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THE CARDINAL

St. Andrew's School | Middletown, Delaware



HARVESTING LIFE: A FULLER SEASON

Photo Credit: Jessica Tian '27

Letter from the Editor

Every new school year I revisit the archive of the old.

The first ever edition of *The Cardinal* looked vastly different from the paper you're holding. Its contents were probably written with a typewriter, and the cardinal emblem was hand-drawn. In 1930 they even had advertisements in the school newspaper for local businesses. Yet amongst the catalog of events, you can still recognize familiar contours of school life here: Chapel services, sports announcements, sickness, and fire alarms (drills).

Nearly a century later, the first article I wrote with Catherine Phillips '27 for *The Cardinal* was about finding camaraderie through fire alarms on Founders. It was such a light-hearted article, but it reflected what I believed then, and still believe, to be the core values of St. Andrew's: honesty and love. Each year *The Cardinal* has recorded the significant and trivial instances that reflect such values. This year, we also hope to publish more articles that step outside of SAS momentarily and into the world—and then bring the two together.

In this first issue of the 2026-27 school year, you'll read about the SAS journey to modern Hollywood in a single school day, sickness on campus, the annual Levinson Lecture, and our community's tributes to Dolly Parton. Writers explore dress code evolutions and weigh in on the new schedule. You might encounter the profile of Sage staff Tia, some new teaching faculty (feat. Chaplain Carey, Ms. Dominique & Dr. Gorom) along with Officer Rojas from the security team. We hear from Ms. McGrath and Mr. McClements on the role AI plays in finance, examine why Afternoon Dance gets overlooked, and discuss renewable energy on campus.

This fall's fun features include a faculty bake-off and an NYT Style Strands puzzle. Finally, we cannot forget the pieces our Saints have conjured from their imaginations: two poems and a fiction piece about disappearing squirrels.

I would like to particularly celebrate our four freshman writers, Eleanor Blalock, Dora Wang, Clara Pritchard, and Hana Kegerreis, for putting their work out there for the first time. I also want to thank our photographers, Sabrina Will and Caiden Sun, for their work behind the camera.

We hope you enjoy reading!

With love,
Kadence Sun '27

MASTHEAD

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St. Andrew's Goes Hollywood

by Phoebe Fairbanks '27

A normal school day at St. Andrew's already involves a fair amount of maneuvering: weaving through the Dining Hall five minutes before B-Block, sprinting across the Front Lawn when the bell chimes on the half hour, or realizing that the entrance closest to your classroom is, for whatever reason, locked. Last week, however, the usual obstacles were joined by camera equipment, blocked-off hallways, production assistants wearing headsets, and, most importantly, Matt Rife. For a single school day, while we trudged off to our various classes and obligations, St. Andrew's became the set of *Unaccompanied Minor*, a new movie starring the somewhat controversial comedian, and the student body reacted exactly as one might expect when Hollywood suddenly appears in the middle of Middletown, Delaware.

St. Andrew's is, admittedly, not entirely unfamiliar with Hollywood. Most famously, much of *Dead Poets Society* was filmed here, a fact we have dutifully relayed to approximately every prospective family to cross the front steps since 1989. Other productions have come and gone since then, but it has been long enough since a major film crew occupied campus that, for nearly every current student, watching our school become somebody else's fictional boarding school was an entirely new experience. It was also an apt opportunity to discover what the world apparently thinks boarding school students look like. For Founders members, the answer was surprisingly accurate: male extras wandered around in blazers, ties, and khakis, looking sufficiently convincing that, from a distance, they were easily mistaken for actual students. The girls, however, seemed to have arrived from an entirely different decade. While actual SAS girls walked past the set dressed as we normally do, our fictional counterparts appeared in skirts approaching their ankles, looking less like teenagers in 2026 than students awaiting the Eisenhower administration. It became one of the day's more passing debates: if the filmmakers had managed to place the rest of the film in the 21st century, what exactly did they think had happened to girls' clothing in the intervening seventy years?

Naturally, wardrobe inaccuracies did very little to discourage us from watching. Students accumulated at the edges of the set, appeared in Hillier windows, and developed sudden, inexplicable reasons to need to walk to the School Store four-plus times, if only to catch a glimpse of Rife scrolling on Instagram. Information about his whereabouts circulated across campus with impressive efficiency: he was by the Dining Hall, he had just gone inside, somebody had spotted him near the Admissions Common Room. Between classes, groups would casually drift toward wherever filming happened to take place, questioning local extras about the glamorous life of acting and anxiously dancing around actually asking Rife for a photo.

There was, however, a more serious conversation surrounding the production, particularly about whether St. Andrew's should have permitted it in the first place. Rife has attracted considerable controversy throughout his career, and for some students, allowing a movie starring him to film here seemed difficult to reconcile with the values our school works rather deliberately to cultivate. Others questioned whether opening our campus to a production necessarily meant endorsing its leading actor at all; a movie, after all, extends far beyond the person whose name will eventually sit atop its poster. Still, at a school where we spend a great deal of time discussing what our community represents, it seems fair to ask what it means when we lend that community—and the image of it—to someone else.

For all the debate beforehand, though, few students were as discerning when met with the face of the polarizing comedian before them. Inevitably, much of the day became an extended investigation into Matt Rife himself, who, according to remarkably consistent observations of the student body, seemed mostly interested in his phone. Students speculated about whether he might wave, say hello, or otherwise acknowledge the throng of teenagers who were making increasingly poor attempts to hide their watching eyes behind the MCR doors, ultimately to no avail. By the end of the day, however, the dynamic finally reversed when Rife approached a few seniors and asked them for directions. Apparently, after spending the day filming a movie at St. Andrew's, he wanted to visit the room from *Dead Poets*—which, unbeknownst to him, no longer exists, though our lovely sixth formers did not disillusion him.

By the next morning, the cameras had disappeared, the entrances reopened, and there was once again no legitimate reason to pace the hallways for a selfie (which a few lucky Saints successfully secured!). Still, someday *Unaccompanied Minor* will presumably appear on a screen, and one of us will recognize our dear campus and immediately announce to everyone in the room: "That's St. Andrew's!" Whether the movie itself earns a place of honor alongside the likes of *Dead Poets* remains to be seen. For now, its legacy is considerably less glamorous, summarized easily as 100 failed attempts to make eye contact with Matt Rife. Regardless of its success, though, the day itself has probably already earned a more permanent place in St. Andrew's lore than the movie ever will.



Pictured above: Official cast of Unaccompanied Minor. *Courtesy to Hannes van der Merwe from* Deadline Magazine.

Fundamentals of Finance

How to Stop the AI Takover

by Coco Ackerman '29

A few days ago, I sat down with Chief Operating and Financial Officer Mr. McClements to discuss what a financial firm looks for when hiring. I expected him to educate me on the importance of technical skills. Instead, he spoke to me about the importance of a liberal arts education. In the past, many of the dominant figures in finance have been people who can perform advanced calculations off the top of their heads and who have majored in math or economics, but with the advent of artificial intelligence, those skills are not as valuable as they once were.

A liberal arts education that teaches you how to think is important because it enhances the advantages humans have over AI. Therefore, AI cannot completely replace the work humans do in the financial sector for three reasons: emotional intelligence (EQ), regulation, and trust.

AI can analyze graphs, develop solutions to complex problems, and collect data, better and certainly faster than your average research analyst. AI cannot physically sit across from you, maintain eye contact, and seem genuinely interested in something you have to say. This is where EQ plays an essential role. The way to earn a job in finance is by reading novels, immersing oneself in literature, and doing homework, not to get it done, but because of genuine interest. Head of School Ms. McGrath '92 explains that EQ is not fixed. "Looking at art, reading novels, pursuing the liberal arts, increases your empathy, your ability to put yourself in someone else's shoes," she says." "And that increases your emotional intelligence. And it is so very powerful." I bring this up because while EQ has always been a valuable attribute, it is not only valuable but the most important factor for success in finance today.

