

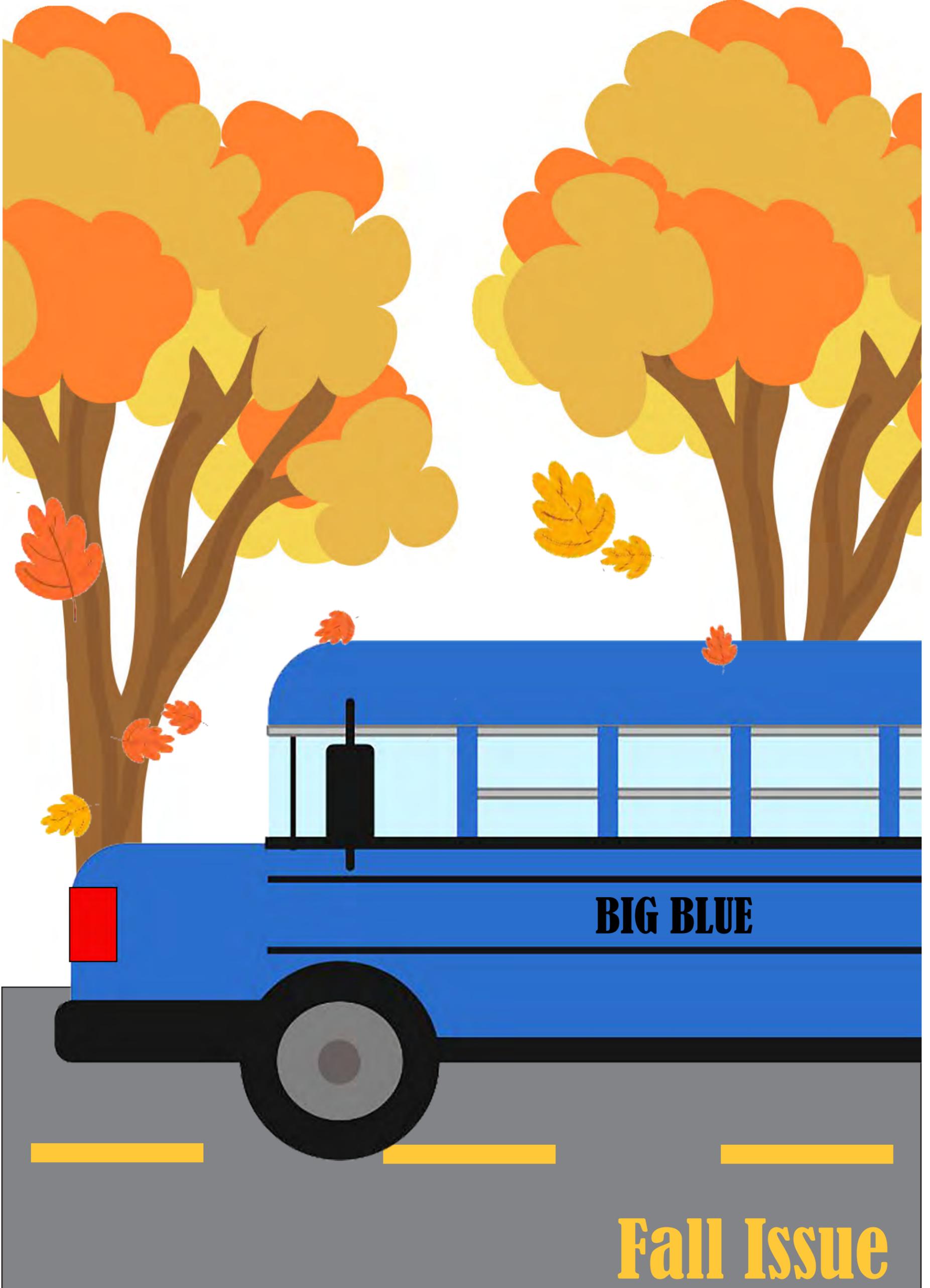
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Letters may be sent to the email address or physical address above. All letters must be signed, names will be published.

A Call for Balance: Exploring School Phone Policies

PRO COLUMN

BEN OSWALD '25

Staff Writer

Throughout the past decade, technology usage has exponentially grown. Various individual necessities and obligations are now accompanied by cell phones. Excessive time spent on phones and other screen devices can withdraw from positive aspects of life, such as genuine communication for those around you. Anywhere you walk, phones can be seen all around: shopping at a mall, waiting in line to order food, or even at restaurants with friends and families. Phones have taken over our modern world, and it is not for the better.

The new phone policy that has preoccupied students at Seattle Prep is a very positive result of the phone usage observed at Prep as it keeps students fully engaged and active during the school day. As declared at student orientation, phones are

not to be seen during school hours; and if a phone is out, a faculty or staff member has the right to take it away until the end of the school day.

Lane Gooding '25 shared, "during class students remain focused as distractions are reduced." Teachers are appreciative of the phone ban because it allows students to better focus in classes. Students are not anticipating notifications and waiting for responses during this time. Matthew Kennedy '24, ASB President, noted "I can imagine being a teacher and feeling disrespected during a lecture if a student took their phone out so for the well-being and peace of mind of teachers - it's much easier and they can focus on more important issues."

Lunchtime, where students were previously permitted to productively use their phones, is now also a time where phones are banned. This has increased overall socialization as students do not have a

screen to look at. This causes students to engage in genuine conversations and connections with each other and acknowledge one another. Gooding put it as, "the main change has been that students are forced to socialize during lunch as going on their phones is no longer an option."

Ultimately, students are more aware of their surroundings as their heads are not drawn to staring at a screen. Ms. Slack was aware of this, "I do notice during transition periods and at lunch students are talking to each other a little bit more which I think is good and healthy for socialization." Students are encouraged to appreciate each other a little more, by smiling in the halls and a quick hello here and there. Finally, Slack concluded, "there is more awareness of space when students cannot have their phones out." Ultimately, students are better off during the school day as they are much more focused in the classroom, aware of their space, and collaborative and social

CON COLUMN

SOPHIA MAGNANO '25

Managing Editor

The imposition of strict phone usage restrictions in schools, though well-intentioned, presents several challenges that deserve consideration. Over the past few years, Seattle Prep's phone policies have undergone significant transformations, while both pre-COVID and present phone policies completely prohibited phone usage, the policies implemented in between oscillated. Over these years, the phone policy transitioned from allowing unrestricted phone use outside of class to permitting phones only for communication during lunch. These policies raise concerns about attitudes towards authority, the restriction of student autonomy, and limitations communicating with friends, family, and coaches.

Enforcing a stringent phone policy can potentially foster negative attitudes toward authority among high school students. Adolescents at this stage of their development are striving for independence and greater control over their decision-making processes. In fact, according to the National Library of Medicine, three-fourths of adolescents aged fourteen to sixteen believe that adults should respect their right to make their own decisions.

Last year, students were given the opportunity to demonstrate responsible phone use during the day, but without clear consequences for misuse. Students knew they should not be on their phones unless it was during lunch for communication purposes, however, students were not aware of the long-term repercussions for misuse. Students knew if they were misusing their

phones it would result in a warning or potential JUG and the loss of their phone for the day. These short-term consequences did not call attention to the long-term consequences imposed this year. If students were provided clear and outlined consequences, they may have behaved differently in order to preserve their limited phone privileges.

This year, all phone privileges were taken away without students being given the opportunity to behave responsibly with a clearly articulated policy that enumerated consequences of noncompliance. In other words, students were not given a fair chance. When strict policies are enforced without allowing room for responsible use, it can lead to resentment and defiance as students feel that their autonomy is being stripped away. Instead of solely resorting to punitive measures for misbehavior, especially punitive measures not articulated at the outset, a more effective approach may involve engaging with students to promote responsible technology usage. This approach empowers students to make thoughtful decisions, fostering cooperation rather than breeding bitterness and antagonism.

