you give some general background information about your crew experience?

A: I arrived at St. Andrew’s as a third former. Before that, I had never even heard of crew. I didn’t even know what it was. But I wanted to try out something new for my afternoon activity, so I signed up for crew and I was really really bad at it. I was on the sixth boat but I learned and stuck with it for all four years.

Q: What brought you to St. Andrew’s?

A: St. Andrew’s was the only private boarding school that I applied to. I fully intended on going to my local public school. However, my mom was my eighth grade math teacher, and during that year she decided that it might be good to look at other schools. We knew about St. Andrew’s from a friend that applied, and I actually had to borrow a blazer from him for the interview because I didn’t own one. I applied and got in. I came back for visit back day which I remember very clearly. On the ride home, I decided to come here.

Q: What was the last time you rowed?

A: One year I participated in the Diamond State Masters, which is a big regatta for old people. This took place in St. Andrew’s in July. I did that one year, I rowed at reunions a couple times. Every once in a while, like Mr. Horgan, I would get in a boat during regular practice because we need somebody to sit there. Twice, I’ve done winter erg workout everyday.

Q: Are boats from your time still here?

A: Every boat that I ever rowed in is long long gone. I graduated from St. Andrew’s in 1996 and I’m pretty sure the top boat when I was a student, has been gone for fifteen years. The Bates was purchased in 1997 and is the oldest big boat in the boathouse. Most of the time we hang on to the boats for ten to fifteen years and sell them.

My favorite boat was The Ducky, it was entirely made of wood, not fiberglass or any of the lightweight material. It was still eight people and a coxswain, but it took twenty of us to pick it up and carry it. It was a fun boat to learn in, but not to carry.

Q: Can you describe the best crewmates you’ve been with?

A: My junior year, I was in the second boat and we got third place bronze medal at Stotesbury. That was a lot of fun. Midway through my senior year, I made it up to first boat and we got fourth place at Stotesbury and Nationals. We just missed third place.

Q: Do you have a weird crew story?

A: Senior year, we were going to Nationals. Right before the race, our coach told us to follow our coxswain and go for a warmup run. But this is a place we didn’t know about. Our Coxswain led us into the woods and we got lost.

Q: How has being a rower shaped your perspective or life?

A: I still have calluses from thirty years ago. I think rowing, especially at a young age, teaches you how to think about long term goals over short term discomfort. And how to really invest yourself in working towards something. That might be the same to all sports, but rowing seems to be particularly focused on that.

Q: What do you think about when you’re really tired but still rowing?

A: People are going to make fun of me for this...I used to do math problems in my head. Just to stay focused and give my brain something to do while working hard. Sometimes it was a physics problem that involved a lot of math and I would try to calculate it inside my brain. It was just anything to keep my brain occupied, because as soon as I lost my focus, I knew I wasn’t working as hard.

Q: What are important values for rowers to have?

A: Dedication. We used to have a poster on the walls of the erg room, I don’t think it’s there anymore, it said: “Dedication/Determination is the difference between what you want now and what you want most.”(original quote was attributed to Abraham Lincoln) I always thought that was such a rowing thing. Erging feels terrible most of the time. But if what you want most is to be better at rowing, then you will put up with that.

Senior Words of Wisdom

by Dashiell Guariglia '28

As the year comes to an end, a new class of seniors is rising, stepping into roles that carry tradition, expectation, and the pressure of doing everything, all while still having fun, while still managing the stress that comes with college and everything else senior year brings. There is a certain energy that comes with this transition, a mix of excitement and pressure, of looking ahead while still holding onto what has already passed. Senior year carries the idea that you are supposed to do everything, lead, succeed, make memories, prepare for what comes next, become an adult . . . the list goes on, all while somehow enjoying it at the same time. It is a year that is meant to be your last year as a kid, while also being one where you are expected to act like an adult.

As a sophomore, looking at the seniors, who are able to balance academics, athletics, leadership, colleges, and the nitty gritty of St. Andrew's, senior year seems daunting, yet, many have figured out how to. And many of you who are reading this likely feel the same way and want the same thing: to learn how to do it too. And that is not always easy. When asked to describe senior year in one word, responses ranged widely: "growth," "discovery," "eventful," "chaotic," "bittersweet," "enriching," "earned," and even "ethereal." Together, these words reflect a year that is complex and fulfilling, impossible to define in just one way.



What will be remembered most though, are not just the big moments, but the smaller, everyday ones. They believe that it is most important to cherish the simple things that you do with your people. The time spent in the library studying with your friend, balancing work and conversation. Late night talks in the common room, going past lights out and listening to interesting faculty stories. The time spent caring for your little sibling, or getting to know more people.

Yet, at the same time it is important not to lose sight of the joy that makes the St. Andrew's Senior experience worth it. As Widalvis says, "Don't stress yourself out too much; go outside with your friends as much as you can and have a LOT of fun because this [experience] flies by quickly." That reminder shows up again and again: the balance between responsibility and enjoyment is what makes senior year meaningful.

Before spring the year is filled with responsibility, growth, and change for a senior. This is a message not for the seniors, but for the rising seniors—the future leaders of St. Andrew's. The residential leaders, athletic captains, club organizers, formal leaders, and everyday leaders of the community will shape the culture of this small school on Noxontown Road.



Senior year will challenge you, sometimes in ways you do not expect. Those moments, whether they are difficult conversations, setbacks, or uncertainty, are often where most growth happens. They shape how you see yourself and the kind of leader you become. Leadership is not something that comes naturally right away, and it is not something you have to figure out alone. Learning how to communicate, how to listen, and how to take feedback matters just as much as making decisions. Some of the most meaningful growth comes from being open with the people around you and being willing to adjust along the way.

The year ahead may feel overwhelming at times, but that feeling is shared, and more importantly, it is something you will grow into. As Xanthe put it, "It's ok to be overwhelmed with the increased responsibility that you are given. You will figure it out and you are doing so much better than you think!" And with that, mistakes are also part of that process. Senior year is not about getting everything right, it is about learning how to handle responsibility while still figuring yourself out. The pressure to meet expectations can feel heavy, but it should not come at the cost of your ability to grow.

Even with the sense that time is limited, there is still space to grow. There is still time to meet new people, strengthen relationships, and be part of something bigger than yourself. Senior year is not only about looking back on what has happened, but also continuing to move forward.

Ultimately, senior year is a whirlwind of experiences, complex, fast-paced, intense, overwhelming at times, and a whole lot of fun. What matters most is how you choose to make the most of it, how you balance all the pressures with the moments that remind you to enjoy the ride. Senior year doesn't have to be perfect, it just has to be yours. Good luck, and savor every moment.