Another vital entity in advancing human intelligence and awareness in an AI-driven world is regulation. Regulation in AI is necessary as the boundaries of AI's capabilities expand. The concept of "AI takeover" is widely discussed. AI's capabilities do not surpass the human mind because humans are the creators. Making the decision to regulate is up to us. As David Uberti writes in the *Wall Street Journal*, "But a series of such product launches in recent months has 'allowed a narrative to run that the world is changing and there's more uncertainty as the world changes." This highlights the uncertainty surrounding AI; regulation must happen, and it must happen now because AI could spiral out of control.

Regulation of technology is possible and has been achieved time and time again throughout human history. For example, the Nuclear Arms Race began when the U.S. created the first atomic bomb during World War II. Later, the U.S. and the Soviet Union became rivals during the Cold War. They each built many nuclear weapons to discourage one another from attacking. The response was nuclear proliferation; other countries began to build more and more nuclear weapons. Society recognized the growing issue and reached a global agreement, the Nuclear Non-Proliferation Treaty (NPT), in 1968 that limited the testing and making of bombs. I use this example because it is direct proof that society as a whole is capable of reaching agreement and consensus. Even if we fail to regulate AI, we still have agency; as Yuval Noah Harari, the world-renowned historian and philosopher, says, "consciousness is the capacity to suffer." Our ethical and moral system is guided by entities capable of suffering. Therefore, AI bots are non-ethical subjects. Even if AI encompasses our finances, humans are still giving the commands because AI was designed to serve us, and they have no moral judgment. The free market has always been regulated; AI will be regulated as well.

Lastly, the concept of money is based on trust. One trusts their financial advisor to invest their money in strong stocks; one's financial advisor trusts the companies they invest in to deliver capital gains. Trust is built over time through human interaction and relationship-building. This trust binds us together. Harari explains that, "money is the only trust system created by humans that can bridge almost any cultural gap, and that does not discriminate on the basis of religion, gender, race, age, or sexual orientation." Money binds humans together, and it is crucial to the world of finance because, in order to manage assets or money, one must be trusted by their team. Humanity can interact in the finance sector because capitalism and a single dollar have the same fixed numerical value for every individual.

The human role in finance is changing; now, prioritizing EQ, regulation, and trust is key to accumulating wealth and finding success. For someone hoping to work in finance, developing a strong character and the ability to build long-lasting relationships are key, and it is important to remember that AI does not run our financials; it is merely a tool we dictate.

The New SAS Schedule: Bop or Flop?

by Izzy Fu '28 and Esther Lin '29

In our fast-paced lives at St. Andrew's, we rely on one thing that stays constant: our class schedule. Or so we thought. For returning students, one of the biggest differences this year was a complete overhaul of our schedule. Between the new edition of H block and the 2:50 p.m. class end time, many of us have had to adjust to a new rhythm at SAS this year. And with big changes comes big opinions. So we decided to gauge the school population, students and faculty, to find out: is the new schedule a bop or a flop?

With the new schedule in place, almost half of the students that responded in the poll said that they prefer our old schedule.

Some of the most prominent concerns with the new schedule were the lack of breaks and the Evil Monday. With the new schedule, there are no longer 15- and 30-minute breaks scattered throughout the schedule, and these breaks mean far more to SAS students than just free time. Not only were breaks a time to cram last minute work, it was also when we got to spend time with friends and eat Tuesday muffins, stepping out of reality of our complicated classes and schedules for just 15 minutes. Student N.S. writes, "I miss the random breaks just to get work done or to socialize. I also don't think that the 10 minutes we have now at the end of day feels like a huge difference."

(... *Continued from page 4)* Now with our 10-minute breaks, students have repeatedly says that the day feels far more exhausting. The new schedule also created Evil Monday. Monday used to be laid back and easygoing. We even got to sleep in on Mondays. Now, Monday has 5 classes and seemingly no breaks. It is clear that "the five block schedule on Monday is super hard to get prepared for and to also handle the two repeated classes the day after," writes R.G., and one of the most requested changes from our poll was to move 5 block Mondays to a different day or completely get rid of them and allow for a class to only meet two times a week. That is how evil Monday is. Many people express that this schedule has completely derailed our rhythm as a school, ultimately gathering more stress and less time in our days.

Despite concerns surrounding the transition, many members of the school community have also expressed support for the new schedule. Of those who responded to our survey, around 60% of the population reported that they liked the new schedule: For supporters, the value of the revised schedule lies in its potential to address the limitations of the previous structure such as adding more consistency, which allows them to plan ahead for academic commitment and extracurricular activities without having to constantly adjust to a changing rotation.

However, support for the new schedule appears to vary considerably by grade. Among returning students, only 32% reported liking the new schedule or preferring the previous one. Interestingly, 95% of the III form population voted in favor of the new schedule, a sharp contrast to the 86% of seniors that preferred the schedule they had followed over the preceding three years. While these differences do not necessarily explain students' individual attitudes toward the changes, they raise the question of whether familiarity with the previous schedule plays a role in shaping students' responses. As both students and faculty adjust to the new structure, it remains to be seen how these opinions may evolve over time.

Faculty responses, meanwhile, were considerably more favorable. Of the faculty members surveyed, 92% expressed support for the new schedule, citing benefits similar to those identified by student supporters, particularly its consistency and predictability. One returning faculty says, "easily knowing my schedule for any given day of the week without having to check a calendar/planner is great." Mrs. Franz also noted another potential benefit of the revised class structure: "students actually stay a bit more focused when there isn't break in the middle of class, which I usually gave with 75 minutes."

But what considerations originally drove the changes? To answer this question asked by many students and faculty, new and returning alike, we interviewed Mrs. Hurtt, a member of the faculty team that helped lead the schedule change. According to Mrs. Hurtt, the restructuring was driven by several priorities beyond addressing the impracticality of Saturday form programming and reducing the impact of missed class time due to early dismissals. The new schedule was designed to yield several other benefits: Central to the redesign was the "[prioritization of] student learning and balance." Under the previous rotation, some classes met only twice every week, making it difficult to maintain academic momentum. The new schedule ensures that every class meets three times weekly, which is believed to strengthen students' academic momentum. According to Mrs. Hurtt, the trade-off of reducing class periods from 75 to 60 minutes worthwhile in exchange for more frequent meetings. In addition, Mrs. Hurtt explains that from student data like senior exit surveys, "individual time with teachers is one of the most effective aspects of our academic program." The extra help time, therefore, "explicitly sets aside time for those meetings or advisor meetings, or students can choose to have downtime then."

Ultimately, the new schedule has caused mixed reactions across the SAS community, with critics emphasizing the loss of breaks and the challenges of the Evil Monday, and supporters highlighting its consistency and academic benefits. As Mrs. Hurtt acknowledged, adjusting to a new schedule takes time and every structure comes with its own trade-offs, and whether the new schedule will end up improving student learning and balance remains to be seen.

The Night Knights of St. Andrew's

by Carine Leon Rosenfield '28

Clouds covered the moon as a SAS security guard drove along Noxontown Road, scanning campus for signs of suspicious activity. As the guard crossed the bridge to Rodney Point, something unusual appeared: a hole cut into the chain-link fence. Now on high alert, the guard unlocked the fence and stepped inside Rodney Point, ready to apprehend the person responsible for the vandalism. By the water's edge, the shapes of several people came into view. The trespassers were night-fishing on Noxontown Pond, and they had used bolt-cutters to enter Rodney Point.