The limitation of student autonomy not only gives rise to hostility and defiance but also hinders adolescents' ability to develop into responsible young adults. Prep offers a protected environment that prepares students for the challenges of the outside world and college. However, when this protection becomes excessive, students may struggle to adapt to situations that require independent decision-making. Schools must strike a balance between guidance and self-direction, allowing students to learn when it is appropriate to use their phones. In the real world, no one dictates phone usage, but

there are still socially acceptable and unacceptable times for it, such as during class or important social occasions.

According to Lane Gooding '25, "the most noticeable change is that students are forced to socialize during lunch since using their phones is no longer an option." While socializing at lunch is a positive step for students, forcing students to socialize because of the absence of their phones does not benefit students but instead hampers their development. By restricting phone usage, students miss out on valuable opportunities to learn about responsible phone use such as recognizing circumstances to socialize versus scroll on TikTok. When students are not provided with the freedom to make their own decisions, they are unable to learn and grow from their mistakes.

Furthermore, as Matt Kennedy '24 pointed out, the phone policy hampers "ease of communication within the flow of the day." The absence of cell phones significantly complicates communication with parents, friends, and coaches. Scenarios such as contacting a coach about practice or communicating with a parent about pickup or after-school plans require a student to have access to their phones. Limiting students' phone access can create unnecessary logistical challenges for both students and those they need to reach.

While restricting phone usage during school hours seeks to address important concerns, it is crucial to weigh these downsides against the potential benefits. Schools must strive to find a balance between fostering a productive learning environment and recognizing students' legitimate needs for communication, autonomy, and opportunities for personal growth.

THE SEATTLE PREP PANTHER

PAWD CAST



Scan here to listen to the latest episode of the Panther Pawdcast! On this episode, seniors Ava Pitts and Maribel May interview Seattle Prep's college counselor Mrs. Foy about this year's college applications.



EDITOR: MARIA MCDOWALL '24

THE PANTHER | NOVEMBER 9, 2023

Meet a Freshmen: Leo Harnetiaux

CHARLOTTE FLYNN '26 & PEYTON REMINGTON '26
Staff Writers



Photo: CAROLINE MINER

Freshman Leo Harnetiaux stars on the Freshman Football Team and balances academics as well.

For this edition of Meet a Freshmen, The Panther chose to highlight Leo Harnetiaux. Harnetiaux comes from

St. Joseph School on Capitol Hill, along with many other current freshmen. After attending St. Joe's for nine years, starting in

kindergarten, he was prepared for the rough adjustment to high school. Harnetiaux credits his eighth-grade year for some insight to high school lifestyle, emphasizing that he was "prepared well by the tests and workload."

Harnetiaux was specifically ready for Prep's unique class, Collegio. Harnetiaux was placed in the freshmen Collegio of Bellarmine, taught by Ms. Slack and Mr. Meyer. He enjoys the people and community built around his class. Besides Collegio, Harnetiaux also takes Health and Exercise with Mrs. Sullivan. Harnetiaux enjoys the balance of activity with learning. "I've never been in a class like this before, being able to get active during the school day but still be in an academic class is blessing".

Outside of school, Harnetiaux currently participates in Freshmen Football and plans to play basketball in the winter. His older brother, Austin, plays football at the University of Washington, and with the freshmen football team's three for six record, Harnetiaux is seemingly following in his footsteps.

As a key part of the freshmen team, Harnetiaux enjoys bonding with the boys in his grade through the sport and says that playing football "is a good way to be

brought into the Prep community."

Another big event in Harnetiaux's life is his first homecoming. He's "anxious but excited" to be a part of his first formal Prep dance. Harnetiaux most enjoyed watching all the public asks, and the anticipation leading up to the dance.

High school is exciting, but managing the balance can be challenging, especially for a freshman. Being a student athlete is difficult, and Harnetiaux has had to learn how to juggle this new lifestyle. After a full day of school and practice, it's difficult to sit down and do your homework. Harnetiaux says he was "startled with the busyness of high school and struggled to manage it all."

Harnetiaux is a well-rounded student whose has been very active in the Prep community in just the first few months on campus. Although he is a freshman, he has already immersed himself in several different environments and activities. When asked what advice he would give to himself going into Prep, Harnetiaux said "Be prepared. Be prepared to lose sleep. Be prepared for the amount of work."

Get Ready to Meet ASB's New Freshman Team

DAPHNE BUI '27 &
KATELYN FREDETTE '27
Staff Writers

The freshmen class of 2027 recently elected their ASB team for the '23-'24 school year. All coming from different schools and backgrounds, these three leaders want to unite the freshman class as one.

When asked about what motivated them to join ASB, President Thomas Asres saw Seattle Prep as a way to continue his student leadership journey. He was eager to use his past ASB experience to help the freshman class grow.

"I did leadership for three years at my school, and I just thought that Seattle Prep was a great school for me. To be a leader I felt like that's very cool. I'm just committed to it."

Executive Nicholas Macha was involved in student leadership at his former school, St. Joseph, and is confident in his ability to help lead the school.

"While I haven't done a whole lot of leadership stuff, I felt like I had done enough where I know that I'm a good leader and could really do a great job leading this class. The freshmen class needs leaders and I felt like I could step up."

Executive Reilly Cahill, who served on his old school's ASB team, brings a combination of school spirit and leadership. When he arrived at Prep, he knew he wanted to continue his school leadership in a new environment.

"At my old school, Assumption St. Bridget, I was on the student leadership team for two years in a row ... I gained a lot of leadership experience there, and I would consider myself to be a leader. So I just thought it would be cool to try out for ASB at Prep because of my leadership experience and my school spirit."

It was a consensus among the group that they were very excited for the first big event they'd be helping out for: Homecoming! Homecoming means a busy season for the ASB team. With all the preparation for the big event, the freshman class can't help but wonder what else they're looking forward to this year.

Thomas Asres had his eyes focused



Photo: KATELYN FREDETTE

Nicholas Macha, Reilly Cahill, and Thomas Asres are introduced at the Homecoming Assembly.

on the Homecoming season and is looking forward to making this year unforgettable for the freshmen: "I'm excited to plan out a bunch of activities so that our freshman year can be very fun. So far, we've done a lot for Homecoming."

Macha is also booked and busy making sure Homecoming will be a fun experience for everyone, but is also excited for the holidays: "I'd say homecoming is a big event ... As well as Olympic Week ... I don't know if we're doing Christmas festivities but I'm sure we are. That's going to be very exciting and engaging."

Cahill is looking forward to a few of Seattle Prep's biggest events: "Homecoming's coming up. So that's super exciting ... Then Olympic Week, Prep's really big on Olympic Week and the school spirit of Olympic week ... And all the dances, I hope could be really exciting and will be really fun to set up and organize."

Preparing for ASB wasn't an easy task for the three of them. They took on the challenge of campaigning, giving a speech, and so much more for their position. When their hard work paid off, they had a reaction of shock, happiness, and excitement.

Asres came from Seattle Prep only

knowing two people. In a completely different environment with new people, he couldn't help but feel shocked finding out he was elected president for the freshman class: "I opened the email right when she (Ms. Lovejoy) scheduled to send it at three P.M. When I saw it I was like what? And I was so happy to be working with Reilly and Nicholas because I knew that they're really good."

Macha felt the pressure of opening the email to the results. He knew it would be a big responsibility for his freshman year but was excited to take on the work that comes with it. "I was pretty honored; this is a huge deal to be selected by your peers to be on ASB. I also felt a little bit of relief, like opening the email my heartbeat was kind of racing a little bit... We have a lot of responsibilities, but those are good responsibilities."