This trespassing incident might sound bizarre, but it was one of 115 recorded by the St. Andrew's security team last year. As night security Officer Marisa Rojas explained in an interview, trespassing is the most common security violation at St. Andrew's. In particular, she says, Rodney Point is a major attraction for "fishermen who want to do some night fishing or kids who want to just walk around."

Officer Rojas starts her regular shift at 11 p.m. She begins by speaking with the leaving officer to get a run-down of what happened in the last shift and a heads-up on any special situations—such as a student arriving late to campus-scheduled to take place during her own shift.

Before doing her first lap around campus, Officer Rojas has to complete office work: reading emails, sorting paperwork, and finishing the report from the previous night. She then drives around in one of the quiet security cars for a cursory glance at dorms, faculty houses, and Rodney Point.

At around 12:30 a.m., Officer Rojas starts checking the inside of Founders. This involves confirming that the door locks, fire system, alarm system, plumbing, and boilers are all functioning. After that, she returns to the security shack to survey the cameras. When asked how she stays alert during longer, uneventful shifts, Officer Rojas simply answered: "Coffee."

(... Continued from page 5) However, caffeine only helps her focus for short periods of time. Officer Rojas takes short breaks to play brain games and puzzles, or read and listen to books. She finds that activities that stimulate her mind also help sharpen her vigilance towards the security cameras.

"On nicer nights, especially now in the fall when it's not too cold, but still kind of chilly outside, I'll actually just walk around campus,"she said. Officer Rojas loves getting exercise while on patrol because it not only lets her enjoy the peaceful night, but helps her stay "focused and functional."

In addition to staying vigilant, Officer Rojas says that another difficult part of working as a night guard is maintaining a work-life balance. She explained that "just like with any normal 9-5 job, you have your good days, and you have your bad days." Officer Rojas tries to sleep for at least 8 hours, typically before 1pm. Some days she falls asleep as soon as she arrives home. But when she returns home with more energy, Officer Rojas likes to prepare her meals for future shifts.

Officer Rojas says she enjoys working on the security team at a small community like St. Andrew's. Even in a calm environment like ours, she says that night guards have to be suspicious of everything.

Rojas also emphasized that just because students rarely see members of the security team, it doesn't mean they aren't doing anything. Instead, it means that the guards are doing their job. "If you are seeing us, that means something is happening!" she says.

So, the next time you are lying awake at night, try to listen quietly to the dorm door or peek out of your window—you just might spot one of the night guards keeping us safe while we sleep.



Pictured above: Officer Rojas, credit to Mr. Thompson.

Dolly Parton and Her Impact on People at St. Andrew's

by Eleanor Blalock '30

Dolly Parton was a country music singer, a philanthropist, an icon, and an inspiration. On August 25th, 2026, she passed away at age 80, but her legacy remains forever. Born on January 19th, 1940, Parton lived in a small cabin with eleven siblings in Sevier County, Tennessee. Her talent for singing was quickly recognized, and she sang at the Grand Ole Opry at only 13. Some of her hit songs were "Jolene," "I Will Always Love You," and "Here You Come Again." Twenty-six of her songs made it to #1 on the Billboard Country charts, she sold 100 million albums, and was inducted into the Country Music Hall of Fame in 2022.

Although Dolly Parton is one of the most famous female singer-songwriters in the world, the amount of good deeds she did for countless people and organizations was even more impressive and impactful. She created The Dollywood Foundation in 1988, and started the Buddy Program which gave $500 to all students in her home county who graduated from high school, decreasing the drop-out rate from 35% to 6%. Dolly Parton also donated $1 million to COVID-19 research at Vanderbilt University in 2020, gave $200 million to Hurricane Helene relief in 2024, and helped her Imagination Library reach 300 million donated books in 2025. These are just four of the countless selfless acts she performed for all sorts of causes.

Dolly Parton's influence can be seen all over the world, and most recently, at the heart of St. Andrew's. On the opening day of school during the open mic night, Nayomi Sabbavarapu and McLean Baker sang "Islands in the Stream" as a tribute to Dolly Parton. When asked about her initial thoughts about the performance, Nayomi says: "I didn't know we made that much of an impression." McLean, who is from Nashville, stated that as a kid, "I learned to read basically because she had a charity that sent out books to every kid in Tennessee, and I read the books that she sent out. She's amazing, so I wanted to commemorate her." When asked what they hoped the readers take away from the interview, Nayomi simply stated, "Be like Dolly," and McLean says, "Help people." Both statements couldn't be more true. Nayomi's final remarks were, "Perform, because you never know who's going to be listening, or what it means to people."

On September 13th, Head of School Mrs. McGrath gave a homily during church in Old St. Anne's about Dolly Parton, her good deeds, and why she will always be remembered. "When I looked at the liturgical calendar, the lectionary calendar, for the Sunday, and the scripture was about Joseph, and 'A Coat of Many Colors' is one of my favorite songs of hers and I thought, 'Okay, this is like the universe saying this is the time to talk about Dolly,'" McGrath says of her choice of homily topic. "She's on everyone's mind because I think we all have a lot of questions about how to be a good person …s he was good and great, and how do you pull that off? I think there are just so many lessons that we learn from watching other people, and she is an incredible role model." When asked if Dolly Parton ever influences her as head of school, she says, "Whenever you're an entertainer, you're kind of the CEO of your own operation, but she also has all these huge businesses and thousands of employees. She really remained true to herself, but also really cared about others, and I think that's something that anyone who's working in an organization or leading an organization should think about." Finally, when asked about what she hopes readers will take away from this interview she says, "I would always want our students to be looking for that more durable impact. How are people building meaning genuinely through a lifetime?" Mrs. McGrath encourages students to look for role models, like Dolly Parton, who work from a place of principle, and always stick to those principles.

(...Continued from page 6) Every day at St. Andrew's, students are given the opportunity to work hard, be kind, and always stay true to what they believe in. Living like Dolly doesn't have to mean wearing rhinestones and strumming a guitar. It can simply be doing little actions each day, a smile in the halls or lending a helping hand, to make all the difference in this community. By remembering Dolly Parton and all that she was and will continue to be, we can grow as both individuals and as a whole school. As Dolly Parton once said, "Find out who you are and do it on purpose."



Pictured left: Nayomi '29 and McLean '29 singing "Islands in the Stream"

A Conversation with Chaplain Peter Carey

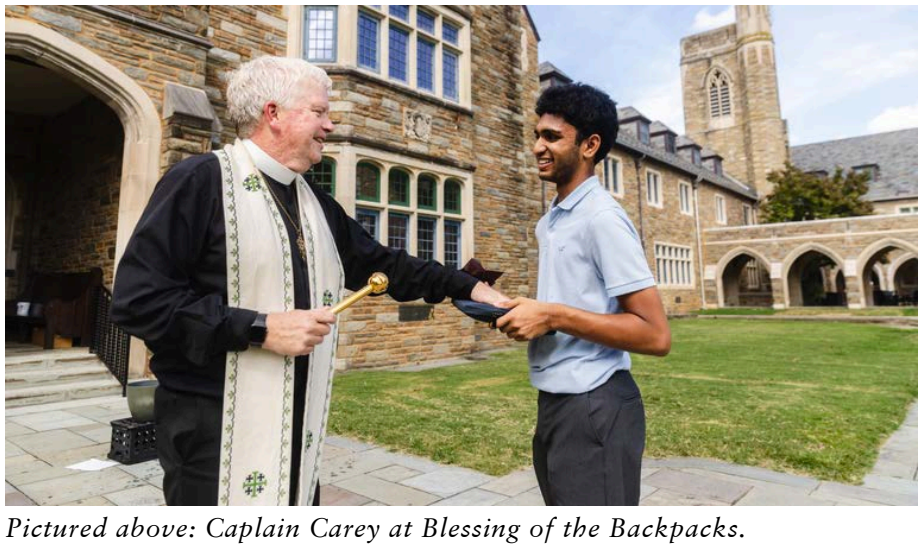
by Smith Ragsdale '28

From his sermons at the pulpit on Sunday to cheering on a field hockey game on the sidelines, Chap Carey has become an iconic member of the St. Andrew's community within his first few months. Although he is already a valued presence on campus, most people don't know his story: how he grew up, why he became a priest, and how he ended up here. It is one of faith, love, and authentic selfless service.