Cahill was honored for the position, knowing that a bunch of responsibilities now lay in his hands: "I felt very honored and privileged and excited that I got elected... I felt really happy and good about myself and I knew that I'll do a good job to bring our class together and have a great year."

School spirit is essential to have when being an ASB member. From assemblies to pep rallies, they will always need enthusiasm to get the students hyped. A part of the school spirit is singing, whether they're singing Prep's own fight song or their favorite karaoke song.

Asres' go-to karaoke song is the famous 2000s hit, "Bad Romance" by Lady Gaga. He makes it known he can hit the high notes with his amazing vocals.

Macha enjoys rap, choosing "Can't Hold Us" by Macklemore. He's also in touch with his pop side, saying that he's down to karaoke to Taylor Swift also.

Cahill chooses the classic karaoke song, "Don't Stop Believin'" by Journey, which he knows all the lyrics to thanks to his sister.

With a team of enthusiastic leaders and exciting events to come, it's safe to say the freshman class is looking at an unforgettable year with this ASB team. Asres, Macha, and Cahill are ready to lead, unite the freshman class, and of course create a year full of memories.

Students Find Unique School Year Jobs

KATE CANNON '26 &
MARGUERITE BINDEL '26
Staff Writers

All Prep students are busy balancing athletics and academics, but some of them have an extra challenge: a job outside of school. Even though work may be an added element to their schedules many of those working students are able to incorporate what they love into their work. Though balancing work and school can be challenging, the reward of doing what they love makes it all worthwhile.

Estee Swan '26 has been working at Bogey Boys golf and everyday apparel brand, owned by American Singer Macklemore, for the past month and a half. Working retail was something new to her, however she loves talking and finding connections with people and broadening her community. She had to take into consideration her time, because starting a new job and school at the same time (can be challenging), but Estee says, "I started to acclimate to my new schedule, and writing out to do lists was helpful in keeping me organized." She's learned so much, as many of the people she works with are much older than her and give her insightful advice and information.

Ava Johnson '24 currently works

at Vertical World, a rock-climbing gym and has been working there since June of this past summer. Ava has loved rock climbing from a young age, as she has experienced her parents' love for rock climbing since she was two. Although she has to work during an already busy week, the little kids' excitement and eagerness to learn make it all worth it. Working in a climbing gym can be very dangerous Ava says, "I've had to learn to be more mature to be able to handle difficult situations and take my responsibility as a coach very seriously." Her responsibilities in making sure that the kids have fun are important to her because she wants to ensure that the kids have the same passion and love for rock climbing as she does.

Millie Matthews '26 has been working at Seattle Gymnastics Academy as a gymnastics coach for about three years now. She teaches all levels; however, she is taking a break during the school year to focus on her academics. While working at SGA she has made many new friends, and one of her favorite parts of her job is hanging out with the staff. Not only is her job at SGA good socially, but has also helped her with many life skills, including talking to adults. As Millie says, "I learned it's okay for people to get mad at me, and that it is just fine to make mistakes because we all make them"



Photo: ROBB SWAN

Estee Swan '26 working a shift at Bogey Boys golf and apparel store.

She has learned valuable life lessons from her work that she will cherish forever and is eager to resume her job next summer.

These extraordinary students balance so much in their school days but still find time

to enjoy their jobs. From rock climbing to retail not only do they learn to thrive in a working environment but also learn many life lessons that they will implement into their own lives.

Teachers Meet While Students are Not at School

ANNABELLE BOWMAN '27 &
KATE O'MEARA '27
Staff Writers

Beep! Beep! Beep! An arm reaches over to the side table. Click. The alarm goes quiet. Eyes squint as they try to read the blurry red letters on the alarm clock. It's time to wake up for school. I ignore my alarm clock and fall back asleep. Ten minutes later, I wake up. School starts later today, so I leisurely trot upstairs in my pajamas for breakfast. My hands grasp the cereal box and milk. I pour them both in my bowl and make my way to the dining room table. As I was eating my breakfast, I thought about how teachers are already at school.

Late-start Wednesdays are not the only time that the staff has to come to work while students are at home. In-service days are also situations when teachers are hard at work while students enjoy a day off. During this time, teachers participate in meetings, presentations, and professional development activities.

Mrs. Kramer, the Assistant Principal for Teaching and Learning and a theology teacher, explained that during meetings the teachers "... do something called curriculum design, where they're making sure that they're coming up with new and cool ways to teach. They might have a unit or two, or even a whole class that they're going to change their curriculum for."

The purpose of these redesigns is to keep lessons up to date. A recent example of a redesign is the freshman Collegio. Teachers updated the course to include more diverse authors and characters within the novels students read.

Meetings also give staff members the opportunity to brainstorm ideas and ask their colleagues questions. Faculty meetings are often held between staff members in the same departments. However, Collegio teacher, Ms. Slack, says "Sometimes they like to mix it up and put us with groups that are multi-departmental".

This allows the staff to collaborate

with other members of the faculty whom they would not typically work with. The goal is to ultimately create a tight knit community within the faculty at Prep.

In addition to small meetings, faculty members often engage in large group presentations. These presentations can have a wide range of topics pertaining to education and are sometimes given by guest speakers.

Kramer added that in an upcoming presentation, the school is "having a professor from Stanford come ... to talk about student wellness" and how the staff can "teach in ways that are responsive to the wellness needs of students". Presentations like this help the staff to improve their teaching methods by better understanding what students struggle with.

Music teacher Mr. Weeks described professional development as "teachers getting training on something or learning some new kind of technique." Teachers need professional development to better understand their students and how they learn.

Slack said "In-service days are when the bulk of our professional development takes place. We don't have a ton of time on those late start days to dive into anything too deep."

Slack added "We have speakers come, we'll do something on technology, or we'll do something on certain ways of teaching or things to keep up with the best practices. We also will do faith-based things. So, we'll have a prayer service."

The teachers do other activities besides meetings that have a purpose. For example, they keep up with technology just in case a new tool in One Note or Word comes out that makes students' assignments easier.

Slack said, "It's super helpful for continuing to grow as an educator, but also to connect with my colleagues on different topics".

In-service days and late start days are crucial to teachers because they can work on improving their curriculum, learn more about students, and create stronger bonds with one another.

Community Days: Why Do We Have Them?



Photo: KEIRA MUNKO

Prep students listening to a presentation from representatives of the Seattle Clemency project.

KEIRA MUNKO '24
Staff Writer

Community days make up a few days of every school year, and many may wonder, what is the point of them? Community days started during the covid school years. With online school, it was more difficult for people to connect and maintain the community that Prep has. These days were a way to get students back on campus and connect. Assistant Principal of Student Life Mr. Liu, who helps to organize these days said "I imagine it was a way of just building back up what we really pride ourselves in and that's our community."

The core of community days has remained since then, with it now developing into a full day program. There are a few different aspects to community days, and all of them are related to important values at the school. One of these aspects is service. Whether it be through listening and learning, or actively engaging in an activity, service is incorporated into the day to help students learn more about a larger topic. The most recent community day was during mission week and focused on the Grad at Grad pillar Committed to Justice. During this time, students learned more about the injustices within the prison system. "I hope

that students can kind of see the bigger picture of the themes of that week that it falls in, or the day that it's a part of" said Liu.

Another aspect of community days is focused on the needs of students. These needs come in a couple of different forms. "I think it's so important to take a break in the middle of the week to step away from classroom activities and kind of the grind of the day-to-day academic work that our students have" said Liu.

In addition to providing a break for students, there is specialized programming for each grade level. "What we're trying to do is focus on the needs of each grade level and build a program for them around those needs," said Liu.

Of course, the biggest aspect of community days, which has been maintained over the past few years, is the community building. "A part of it is kind of just allowing our community to see what conversations might spark, what work might be done," said Liu, "You know, how we can further build our own community when we step away from the typical schedules of our days."

Liu added. "I hope that students can see importance and just being around each other outside of class time and what that means."

Meet a New ASC Member: Ms. Bocek

MARIA MCDOWALL '24
Staff Writer

Another member of Seattle Prep's Alumni Service Corps (ASC) program is Ms. Bocek. Ms. Bocek was part of the class of 2019 at Prep. She has been at Washington State University for the past four years where she double majored in Psychology and Human Development. She helps in the community ministry department where she helps teach Faith in Action with Mr. Mack and Ms. Aara. Bocek also coaches the Crew team in weightlifting.

One of her bigger roles is being part of the many retreats that Prep has to offer. She has already helped with senior pilgrimage. She plans on helping with all three kairos retreats, Manresa, and the Freshman retreat. Her time at Prep with these retreats have influenced her involvement.

Ms. Bocek says, "I have had great retreat experiences which is what I think makes Prep so special even compared to other catholic schools. It's really fun being a part of this and being able to give students a meaningful experience too."

Ms. Bocek's educational background helps her connect with high school students especially. She practices a holistic approach to education that helps students

grow not only academically, but personally too.

Mack said, "Ms. Bocek is a master of helping people become better leaders, especially with listening to others. She's amazing"

Since Bocek has been back, she noticed that students have become more disconnected from doing community service. While she was at Prep, going out and doing service was a big part of her curriculum but because of Covid, students haven't been able to do that as much. She wants to bring back the importance of giving back to your community as it can have long-term impacts. Bocek chose to do Teen Link as part of her junior year service and she is still part of the crisis clinic today.

The ASC program has brought Bocek a lot of new perspectives before continuing her career in graduate school for marriage and family counseling. She has been able to gain a lot of real-life experience while working with teens as well as developing a new appreciation for teachers.

Bocek leaves students with some advice: "Get involved as much as you can. Go outside your comfort zone to gain new experiences and build new connections that you might not expect."



Photo: Courtesy of Community Ministry
Ms. Aara, Ms. Bocek, and Mr. Mack pose before the school year. Bocek returned to Prep this year as a member of the Alumni Service Corps.

ASB Member Nicholas Macha's Five Star Podcast

DIEGO PEREZ '27 &
MASON BECKETT '27
Staff Writers

Nicholas Macha, well-known member of the frosh community and upcoming podcaster, is shaking the world of running up with his very own podcast, The Sunday Shakeout. Macha started the podcast in November of last year, using it as his creative outlet to express his passion of running and to assist his own athletic career. The podcast aims to highlight a new running associated topic every Sunday. From workout routines to covering advanced techniques to just general running advice, The Sunday Shakeout is described as "an absolute gem for running enthusiasts seeking a refreshing podcast experience" listeners say. To learn more about the beautiful world of the Sunday Shakeout, we interviewed Nicholas Macha himself.

Q: Why did you start the podcast?

A: I'm kind of quiet sometimes, but in my family I'm a talker and I'm passionate about running and like researching all that stuff. So sometimes when we're just on a regular, just car ride, I'll just start rambling about a random running topic and so obviously my parents start to get fed up with me talking. So, they're just like, "you know what? You should create a podcast." I denied it for a little bit, but eventually I'm like, "yes, I'm going to create a podcast" so then hence the Sunday shakeout. And you know, the rest is history.

Q: Why did you decide to make your podcast about running?

A: It's a topic that I'm really passionate about. I think that running sounds very simple. A lot of people think, "oh, you just like put 1 foot in front of the other". If you start to go into the scientific literature, there's a lot to running and there's a lot to the sport. And I think that one of my biggest philosophies and one of the biggest podcasting philosophies is you have to be podcasting about something you're passionate about. And running is something that really checks that box for me.

Q: How do you think of an idea and execute creating an episode?

A: Yeah. So, I don't really have a specific strategy as far as like what episode topic I'm picking. I'm not super experienced like "oh I need to place my episodes here, here

and here." It's more like I come up with an idea during the week. Something pops in my head and I'm just like "I want to make an episode about that". Since I know a lot about running, it doesn't take a whole lot of time to create the script. I have to do a little bit of research, but normally I have this big outline of different topics and then from there I record on Garage Band. It's like show notes. So, then I record on GarageBand using a special mic, and then from there I edit it and add some music.

Q: Where do you see the Sunday Shakeout in senior year and beyond?

A: Hopefully sooner I can get to the point, maybe even like sophomore year where I get some like sponsors on the podcast. My ultimate goal is to try to get sponsors on the podcast and hopefully some interviewers, but yeah, I just want to get to the point where I'm getting 500 plays per week which my senior year. Hopefully I can get some guests on the show too. That's where I kind of see it senior year, especially since I'll have developed my speaking abilities and obviously my maturity a little bit too.

Q: How do you feel the Sunday Shakeout has evolved over time?

A: I think that I've gained a lot more confidence speaking in front of the MIC. It's gotten to the point where I'm not nervous. It's kind of it's just it's become natural to me. I'd say that my production quality has also gone up. I'm getting kind of sense when an episode is kind of going in the wrong direction and how I can recover it. Whereas before if something was going in the wrong direction, all heck breaks loose, and then it's a terrible episode. As for the production quality, how I research the episodes, how I get all the info, that process has definitely gotten a lot more efficient and a lot better over time.

Scan here to listen to the latest episode of "The Sunday Shakeout"



Not Just Doing School: Dr. Denise Pope's Advice to All

KELSEY HAMILTON '24 &
LUKE WHALON '24
Editor-in-Chief,
Online Editor

Students have incredibly busy schedules, needing to balance sports and extracurriculars on top of school and homework. With how busy they are, is it possible to balance school and everyday life? This is the question that Dr. Denise Pope explored in her talk to faculty on October 23rd, known as "The Balanced Student." Her talk to parents has been postponed to a later date.

Pope has a Ph.D. in education and is a senior lecturer at the Stanford University Graduate School of Education.

In 2004, Pope started the program

called Challenge Success. Through this program, she works with schools throughout the country to help students, teachers, and parents improve overall student health.

Both of her talks are centered around the well-being of the student, including how little students sleep and what appropriate stress levels should look like with homework and extracurriculars, but they are specifically directed to how each group of people can best support students.

For her talk to the parents, Pope will focus on how they can help support their students, focusing a lot on the idea of redefining success and understanding what students' needs are: "They need time from family and support from family as opposed to the pressure from family...parents should be the cheerleaders, note the homework po-

lice," said Pope.

Pope also plans to emphasize the importance of giving students a space to relax and step away from stress: "Kids need time to play, whatever that looks like for teens."

She hopes to challenge the idea that students are only successful if they overwhelm themselves with high level classes, highlighting a need to find enjoyment in what you do: "It's really about finding the balance of what makes sense for you and that's where you have to think about what are you truly interested in."

In the talk Pope gave to the faculty, the focus was on how teachers and their homework loads affect the students, and pressed the fact that the teachers are big players in whether students feel healthy

and like they belong: "The little things you do, really add up," saying teachers need to see students as a "whole person who has a life."

Pope also pointed to how students have a role in finding balance and navigating a lot of peer pressure, providing this message: "You have control over your own use of time, even when you feel you don't. You have more control than you think as students."

Pope's motivation to help students is simple.

"We know how to find a healthy balance in school, that still challenges kids, [and] gets them to really learn. I don't want kids to just do school. That's not what I want for my own kids."



CAM WELD '26 STAFF WRITER

All public transit in Seattle and the Puget Sound area is free for people under 18! While many people only think of the bus when they think about public transit, there are other exciting options.