Chap grew up in Middlebury, Vermont—a small, "idyllic" town of only 7,000 people. He was involved in sports, music, and of course, church. Even though church was just something everyone participated in, Chap was always fascinated with theology. "From an early age, I was pretty curious and interested in church. Who is God and how do I understand Jesus?" Carey says. Chap was a "total nerd when it came to Sunday school," to the point where he would even study the night before.

Although he hasn't always wanted to be a priest, an influential experience in his journey to the priesthood was a ten day bike trip with his youth group in middle school. Before the days of GPS, Chap traversed the Vermont mountains on bike, averaging 60 miles a day. This, and moments like these, has led Chap to believe that "church is not merely what happens on Sunday, but the community and people being affirmed for who they are."

Throughout his life, that "heart sort of feeling" kept repeating, but he "kept it at arm's length" for a while, not yet willing to embrace the call to priesthood. For a time, he had "delusions of wanting to be a politician … inspired by John F. Kennedy." He even majored in political science as part of a pre-law track in college. It would take ten years of teaching before Chap made the switch to ministry. He recalls 9/11 as a seminal moment in determining his change of career: "I remember 9/11 was a bit of a moment of saying life is short … it was just a reminder of 'what am I waiting for?'"



Pictured above: Caplain Carey at Blessing of the Backpacks.

He finally answered the call, going from teaching to becoming a priest. But after serving as a rector at a church for nine years, it became time for Chap to reevaluate. Having endured COVID and handled a multimillion-dollar project to make his church handicap accessible, Chap decided he was "ready for a new adventure."

Thankfully for Chap, a position opened up at St. Andrew's for the chaplaincy. As he describes it, "I feel like my story has been leading to this position. [It's] just outstanding."

Contrary to what some believe, Chap Carey isn't just working on Sundays; he has a pretty full schedule. In the morning, Chap likes to show up for breakfast "because [he] get[s] to see everybody." He "aspires to know everyone's names like Ms. McGrath." After breakfast, Chap spends "the first part of the day doing a lot of computer work, emailing, and checking in—reaching out to the different affinity groups for chapel." He also meets with Ms. Kerrane and Ms. Choi, our new organist, about planning music for chapel and establishing the handbell choir. In the afternoon, Chap enjoys sitting in on one of Mr. G's IV form religion classes. "I'm totally blown away by the students, but also Mr. G is just a master teacher," he says. Joining their class has helped him understand the roundtable method of teaching. After classes, Chap likes to "head to the gym, get a little exercise, and then try to get out and see practices or games." To him, being a chaplain isn't about sitting in an office all day. It's about "being present in those different areas" of school life. Being at games allows him to see "a whole different side of students[;] as a former athlete and coach, it's right up [his] alleyway."

In his free time, Chap is a man of many hobbies. He loves cycling, running, and watching sports, and he recently rediscovered his love of the drums, having purchased an electronic drum set during COVID.

Chap commented on the office of chaplain as well: "the chaplaincy is strong here. We have strong student leaders, a head of school, and assistant heads of school that are very supportive. The students are all gifted in [their] own ways and [have] different sorts of personalities and backgrounds." He appreciates the fact that many of "the aphorisms of communities seem like they're actually real here," especially with "older students … doing a lot of mentoring of younger students." As a member of Vestry, I'm excited to see the great work Chap will do in our community, both inside and outside the chapel program.

Behind The Scenes: Confronting Our Campus Carbon Paradox

by Addie Brown '29

Our climate is currently changing at a pace that outpaces our ability to adapt, causing sudden and imminent global disruption. Over the course of the current VI former's lifetime, the world has alarmingly shifted; global temperatures have peaked, sea levels have risen over two inches, and more than two hundred distinct species have gone extinct. From burning forests across Europe and America to the threatening tides set to overtake cities such as Jakarta and Miami, a distant forecast of macro-level destruction has suddenly become our present reality.

The problem needs to be addressed now, and luckily scientists, governments, and global communities have united to research and formulate tangible solutions. While there is much that can be done on an individual level, we can leverage our impact by contributing as a collective whole. As members of the St. Andrew's community, we hold the capacity to contribute at a scale far beyond what can be done independently. This global transition begins with assessing our micro-level footprint—beginning with how we power our two thousand acre campus.

Currently, our campus solar grid generates an average of 2.85 MWh per month, accounting for less than one percent of the school's overall energy consumption. At times, this small source of power becomes so insignificant that it is more economical to shut it off completely. This humbling data presents a stark paradox for an institution with such high ideals; we possess ambition and technological access, yet our sustainable projects remain stalled. Why?

The answer is not a lack of will, but instead the reality of limited infrastructure growth. About a decade ago, St. Andrew's began to utilize green energy technologies, shifting the power source of our heating systems from fossil fuels to natural gas and installing a small solar array behind facilities.

Since then, the leadership team has been working to engineer our school's path towards a sustainable future. We are making steps in the right direction, but most developing plans for clean energy growth run into a bottleneck.

Mr. Gregory Guldin, our leader in student affairs and special projects, outlined the limitations of the future for sustainable power in Middletown. An initial plan to add a solar array capable of generating 25% of our campus's electricity demands was denied by the DelMarVa power company this year. Any future solar expansion is legally and structurally prohibited because this grid can only absorb so much renewable power. Overcoming this constraint by connecting our grid to another municipal substation would require a capital investment totalling over four million dollars.

In order to navigate these heavy limitations St. Andrew's has been exploring creative operational strategies. Mr. Guldin notes that SAS is engaged in ongoing conversations about leasing portions of our farmland to third-party solar contractors. Under this framework an outside company would fund and manage large solar arrays on our property with the intention of selling clean energy directly back to the commercial energy market. While this initiative does not directly offset our emissions, the energy generated by these grids would significantly increase the ratio of green energy powering Middletown. By leasing our land to third-party contractors, SAS will be able to significantly contribute to decarbonization even as our power remains linked to the current electrical grid. St. Andrew's' journey to furthering our commitment to counteracting climate change decarbonizing our campus will not be linear, nor will it be solved by simple fixes. It will require the collective effort, creativity and resilience that is seen in the students in the classroom, on the sports fields and across campus every day. Although infrastructure growth may be limited, our imagination cannot be.

The Addition of Online Spectators

by Annie Davenport '28

In the past, the ability to watch sports at St. Andrew's without being there physically at the game was limited. However, this year, with the help of a few students, the athletic department is hoping to change that using a new platform called Hudl.

Last year, St. Andrew's had three cameras set up to live stream sports games in the Sipprelle Field House, Old Gym, and the Generaux Aquatic Center. The only sports that were being filmed were basketball, volleyball, wrestling, and swimming. On top of that, it was also only the varsity levels of those sports that were filmed. So, friends and family members were only able to watch a limited array of games. To fix this issue St. Andrew's partnered with Hudl, a camera company, and upgraded from 3 to 12 cameras that are now able to film not only indoor sports but also outdoor ones.

The athletic department also implemented a new afternoon activity called the Athletic Internship. This internship teaches students how to work the cameras and the scoreboard on the livestream.

LP Williamson, one of the current athletic interns, says she has "learned how to operate the camera and how to fix technical issue when they come up on the fly." With these new additions the athletic department is able to film all levels of every sport. Using Hudl, coaches and players are able to see an analytic and stat breakdown of each game. This can help teams understand what they are already doing well and what they need to improve.



Pictured above: Saints football vs. AI duPont during preseason.

(...Continued from page 8) Using Hudl, anyone is able to go onto the St. Andrew's sports schedule and find a link to each home game livestream. St. Andrew's has now made it easy for parents to watch games and for teams to review them.

Now, seeing a 20-foot tripod on the sports fields is a regular occurrence and it sends a message that even though family aren't there in person, they are looking on from afar.

Looking towards the future, the athletic department is hoping to take further steps with Hudl and implement the Hudl Academy.

The Hudl Academy is a program used to help students learn more about broadcasting. This would include teaching students how to commentate and broadcast the games opposed to only working the scoreboard. This could also inspire students to go into sports broadcasting and production as a career or learning about broadcasting beyond St. Andrew's.

In all, St. Andrew's is hoping to make more opportunities for students to learn about broadcasting and for friends and family to support the athletes playing in games.

Tia - Sage Spotlight

by Sophia Jin and Meg Vongkitbuncha '29



Before SAS

I was born in Maryland and used to want to be a nurse but I'm afraid of blood. Growing up cooking with my mom, I became a cook. Before SAS, I worked at the casino at Bones in Harrington. I learned more about culinary skills there. Though I like baking more so than cooking, I enjoy working at SAS and meeting new people! In addition, I'm also working at a care facility for the elderly.



Hobbies

- I love cosplaying (currently working on a Doki Doki costume)
- I love anime (Ouran High School Club & more!)
- I love baking
- I love traveling
- I love gaming (Deltarune & more!)
- I love meeting new people.



Memories

One of my favorite traveling experiences was going to my 1st concert in Pittsburgh, a Tyler, the Creator concert. One experience in life that I will always cherish was watching Scooby-Doo during COVID with my mom, my dad, and my siblings. My dad also made a hot dog bar. It was one of the best and last family moments together.

The Woman I Don't See

by a Student Poet

Beneath the cloudy sky, I watch the sun
Rising, a morning light, and a new day!
The city and its people awaken
with the sound of footsteps,
people, or animals,
friendly, social, alive,
Everyone moves side by side
along the worn stones
Every corner, every doorway
holds a vast memory—
Such a beautiful day.

I imagine myself in those days,
A stranger walking through the years
I see joy,
love,
And belonging.
Yet sadly
among those towering buildings,
The streets filled with footsteps,
The doorways filled with memories
I don't see a woman!

An Interview with New Faculty

by Dora Wang '30

Would you rather fight one horse-sized duck or a hundred duck-sized horses? I bet this is a question you'd never ask a teacher in class. So here are the answers from Ms. Dominique and Dr. Gorom (Dr. G):
Ms. Dominique: "One horse-sized duck, otherwise it will be too overwhelming and chaotic."
Dr. G: "One horse-sized duck. Horses have so many muscles. The biggest weapon of a duck is its beak. But if they are big enough, it is actually easier to avoid them."

Each person, no matter if they are new students or new faculty members, brings their own unique perspectives, hobbies, and stories.
Both teachers are not graduates of SAS, so I asked them how they found out about and chose to come to SAS. Their answers, though different, both pointed to the culture.

As both teachers mentioned, the boarding school environment at SAS fosters diverse yet deep relationships with students: "I liked the idea of discussion based class and the Harkness table," says Ms. Dominique. "I'm also an introvert, but I feel welcomed by how kind everyone is, and I find it easy to talk to people at SAS," Ms. Dominique adds. Echoing Ms. Dominique, Dr. G was impressed during her interview.

For her interview, she was assigned to teach a class, and she was so impressed by the way students were thinking: they tried and created a different way to solve a problem that she never even thought about. "I liked the way the students were doing math just to do math," Dr. G says.

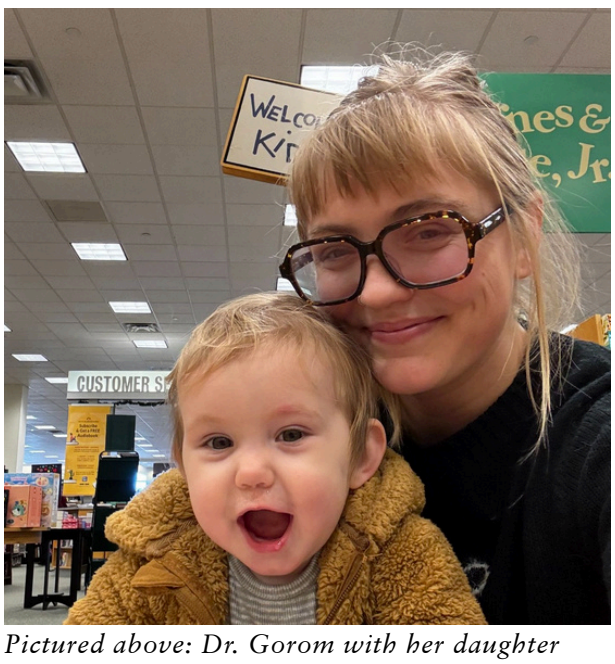
There are many things to love about SAS. The beautiful campus is one of the things Ms. Dominique, as a big nature lover, has deep affection for at SAS. "I live across the road to Acme. Every day I drive to school I see the beautiful sunrise and also the sunset at the T-dock. I also love the grass and the trees," Ms. Dominique said. ddding on, Dr. G also loves the supportive culture and the fact that students are so focused and open to learning.

She says, "I attended a School Meeting … and I was impressed by how people supported each other. There was someone who sang a song on stage, and everyone cheered and clapped on their feet."

Curious to find out their lives before SAS, I asked about their past teaching experiences. Ms. Dominique spent two years teaching English in a public school before earning a master's degree in religious studies. She then started to teach undergraduate students. She also taught a private day school in Atlanta for three years before coming to SAS. When I asked her why she switched from English to religious studies, she told me that she studied religious studies in university, and "wanted to teach something that [she is] passionate about." On the other hand, Dr. G. had no formal teaching experience before. "The course to teach us how to teach got canceled because of COVID when I was in grad school," says Dr. G.

Nevertheless, she started teaching two courses during grad school about calculus, splitting her time between research and teaching before coming to SAS to be a full time math teacher.
Although they teach totally different subjects, both of them love to read books, especially fantasy. "I'm in the middle of *Dungeon Crawler Carl* now," Dr. G shares. Aside from reading, Ms. Dominique loves walking her dog and going on hiking while Dr. G enjoys running, rock climbing, lifting, and workouts.

If she wrote for *The Cardinal*, Ms. Dominique would write about how students celebrate religious holidays at SAS. "Because students come from all over the world, I'd love to know about their traditions," Ms. Dominique mentions. She is also curious about how the affinity group chapels operate and if the students work on their own to organize everything. Dr. G had an idea to write about athletic positions that get overlooked sometimes in sports. "People are all doing amazing things, even if you don't score or win the prizes, like defenders in soccer," explains Dr. G.
Drawn by the supportive community and the idyllic campus, people who came in are always inspired to build on the foundations, making SAS even better.



Pictured above: Dr. Gorom with her daughter


Pictured above: Ms. Dominique in Guatemala this spring

The Disappearing Squirrels

by Hana Kegerreis '30

Once upon a time there were squirrels everywhere on campus. But soon, students began to see less and less of them. Acorns began to pile up in the Gulley, as there was no one to eat them. Rats started to appear around campus because they had no competition.