Travelling by train is something that many people don't realize is an option for public transit.

One route that Prep students can take advantage of is the Sounder Commuter

Rail, which runs from Tacoma to Everett.

The train features stunning views, as half of the route is along Puget Sound. If you're looking to go to a sports game at T-Mobile Park or Lumen Field, there is a stop right by the stadiums. There are also stops in Edmonds and Mukilteo. And, just like all public transit, it is completely free for people under 18.

Puget Sound has some of the best

views in the Northwest, and there is no better way to take them in than from the water. There are lots of Washington State Ferry routes that feature spectacular views and exciting places. From downtown Seattle, there are ferries to Bainbridge Island, Bremerton, and the Kitsap Peninsula. From the Fauntleroy Port in West Seattle, there is one to Vashon Island. All Puget Sound Ferries are free to walk onto, but it costs more to drive on.

TRIP IDEAS:

Whidbey Island

Take the Sounder Commuter Rail from downtown Seattle to Mukilteo. From there, take the ferry to Whidbey Island. Once on Whidbey, you can explore all the island has to offer. On the north of the island, Deception Pass offers stunning views of the Deception Pass Bridge and adventurous hikes through the surrounding old growth forest. The whole island is dotted with parks perfect for relaxation in nature.

Kitsap Peninsula

From downtown Seattle, take the ferry to Bremerton on the Kitsap Peninsula. Once there, visit the Boat Shed Restaurant for local seafood. After that, explore all of the natural beauty that the Peninsula has to offer. Dickerson Creek Waterfall is only a short distance away from Bremerton. The 50-foot-tall waterfall is a must see on the Kitsap Peninsula, no matter the time of year.

THROWBACK

Did you know that before the new garage was built, Prep students parked where the plaza currently is located?



PEYTON LYSEN & AUDREY POPP '26
STAFF WRITERS

CARPPOOL SPOTLIGHT

Teacher Carpool:
 Minutes Traveled: 20-30
 Carpool Members: Mrs. Borgen, Mrs. Young, Mr. Elsner, Ms. Healy
 Driver: Mr. Elsner
 Music: None
 Coming From: West Seattle
 On Time: Yes
 Years Running: 5 years
 Stops: Only Trader Joe's
 Talk Meter: 10/10

Miller's Carpool:
 Minutes traveled: 20-25
 Carpool Members: Miller and Maggie Groth, Cody Kohler, Max Schliebner
 Driver: Maggie Groth
 Music: A Boogie Wit Da Hoodie
 Coming From: Magnolia
 On time: No
 Years Running: 1
 Stops: None
 Talk Meter: 10/10

Natalie's Carpool:
 Minutes traveled: 20 min
 Carpool Members: Naomi and Natalie Aguilar, Olivia Lovejoy, Olivia Dermody
 Music: Taylor Swift
 Coming from: West Seattle
 Driver Rating: 10/10
 On time: Usually
 Years Running: 1
 Stops: None
 Talk Meter: 4/10

Perks OF Burks



GEORGIA LIMBAUGH '26 STAFF WRITER

Every morning, hundreds of Seattle Prep students make their way through the underground cement parking garage. As the garage fills up, Mr. Burks works hard to direct students to their parking spots and keep them safe. His warm attitude and big smile welcome students to a new day, every day.

Mr. Burks is up bright and early every day and drives to school in his truck, depending on the weather, he may choose to take his motorcycle. When asked what his dream car is, he responded, "My truck's pretty dreamy!"

On his way to school he has a perfectly curated playlist consisting of all genres of music. Upon his arrival, he takes his place in the garage and waits for students to arrive. He describes his days as "busy from time to time" and he is excited for a brand-new year at Prep.

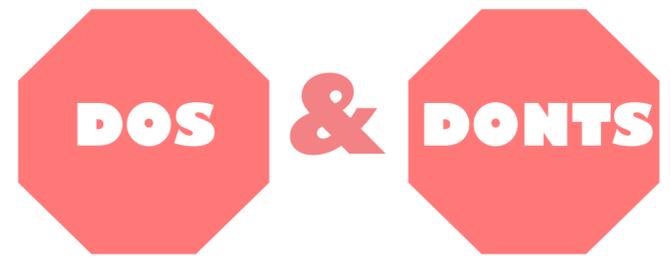
After working here for 30 years, Mr. Burks has seen it all. He described an instance several years ago in which a student arrived late to the first day of school and plowed into a pole, totaling a brand-new Mini Cooper.

"How?!" exclaimed Mr. Burks after explaining this story. The short answer to this question is they were driving too fast. Mr. Burks' biggest pet peeve is when students speed. An easy solution presented by Mr. Burks is to practice driving and parking before attempting to maneuver the Prep parking lot.

Outside of the parking garage, rules still apply and must be followed. Most people make the mistake of parking within five feet of a neighborhood driveway, angering the neighbors. Mr. Burks also often finds students illegally parked in two-hour zones.

Finding an unregistered car in violation of any of these rules proposes a challenge for Mr. Burks. He conquers this challenge by "ambushing them." His best advice is simple: stay five feet from driveways and keep out of two-hour parking zones.

Remember to give Mr. Burks a smile and wave the next time you see him and always remember to drive slowly around the school!



- Drive Slowly
- Be Attentive
- Be Patient
- Stay five feet away from driveways when parking on the street
- Drive Too Fast
- Drive Without Practice
- Hit Anything
- Park in Two Hour Zones

Players Primed for Success as Basketball Season Approaches

NOAH MEZA '24
Staff Writer

Full sports playoffs in full swing, that means the winter sports season is finally on the horizon. On Monday, November 13, basketball players will hit McHugh for the first of their three days of tryouts to compete for spots on Prep's boys' and girls' basketball teams. By the end of the month the regular season will be under way.

Senior Kailyn Beckner and sophomore Balin Meza provided their thoughts on the Prep basketball program's preparation for this season, as well as what to expect by season's end: "[In] June, we had the start of our summer season where we had four tournaments...two days a week [of] individual development trainings where most of the team would show up and...run through some drills," Meza explained.

One of those four tournaments was Section 7, a college showcase tournament in Phoenix, AZ, which both programs participated in. The girls' team came away as champions of their bracket, the boys with a win of their own. Beckner revealed that the tournament also "added to [their] team chemistry because it [was with] all the players that will be on varsity this year."

A month after summer training concluded, both teams picked up work again at the start of the school year. "We [have] three days a week [of] open gyms...we just run through some drills and then we play five on five", Meza revealed. Beckner noted the presence of "dribbling drills...a ton of shooting [and] a lot of individual development."

These open gyms are senior-led and serve as a great way to get players in shape for the season. Beckner says the cardio from the open gyms combined with the weekly lifting sessions have her feeling well prepared. Meza harped on the importance of offseason feedback, saying the coaches "[gave] me the space to grow and...help me improve."

When asked about the carry-over from last year, both Beckner and Meza pointed to the loss of senior leadership from last season, Meza adding that it "kept the team together." Each expects it to be a challenging, yet exciting gap to fill this year, praising class of '23 players Ava Krueger and John Slavin as key leaders "on and off the court" that everyone looked up to.

In terms of expectations, Beckner speaks highly of her team: "Because of the depth on our team...we can go really far." Considering their strong summer, this team truly seems built for a successful high school season.

Knowing his team will be challenged to fill the void of losing so many seniors, Meza still likes their chances: "Losing five seniors is big, so we're young, but don't be surprised if we shock a lot of people this year."