One day, three students were walking through the Tulip Trail when they came across a strange arrangement of sticks, shaped like an arrow, leading toward the water. The students followed it until they reached the bank of Noxontown Pond. They looked around, confused, until one of them spotted more sticks—this time in the shape of a person.

They rubbed their eyes, thinking that the pond water was making them see things. Hundreds of squirrels had appeared, forming a raft in the pond. Their beady eyes were a bright red, looking towards the other bank of Noxontown Pond. Suddenly, Sabrina noticed that the sticks in the shape of a person were moving. As the sticks rearranged themselves, the students found that the stick person was pointing towards the other side of the pond, and as if it had given a command, the squirrels began to paddle towards the other side.

Confused, two of the students looked at each other. But the third, Emely, spotted something running through the trees. As it got closer, she realized it was a squirrel. She watched it in awe as she hadn't seen a squirrel in ages, until Emely realized that it was barreling towards the water. It leaped, falling into the pond with a splash. Emely grabbed her friends, Sabrina and Jamie, pointing towards the ripples where the squirrel had been moments before. Then, there was a huge splash, spraying the students with water. When they wiped the water from their faces, the students eyes' widened in disbelief.

The students looked at each other in disbelief. "So that's where all the squirrels went!" Jamie said.
"They went under Noxontown Pond?" said Sabrina.
"No, they went to the other bank," replied Jamie.
"But why would the squirrels want to go to the other side of the pond?" asked Sabrina.
"Look!" Emely pointed across the water. Standing there was a lopsided shack she was sure she had never seen before.
"So the squirrels are heading there… but why?" said Sabrina.
"C'mon," replied Jamie, "Let's go find out."



Photo Credit: Sabrina Will '30

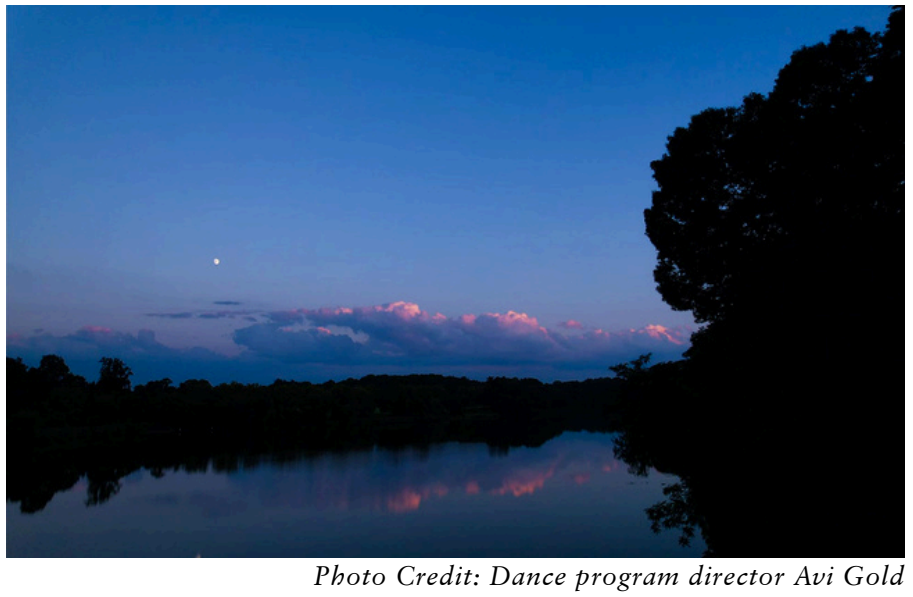


Photo Credit: Dance program director Avi Gold

"Midlife" Crisis in High School

by Ellen Chen '29

I bet you've had a moment in life when you've laid in bed and wondered what lies ahead. It might've been New Year's Eve, the day before your birthday, or the day before you came here.
You might've stared at the ceiling, the twinkles of light seeping through the doorway or your teddy bear and thought: What am I going to do with my life? Who am I gonna be? What am I really working towards? Will I ever reach my far-fetched dreams? But as you return back to reality the next morning, you subconsciously forget half of what you pondered at night and instead, focus on the tasks you are suddenly hit with as the day goes by. As days cluster into weeks, and weeks into months, it is simply natural to look forward to holidays, special events or just something that breaks the pattern of normal school life. For example, even as we are less than a month into the new school year, it isn't uncommon to hear people say "I'm so tired" or "I just need to make it to long weekend." I have complained in a similar manner multiple times. But I am not writing this article to persuade you to do otherwise and wear a mask of sunshine and rainbows forever and always. I'm writing to tell you self-doubt and feeling burnt out are universal experiences everyone has gone through.

In the bigger picture, nobody is 100% sure of what lies ahead, what version of themselves they will become and whether what they're doing is ultimately right.

(...continued from page 11) Very few of us even know what's for lunch the next day. Based on a survey I sent out to sophomores and juniors asking if they felt burnt out, 100% of responders said yes. So you're definitely not alone.

Taking a step further, I would categorize this phenomenon as a side-effect of a "mid-life crisis" in high school. Mid-life crises often occur halfway through your life, in your '40s or '50s, when you start doubting all your major life decisions and regret what you've done or haven't yet done. External and internal influences such as aging, illnesses, death of family members and change in family dynamics cause people to be anxious. They often begin to regret missed opportunities and feel trapped and restless about their situation. Middle aged people also deal with uncertainty and doubt just like any other in different stages of life.

Here at SAS, mini "mid-life crisis" are embodied through comparisons and burnt out sessions. Especially in a high intensity, face-to-face school like SAS, adolescent brains are often triggered to start comparing this of mine to that of yours. What did you get on that English essay? What about that homework check? Everyone else is in line, what about me? Everyone's having fun outside, should I be there just for the sake of being there? Along with our many obligations and limited free time, burn outs are inevitable as is with growing up.

In my opinion, high school is a period of transformations rooted in self doubt and self-oriented decisions. It's a period of time where your individuality somehow fades as social trends promote a correct answer to different ways of life. Such trends may not be the best examples for you, so put your own wellbeing and individuality before anything else.

But your midlife crisis may prove beneficial for you to figure out what you genuinely want to do with your life. Winter is coming and here are some things you can do to maximize your potential of living life comfortably and with personal freedom:

- Touch grass
- Read, watch shows, make food...(entertainment)
- Exchange playlists with a friend to find new artists and songs you might enjoy
- Pick up something you lost along the way: piano, any sport, baking, photography, games...
- Try new things: a new instrument, a different route, a different response to a frequently asked question, a different recipe...
- Journal and record the good, the bad and the ugly parts of life.
- Do something for others
- Notice small things around you
- Learn about current events
- Look up bits and pieces of random information
- Walk along SAS trails
- Read through SAS archives



Photo Credit: Caiden Sun '28.

The Unfinished Revolution: A Commentary and Critique

by Alice Fitts '27

This year's Levinson Lecture was a celebration of and reflection centered on the semiquincentennial, reminding the student body of the literal and ideological formation of America. Officially titled "The Unfinished Revolution: Lessons and Legacies of the American Revolution at 250," the lecture was wrapped heavily in a mood of uncertainty. Regardless of one's politics, it is undeniable that America has reached point of division where it seems the country's future is up in the air. The keynote speaker, Joanne Freeman, and her conversationalists put into perspective the fact that uncertainty was inherent in America's creation. The success of the revolution and the ragtag underdog narrative of unity are views that to the modern citizen seems to be set in stone, or more accurately set in gold. The student body was graced with not one, but two meetings, one a traditional lecture and the other a discussion and live symposium between three historians, that questioned this modern perception.