Both players chimed in on underrated players you should be looking out

**BOYS
BASKETBALL**
PLAYERS TO WATCH OUT FOR THIS
YEAR

**Nirvaan Misra
'25**

**Marco Alfieri
'24**



**BOYS
SWIM & DIVE**
SWIMMERS TO WATCH FOR:

**Captain Bradyn
Buckholtz '24**

**Captain Rhys
Harnett '24**

Grant Salerno '26



for on the court this season. Beckner spoke highly of Kylin Kinchen '27: "No one has had the opportunity to see her play...they will be surprised with how good she is as a freshman." Meza was quick to answer: "Nirvaan Misra ['25]," he said. According to their teammates, these two are primed for success on the court this season, so don't forget to keep an eye on them this winter. Beckner and Meza each noted a specific team Prep is looking forward to rematching. Meza said the boys' team has been waiting to play Rainier Beach again: "Last year they got us four times...this year, we're coming back and we're coming for them." Beckner said the girls are hyped for West Seattle, noting "[it's] a pretty big rematch...because we lost to them a lot last year." Both teams are ensured two games against these opponents during the regular season so they will get their opportunities.

One exciting new implication this season is the addition of the Merlino Center, which allows for more scheduling flexibility. For years, limited gym space has split practice times among programs and levels. Now with an extra gym, Beckner predicts

**GIRLS
BASKETBALL**
PLAYERS TO WATCH OUT FOR THIS
YEAR

**Kylin Kinchen
'27**

**Megan Moffitt
'24**

**Leyla Nabaie
'24**



**GIRLS
BOWLING**
PLAYERS TO WATCH OUT FOR THIS
YEAR

**Captain Banna
Abera '24**

**Beza Honelign
'25**



Graphics: MARIBEL MAY '24

the freshman girls will no longer be forced to practice alone: "All the girls' teams [will practice] at the same time," she said.

Another plus of having two gyms is the potential for improvements to practice structure. For the boys, Meza believes "JV will be in the Merlino [Center] and varsity will have the full gym. Instead of packing both teams into one gym – giving each just one half of the court – teams may now have the choice of splitting between the two gyms. Meza noted the importance of separate practice, specifically of letting varsity "practice as [they] play" on the main court. "It...allows both teams to focus more," he added.

In past years limited space has forced teams to practice at considerably late times, but Beckner thinks that will change this year: "Our practice time [will be] normal and not late," she emphasized. "That's pretty significant." Regardless of how the Merlino Center impacts each team, both players are excited about the possibilities. Looking forward to tough games this year – the boys against schools like O'Dea, Garfield, Eastside Catholic, and Rainier Beach,

and the girls against West Seattle, Garfield, Eastside Catholic, and Lakeside, both players expressed the hope that fans come show their support. "We need the stands packed every home game," Meza emphasized.

During the season, Friday home games mean the school is hosting what is called a "quad night." These are nights where all four teams (both girls' and boys' JV and varsity) play consecutively. For students wondering which games to go to, Beckner recommends "[you] go to quad nights so that you can watch all the teams."

Just a few weeks remain before opening night, and anticipation levels couldn't be higher for both fans and players. Look out for the schedule release and make sure to stay tuned throughout the season. Like Meza said, pack the stands this season, the players can use all the support they can get. From the addition of the Merlino Center, to the exciting rivalries, to the promising talent on the court, "this season will be fun to watch", Meza claimed.

New Crew Head Coach Mark Davis: Forming Great Rowers and Great People

LUKE WHALON '24

Online Editor

At the start of the 2023 to 2024 school year, in steps newly appointed Head Coach, Mark Davis. Announced by Athletic Director Sam Reed on July 12th, Davis takes over as head of the co-ed rowing program at Seattle Prep after the departure of the former program head, Tom Kellet.

Early in his life growing up in New England, Davis knew rowing was his sport: "I fell in love with it day one. I still remember to this day the first practice. I remember being out on the water and then I remember the early days when things finally started to click in the boat...at the sound of the water going past the hull."

However, coaching rowing wasn't what he had in mind for his dream career. Davis considered coaching as a job on the side, wanting to use his degree in U.S. history to become a teacher.

Davis reflected back on getting an opportunity to be a coach at Colby College and an experience that hooked him: "I remember one day at practice; it was early in the fall and the water was really flat and it was just beautiful. They rowed on this beautiful lake up there in Maine and I was like, I can't believe they're paying me to do this."

Primed with a wealth of coaching experience at a number of universities throughout the country, notably at Colby College, University of Texas, UC San Di-

ego, and George Washington University, Davis now joins the team looking to get back into coaching after taking a break, moving from D.C. to the PNW: "I realized I really missed it. I really miss having these relationships with athletes, getting to know people and watching them grow."

Transitioning from coaching collegiate rowing to coaching high school rowing, Davis understands that there is much to learn, noting that "people have different levels or different expectations of what they want to get out of being on the team" and that for him, "it's trying to figure out where everybody is and meet them where they are and help them become the best they can be."

Davis noted that in his time with Seattle Prep, he is inspired by the team's "great energy. I enjoy being down at practice and having that excitement and going out and watching people challenge themselves."

Davis outlined his hope for members of the team later on in their lives: "What I want is for the people that grow here, when they look back at their time growing up at Prep, whether it's five years from now or ten years from now, they'll understand that this experience helped shape them into the person they are right now in a positive way, that rowing helped define who they are as a person."

Davis also outlined standards and expectations for the team, noting that "I



Photo: LISA FERNANDEZ, Seattle Prep Director of Communications
Coach Mark Davis took over the Seattle Prep Crew program at the start of the year.

just want everybody who rows here to feel a sense of pride of being on this team," everybody to feel that "they're part of that process," and that "we can't do it unless everybody's bought in and everybody's helping the team get faster."

As he continues to grow in his time with the program, Davis also noted some challenges he has faced: "I think the biggest challenge here is me adjusting to peo-

ple's different commitment levels and [the team's] big roster."

However, Davis is hopeful for the program and looks forward to growing the program to new heights.

Head Coach Davis's goal is simple: "What I really want to do is just produce great people."

How One Senior Handled the College Recruitment Process

BEN SCHWARZ '27

Staff Writer

Aside from academics, Seattle Prep prides itself on their diverse athletic department, which offers fourteen different sports across three separate seasons. Over the past two years, dozens of Prep students have committed to playing sports at colleges across the country, ranging from Stanford all the way to Johns Hopkins.

All these athletes went through something called the recruiting process, a mixture of interviews, visits, and so much more.

For Audrey Cromett, a senior on the girls' varsity soccer team, there was so much more. "It was a lot of emails for the past three years. I've gone to three or four big travel tournaments every year in Florida, California, Arizona, Texas, all these big states where you have upwards of 500 scouts from different schools coming to

watch kids. And then you just send a ton of emails to the schools that you're interested in beforehand, and you hope that they show up."

Cromett is committed to play college soccer at Tufts University, a Division III school in Massachusetts. To her, the recruiting process was more than just finding the best team, but instead a great mixture of academics and sports. She points out that when she "started looking at Tufts, it is a bigger school, it's right in the middle of Boston, it has all the aspects of this big university. It's just a different division of sport, but it's all the same in other aspects of your school and your academics."

at because you know as a freshman you might think one thing or you want a certain thing, but when you're a senior or junior and you're looking at the other schools you could want something completely different. And you might know people who are committing early on, and I would just say to remember that each process is your own and it's going to be different. And it's going to be unique for everybody."

Over the past few years, though, the recruiting process has gone through a drastic overhaul. NIL deals, an enlarged transfer portal, and more and more people watching college athletics has made every commitment all the more

In the end, you're going to end up at the right place for you.
-Audrey Cromett

And many other people are realizing this. In a study by NW Missouri St. University, they found that the average GPA of a college student-athlete was 0.16 higher to that of a non-athlete — 3.56 compared to 3.4.