Freeman, a captivating speaker who talks with her hands and has fantastic dark hair streaked elegantly with gray, giving her an air of dignity and simultaneous whimsy, started off on a lecture about the contingencies of the American Revolution. And while a III former or anyone who did not know the meaning of contingency could be quickly lost, Freeman was clearly incredibly well-versed in her area of expertise and found her subjects of study thrilling and hilarious. She referenced many primary sources directly, which helped the lecture feel like an argument that was supported and evidenced; the listener did not have to take Freeman directly at her word, which was refreshing.

Later, everyone filed into Engelhard a second time for even more historical fodder. This is where things got really interesting, and the audience was introduced to Dr. Zara Anishanslin, a professor at University of Delaware and Dr. Michael Hattem, a former student of Dr. Freeman and leader of the Yale-New Haven Teachers Institute. While a good portion of the opening of the discussion was spent on the historians' experiences with their own bicentennial (and maybe the listeners did not need to know quite that much about bicentennial labeled crap), the back and forth between the historians was fun to watch and there was a tangible tension or thrum in the air. The historians then transitioned to a rehashing of an argument that Hattem and Freeman had engaged in before mounting the stage over whether or not the importance of Thomas Paine



Pictured above: Dr. Zara Anishanslin, Joanne Freeman, Dr. Michael Hattem at the Levinson Lecture Symposium. Courtesy Misty Dawn Photography

(...Continued from page 12) in the American Revolution had been overstated with Hattem arguing that yes it has become overwrought and Freeman believing him to be an integral part of the success of the Revolution while Anishanslin offered nuance without taking a side. This debate as well as the rest of the discussion seemed lively, particularly the answer to the question "Is there anyone that you study from the American Revolution that you really dislike?".

Overall, the whole Lecture day was satisfying and varied, though Anishanslin left the audience wanting more. Care to elaborate on the woman-run international spy ring operating out of a London wax museum? St. Andreans will have to wait another year for more traveling historians to grace these halls. As Thomas Jefferson and Freeman said, "Is this life?"

The Evolution of the Dresscode

by Clara Pritchard '30

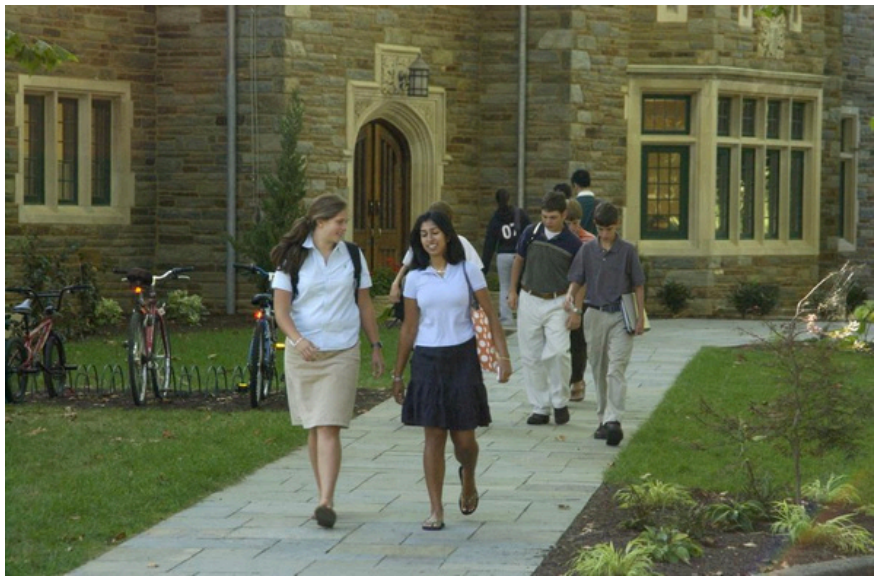
The dress code at St. Andrew's has been constantly evolving over the course of the school's history, which makes sense considering it was founded nearly a century ago. The dress code functions as a central part of our days, and influences outsiders' opinions of the school. Each morning, we decide how to present ourselves based on the restrictions given to us. Our clothing gives us the opportunity to express our style and personality to others, and the dress code dictates our ability to do just that. The way we become accustomed to dressing also influences our readiness for the outside world, and its adaptability reflects the school's ability to change and grow as the world around it changes.

Now the dress code gives us a certain level of freedom, but it used to be much more strict. Even in the 2011-2012 school year, the guidelines were separated by gender, which heavily restricted freedom and students' abilities to express themselves. For classroom dress, boys were required to wear slacks and a buttoned down collared shirt with a tie and either a jacket or sweater. Girls had to wear either a dress no shorter than a hand's width above the knee, a skirt and blouse, or slacks and blouse. Any denim material was banned for either gender and girls were not allowed to wear pullover sweaters. This dress code remained until the 2018-19 school year, so recent that people have siblings that followed this old dress code. This also when the dress code stopped being divided between boys and girls, reflecting a societal progression from viewing gender as a binary to a more fluid concept.

The new dress code became more relaxed and allowed for more self-expression for students. Boys were no longer required to wear button down collared shirts, and the option to wear a blouse or polo was added. Bottoms remained the same, still notably not including any form of denim material. This dress code change is one of the most obvious instances of the school reflecting the changing world, as it allowed for self expression regardless of gender and increased comfort for students. Then, in 2024, Mr. Guldin decided to change the dress code even further.

This most recent update more clearly outlines the requirements for classroom dress, and is our dress code today. Skirts had to be fingertip length or longer, a specification that had not been included since the 2011-12 dress code. Additionally, blouses were defined as a formal top that covered the back, shoulders, and midriff of the student. Before this, the word blouse was ambiguous, and difficult for students to follow. A blouse, collared shirt, or button down shirt must be worn with either a blazer, cardigan, or pullover sweater in Classroom Dress. This was also not specified in earlier iterations of the dress code, especially as pullover sweaters were not allowed for girls from 2011-12 until 2019. Jeans, however, were still not allowed in any form. This most recent difference in the dress code is the most felt, as juniors and seniors both had this dress code in their first few years here.

In regard to why the change was necessary, Mr. Guldin says that "there was not a lot of compliance from the students," and there was a "belief that it was too restrictive," especially from Constellation members. As such, the new dress code was improved by adding more options, such as non-blue denim. The goal, he says, was to "create more space for...reasonability." These changes in dress code, however, must be balanced against the formality needed during the academic day, as well as sustainability. Constant changes in dress code require constant updating of wardrobes, and fashion, especially fast fashion, leaves a huge carbon footprint. Mr. Guldin says that the shelf life of people liking a dress code is one to two years, and then compliancy drops.



Pictured above: Students walking to class - Fall 2005 (St.Andrew's archive)

(...Continued from page 13) Changing the dress code constantly, however, and having this negative impact on the planet, is not aligned with the school's sustainable values. Furthermore, the last change in the dress code required input from 40 students, over 10% of the student body. In response to a question about the dress code's potential Mr. Guldin states that "like anything, we should always continue to reevaluate it." Whether or not the dress code changes, the process that it requires is complicated and does not always appeal to everyone.

Throughout its history, and especially over the past 15 years, St. Andrew's dress code has constantly evolved to reflect outside society and the needs of its students. From allowing polo shirts to becoming non-gendered, the dress code has changed to seek inclusion and allow self expression from the students, especially since it is such an integral part of our everyday lives. As the years continue, we can only speculate on whether it will continue to change.

The Inevitable: Getting Sick at SAS

by Marlowe Richman '29

Most students would agree that getting sick at SAS is unavoidable. In such a tight-knit community, falling ill is simply part of St. Andrew's and the boarding school experience. Many are resigned to the fact that we are naturally more prone to the spread of illness. Yet every year, without fail, the student body transforms into a stressed, paranoid population, waiting to see who falls ill next. Beyond the student body's view of sickness, there is a greater question: why is it so important to us to stay well? To get a snapshot of what the student body thinks, an anonymous survey consisting of nine questions was answered by sixty-one student participants.