In relation to finding the right college, Cromett also advised student athletes to "cast a broad net and be really open-minded about all the different schools that you're looking at or could potentially look

difficult.

But even with all of the hectic recruiting adjustments, Cromett still believes everyone can find their right college. "In the end, you're going to end up at the right place for you. It's your road. You can see all these other things happening, but the path forward for you is just going to be the best path."



Photo: Courtesy of Audrey Cromett

Audrey Cromett committed to Tufts University for Soccer after considering several options.

Prep Theatre Insiders Offer Auditioning Advice for Aspiring Actors:

Who knew Tim's Sea Salt potato chips were the key to a flawless audition?

CHLOE HORNER '26
Staff Writer

According to the choir director, Mr. Weeks, oily potato chips and herbal teas are central to maintaining a strong voice. Mr. Weeks suggests eating po-

tato chips post-audition because the special oil layer is healthy for the throat; his personal favorite is Tim's Sea Salt.

As the Prep theatre program pre-

pares for the winter musical, *Guys and Dolls*, Mr. Weeks, and Sophomore thespians Oliver Martinez, and Joe Maskill offer advice for those looking to audition.

Mr. Weeks is entering his fifth year as choir director at Seattle Prep and recommends: "First off, research the show so you know a little bit about it going into the audition. Do your best to practice with just the accompaniment and notice not the singer singing along with you. At the end of the day do your best and put the energy out there."

On resting vocals before an audition, each interviewee highly recommended the red flavor of Throat Coat, an herbal tea that soothes the throat, in addition to limiting speaking and singing. Though a common misconception, Throat Coat is most effective served warm, instead of steaming hot.

Joe Maskill '26, who has performed in two Prep productions, advised, "Know your stuff going into it; don't wait until the last second to prepare. Be familiar

with the material; get familiar with the show and take material that matches your skills."

Oliver Martinez '26, who plays Nick Bottom in the fall musical, *A Midsummer Night's Dream*, encourages students, "Trust yourself. If you practice, you know yourself, you will have a fun, good time."

For warmup, Joe Maskill paces across the room to connect with his character and Oliver Martinez likes to take a moment just by himself to capture the moment. Finally, Mr. Weeks encourages students to try musical theater. He stresses the value of musical theater in high school, "I think it's vitally important because musical theater is magic. It connects so many art forms. It connects singing, it connects acting, it connects dancing and, even, instrumental music, so musical theater, to me, is kind of like one of the pinnacles of art. I think it's really special that high schoolers and middle schoolers and professionals and amateurs get to practice this because it is just great artistic work."



A MIDSUMMER'S NIGHT REVIEW:

How well does the 70s and Shakespeare mash-up?

SOLIANA FISHATSION '26
Staff Writer

Seattle Prep's *Midsummer Night's Dream* was a funny and satirical Shakespeare adaptation that exaggerated the theatrical nature of the play, making for a charming and entertaining performance.

But off to the most important question: how well does the 70s setting and Shakespeare's storytelling mash-up? Refreshingly well! I attended the opening night show with a friend, and she described it as "Comedic, Joyful, and Engaging". She went on to say "the actors did a great job at portraying their characters in an engaging and entertaining manner. Loved how they

chose to present the 70s and Athenian fusion theme". Although the dialogue was the traditional Shakespeare dialect, the acting and dramatization allowed anyone to be able to understand the story easily.

The 1970s theme was highlighted in the music and clothing which made it unique and interesting. The transition scenes included iconic 70s songs like "Dreams" by Fleetwood Mac, "Stayin' Alive" by Bee Gees, "Stairway to Heaven" by Led Zeppelin, and much more! The style choices of the set and clothing reminded me of 1969 Woodstock, and the 1970s hippie movement with the long flowy skirts, peasant tops, bell-bottoms, and bell sleeve tops. Needless to say, the mortals in the story were dressed much

more like the typical people, but the clothing was well selected and didn't feel like a costume, which is a common problem with even top productions.

Plot wise, the play was self-aware in what it was: a fun Shakespeare adaptation and didn't take itself too seriously. If you haven't read the original Shakespeare play, to quickly summarize it follows four lovers: Hermia, Lysander, Helena, and Demetrius, and the fairy King and Queen. Hermia's father's will is that she must marry Demetrius who loves her, but she loves Lysander and so Hermia and Lysander plan to elope together into the forest. They share their plans with Helena who is still

"The actors did a great job at portraying their characters in an engaging and entertaining manner... It was Comedic, Joyful, and Entertaining."

in love with her ex-fiancée Demetrius who abandoned her after meeting Hermia so in a desperate plot tells Demetrius so she can win his heart. Meanwhile, the fairy Puck spreads confusion and chaos with a magic flower that makes a person fall in love with the first person they lay their eyes upon when awaking. The plot is similar to this, with an add on of a group of actors working on a play. This was the funniest part of the show, with an incredible comedic performance from Oliver Martinez who played Bottom.

Prep's production of "*A Midsummer's Night's Dream*" was funny, well made, and entertaining. Everyone at Prep should be attending the play, and hats off to the entire Prep drama program for their dedication and creativity!



Khouri and Chism Celebrate Thanksgiving Their Own Way

ELISE LYDON '26
EMILINE BELIARD '26
Staff Writers

Thanksgiving is a day that many students enjoy simply because it is a break from school, but some see it as a true family holiday. Depending on cultures and varying ages, people view this holiday differently.

Within the Prep community, there is a large variety of unique Thanksgiving traditions and celebrations. We sat down with Frau Khouri, a German teacher here at Prep, who grew up in Germany.

Frau Khouri explained that their version of Thanksgiving in Germany, known as Erntedankfest, places a greater emphasis on community and farming than only on food and family gatherings.

"In Germany it was to see all the decoration at the churches, because in Germany you focus less on the meal, but you have beautiful parades going through the town and churches being decorated and having the harvest outside for display so that everyone can appreciate what nature gave us."

This was Frau's Erntedankfest tradition in Germany, but now that she lives in the United States, the way she celebrates this holiday has changed. Frau now gathers with her husband's family and makes new traditions, like going for hikes and cooking with her extended family. "I love the combination of going outside and getting exercise and getting colder, and then the coziness of inside and the smells and looking into the windows and the picturesque families. ... So pretty."

While Frau Khouri brings a touch of Germany to her celebrations, other teachers at Prep have their own unique traditions like Mr. Chism, who loves Thanksgiving. A favorite tradition of his is carving the turkey. "I don't know if I like it so much, I always mess up. ... It's my favorite tradition, but I never get it right."

Even if Chism cannot carve a turkey, he proudly told us that he makes an amazing apple pie. He described, "It is a secret, secret, family recipe that goes back four generations. This apple pie will bring tears to your eyes."

Cooking is an essential part of Thanksgiving for Chism and his family since he and his wife cook together with the help of his two sons, who come back home for this holiday to spend time with their family. He emphasized how Thanksgiving is a time for him and his family to make and

reminisce old and new memories that they make this time each year.

Though he loves cooking on Thanksgiving, Chism has a strong opinion on one Thanksgiving food, sweet potato casserole: "No marshmallows! Marshmallows are the devil."

Frau and Chism's traditions for Thanksgiving show the diversity in which our faculty come from as well as our school as a whole. And yes, many students enjoy Thanksgiving because of the break it gives them from school but even Chism who loves Thanksgiving and the values this day holds, agrees there is "No such thing as too long, you can never have too long of a break."

Keep reading for one of Frau Khouri's favorite Thanksgiving/Erntedankfest dessert recipes, Pfaumenkuchen, A.K.A plum cake!

FRAU'S REZEPT:

You simply combine all ingredients, put them in a round baking dish, put the cut plums on top and bake it for 35-40 minutes at 350 degrees.

FÜR DEN KUCHEN:

1. Reife Pflaumen (z. B. Zwetschgen) - 750 g
2. Weizenmehl (Type 405) - 150 g
3. Backpulver - 2 TL
4. Zucker - 100g
5. Salz - 1 Prise
6. Weiche Butter - 120 g
7. Eier (Gr. M) - 2

FÜR DIE STREUSEL:

1. Butter - 50 g
2. Zucker - 50 g
3. Weizenmehl - 100 g



Photo: JOSIE GARDINER '24

Ben Jammes '24 (left) and Matt Kennedy '24 (right) during a band practice.

Discovery Park's Debut: Prep's Newest Musicians

COLE HACKMAN '24
Online Editor

Seattle Prep seniors Matt Kennedy and Ben Jammes are carving out their unique mark in the world of music with their three-member grunge and pop rock band Discovery Park. Abbreviated to Disco Park for short, the band features Kennedy playing the guitar and singing, Jammes playing the bass, and Jacob Bear, a friend from Lincoln High School, drumming.

Kennedy described the process of creating the band name, which was first proposed by his mom. "When I was thinking about band names at the dinner table, my mom suggested Discovery Park. It's a place Jammes and I often hang out," shared Kennedy. "I immediately texted Jammes and JB about it, and that's how we got our name."

While they're a local band with a local name, their music influences cast a wider net. Kennedy draws inspiration from bands like Third Eye Blind and Pearl Jam, while the grungy rock sounds of the '80s, '90s and 2010s influence Jammes. Meanwhile, JB is deeply influenced by the iconic Seattle band Nirvana.

When it comes to songwriting, each member brings a distinct contribution. Kennedy explained, "One of us usually comes in with a set of chords and a melody, then the rest of the band fills it out."

Jammes, on the other hand, starts with guitar chords, building from there. "I play the chords repetitively until a melody forms in my head. Once that connection is established, I just fit in the words."

One of the major challenges the band has been facing is scheduling. With members living in different parts of Se-

attle, coordinating practices can be tricky. Despite the challenges, their passion for music shines during their performances. Kennedy's favorite highlight of the band was a summer block party in Magnolia, "It was just super fun to just share music with people," he reminisced.

Jammes's musical highlight is more connected to the band practices. "Sometimes, Matt starts playing random chords and we're all playing along with them. It's like, 'we just created that!'"

The roles in Discovery Park are defined yet flexible. Jammes described Kennedy as the unofficial band leader, taking charge as the lead guitarist and singer. Jammes plays a pivotal role as the band's un-

official manager, introducing members and providing the practice space at his house. Kennedy describes their dynamic using a movie analogy, "Jammes is like Iron Man, while I'm Captain America."

Post-graduation, both Kennedy and Jammes are

hoping to attend New York University after applying for Early Decision. "Our hope is to both get into NYU, live in New York, and continue with the band," they shared.

When asked about their most dedicated fans, Jammes stated, "Our biggest fans are definitely our parents. And of course, our groupies, who are mainly just our friends."

With ambitions to debut music on Spotify before November 9th and a hopeful journey to New York in the future, the Discovery Park band is taking the world by storm, one chord at a time.

It was just super fun to just share music with people!

-Matt Kennedy '24



Photo: Courtesy of Frau Khouri
A traditional Pfaumenkuchen or plum pie.

Panthers Bleed for a Good Cause

DELPHINE MOCK '24
Visuals Editor

The recent school blood drive hosted by BloodWorks Northwest prompted several students to help out within our local community.

Two participants, Junior Wes Schmidt and Junior Bella Barros shared their motivations for participating.

For Schmidt, a seasoned blood donor, the act of giving blood is a direct lifeline for those in need: "It helps people who are in need of it to save their life." Barros was eager to contribute last year but was underage, she felt compelled by the urgency to assist those battling the blood shortage crisis in hospitals.

Schmidt recalled his past experience at the BloodWorks van as a laid-back affair. Barros, however, a first-time donor, admitted to feeling a bit nervous and noted that she didn't want to "look at the bag".

Both offered sage advice to potential first-time donors. Schmidt encourages, "Do it. Physically you will feel fine afterwards but you will feel great knowing you

are helping someone."

The students were eager to debunk common misconceptions and emphasized that blood donation is far from scary. Taking a mere 8-12 minutes in a calm environment, donors are left with some snacks and a potentially chilly hand.

BloodWorks employee Danica, gives insight into the meticulous planning behind these drives. As a Blood Collection Specialist in the mobile team, their role is pivotal in organizing daily blood drives. The organization's mission is clear: to provide life-saving blood products. Ensuring the safety and well-being of donors and recipients is achieved through rigorous training and open lines of communication. Danica highlighted the pivotal role schools play in raising awareness.

Through conversation, students become potential lifelong donors, underlining the ripple effect of education and outreach. The dedication of the Seattle Prep community to the Blood Drive is just one example of the Jesuit values of Seattle Prep shining through.

"It helps people who are in need of it to save their life"

-Wes Schmidt



Photo: DELPHINE MOCK
Maria McDowall '24 gives blood at the Seattle Prep Blood Drive on October 17th.

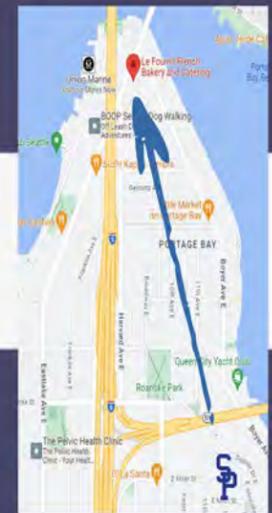


Le Fournil is a French bakery opened in 1997 by Nicolas Paré, who started his career at the age of fourteen, and traveled around the world until he settled in Seattle. Almost anywhere in France, dropping by a bakery to buy a baguette or pastry is just the way of life, and he decided to share that privilege with us Seattleites!

Within a Mile of Prep:
Le Fournil Bakery

Panther Recommendations:

- Apple Tart
- Coffee Eclair
- Macarons
- Baguette
- Chicken Salad Sandwich



Address 3230 Eastlake Ave E Ste A

Distance 4 Minute Drive (0.9 miles)

Price Range \$\$\$\$

Graphic: EMMETT JACKSON
Staff Writer

Autumn

BUCKET LIST

| | |
|---|---|
| <input type="checkbox"/> VISIT A PUMPKIN PATCH | <input type="checkbox"/> ROAST PUMPKIN SEEDS |
| <input type="checkbox"/> VISIT A CORN MAZE | <input type="checkbox"/> PUT UP HALLOWEEN DECORATIONS |
| <input type="checkbox"/> GO TO A FARMERS MARKET | <input type="checkbox"/> WATCH A SCARY MOVIE |
| <input type="checkbox"/> GO TO A HAUNTED HOUSE | <input type="checkbox"/> DRINK A PUMPKIN SPICE LATTE |
| <input type="checkbox"/> ATTEND A HUSKY FOOTBALL GAME | <input type="checkbox"/> HAVE A PAJAMA DAY |
| <input type="checkbox"/> GO FOR A WALK OR HIKE | <input type="checkbox"/> LIGHT FALL SCENTED CANDLES |
| <input type="checkbox"/> MAKE AN APPLE PIE | <input type="checkbox"/> MAKE A BONFIRE |
| <input type="checkbox"/> MAKE CARAMEL APPLES | <input type="checkbox"/> TRICK OR TREAT |
| <input type="checkbox"/> MAKE A TIE-KNOT BLANKET | <input type="checkbox"/> VISIT FRIENDS OR FAMILY |
| <input type="checkbox"/> CARVE A PUMPKIN | <input type="checkbox"/> BE THANKFUL |

Graphic: AVA TINDER
Visuals Editor