As many students can assert, information here spreads as easily as the common cold. Fifty-four students agreed that some form of fear-mongering is present on campus. After all, the idea of sickness enveloping the ranks is an unpleasant one. Part of the fear-mongering may be attributed to the approximately 44% of respondents who felt underinformed or inaccurately informed about circulating illnesses. When we don't have the facts right, things tend to get out of control rather quickly. However, to contrast, 40% of respondents replied that they felt well informed. This close margin is most likely because feeling informed is a perception that varies from student to student. Additionally, where students source their information matters too. While the health center's emails are reliable and accurate, the student-run rumor mill is typically not.

Interestingly enough, this stress and paranoia does not come from actually getting sick. It instead stems from something else entirely—FOMO. In a students words, "I think that fear of these illnesses does not come from fear of the illness and its symptoms but the potential stress of missing class, dorm life, games, etc." FOMO is a concept many SAS students are familiar with, unfortunately. It is so easy to worry about what you could be missing out on. Not only that, but catching up on schoolwork, missing opportunities to work hard at practice, and not feeling well enough to go play spikeball on the FROLO can take an enormous toll. A student should first be able to prioritize feeling better instead of having to focus on catching up. The easy part was identifying the fear of missing out as a root cause; the more difficult one comes with managing it. The respondents as a whole had mixed views on whether there is anything we can do to address these issues. The majority consensus (63.9%) was that yes, there was something we as students could do; whether it was interrupting the spread of disease or removing the stigma around falling behind. However, there was a percentage who agreed that in the face of the inevitable, we were doing the best we can when it comes to dealing with these minor epidemics.

A new question is formed in response to the importance of staying well: what can we do to reduce school-wide illness and associated FOMO? Ms. Rickolt, the Director of Health Services, emphasizes the importance of washing hands, covering coughs, and grabbing a new plate when reentering the servery (among other recommendations). A reminder to slow down and take a deep breath would also serve the student body well. Although it can feel overwhelming in the moment, we need to stop viewing illness or a short stay in the health center as the end-all and be-all of our academic, athletic, and social lives.

Afternoon Dance Has Spent Too Long Waiting in the Wings

by Anna Glenn McCready '29

Picture this: the sun is shining. You're walking onto the soccer field, ready for an afternoon of practice and hard work—pause. Your field is filled with rows of tables and chairs. And the only other available field has been turned into the Advancement Office.

The practice spaces at SAS are typically well maintained, up-to-date, and spacious. However, Afternoon Dance has repeatedly suffered in comparison to other sports.

The studio is often filled with tables for testing days, such as the SAT, without any warning. The noisy and broken air conditioning system in the big dance studio randomly creates a jarring, thundering noise and must be manually turned off. The small dance studio is now the Advancement Office. The constant meetings taking place in the dance studio, such as form programming, mar the space with crumbs and students' shoes wear down the floor.

(...Continued from page 14) One reason behind these issues is that Afternoon Dance is rarely at the forefront of anyone's mind. It's often not considered a priority or even a real sport. Half the students at SAS probably don't even know that it counts as a fall sport—which is sort of understandable, given that it isn't, in the traditional sense. There are no games, points to score, or a goal of "winning." Dance lies at the intersection between sports and the arts. The core purpose of dance is storytelling, cultural expression, and creativity, rather than defeating an opponent, yet it is still immensely physical. On campus, this creates less buzz and competitive spirit, resulting in dance's role as an afternoon activity going unnoticed when it shouldn't.

The lack of awareness and respect around Afternoon Dance is furthered by the misconception that dance at SAS is "easy" and "chill." While Mr. Gold's jokes keep the tone light, dancing is just as demanding as any other sport—possibly more. Dancers are just like other athletes who get injured, are constantly sore, and leave practice sweating and tired. Anyone who has tried to dance will report just how difficult it is, requiring years of technique, grace, balance, and incredible stamina. The fact that people think it's easy is a testament to how hard the Afternoon Dance athletes have worked to hone their craft.

Dance at SAS is a special community that is full of laughter, talent, hard work, and camaraderie. There are "bring anything but a water bottle" days, weekly team dinners, and athletes who teach and learn from each other rather than compete against one another. The dancers work incredibly hard every day, and while their sport may be slightly different from lacrosse or cross country, it deserves the same respect and recognition given to anything else on campus.



Photo Credit: Misty Dawn Photography



Photo Credit: Caiden Sun '28



Photo Credit: Sabrina Will '30

Anything But Fall

by Lindsey Liu '28

The Gingko tree—
Pioneers with its spearheaded yellow.
My ritual is pretending
to stroke it, squatting behind my window.
I sulk as I watch the rain saturate the ground.

My mother weeps surreptitiously;
I have once watched those salty beads nourish all of Asia.
Now on this new continent,
Autumn nights no longer bestow much familiarity.
I scurry, rotating my convex legs across the pavement,
Reining in my billowing, flat hair.

The stench of gone-sour summer water resides in me:
That reservoir whose obsidian green fat is dully evaporating,
Giving breath to its lean rocks.

I was not aware of how maliciously short
her term would be.

Winter, our foreign relative,
Has dribbled away like water,
Shifting her nimble legs in a circular motion,
Jollily teasing my stupidity as I look for her.

In my plunging
I yell, "anything but spotting death will do!"









Fall Faculty Bake-Off

by Josephine Xie '27

As the leaves turn and the air gets crisp, our thoughts here at St. Andrew's naturally drift toward comfort. And what's more comforting than a homemade fall treat? We asked a few of our faculty members to share their signature autumn bakes. Now, we're handing the spatula over to you.

The contenders are listed below, then find a friend, a classmate, or a colleague and hash it out. Better yet, bake one (or all four), share them around, and let your taste buds cast a vote!

The Contenders:

Ms. Jago's Classic Cheesecake

A timeless elegance: rich, creamy cheesecake on a buttery graham cracker crust. Ms. Jago notes that for her gluten-free sister, she whips up a crustless version. This is proof that the classic can adapt to any table. Is the crust essential, or is it just gilding the lily? A worthy opening debate.

Mrs. Franz's Molasses Sugar Cookies

If fall had an official flavor, it might be these. Mrs. Franz describes them as having "the deep flavor of brown sugar and molasses along with cinnamon, ginger, and cloves, like spiced cider!" She recommends them with a pumpkin latte or a nice cup of tea. The question is: is this the most autumn bake on the list?

Ms. Wallace's Oatmeal Cranberry Cookies

A taste of New England, where Ms. Wallace lived for most of her life. She loves the combination of tart cranberry and sweet, chewy oatmeal when cranberries were a fall staple in her former home. Does the tart-sweet balance beat out the spice route? That's for you to decide.

Ms Deanda's French "Quatre-Quatre"

This is the wildcard on the list. This French cake uses four ingredients in equal quantities: 200 grams each of butter, sugar, eggs, and flour. From there, it's a choose-your-own-adventure: add minced apples and cinnamon for fall, or chocolate chips, raisins, orange zest, pistachios, or peaches. It's simple, versatile, and perfect for tea. Is adaptability a virtue, or does a signature bake need a signature flavor?

So, which one wins your heart? Is it the classic, the spiced, the tart, or the versatile? Track down a faculty member and make your case. The only rule? There are no rules. Just good baking, good company, and a very sweet fall talk.

Fall Strands

by Michael Zhang '28

TODAY'S THEME

Fall!

R	R	D	E	L	O
E	U	I	C	I	F
L	Q	I	N	R	A
W	S	N	D	O	G
N	A	R	U	C	E
U	L	U	O	A	A
T	B	U	M	N	U
S	A	U	S	U	T