

THE PUMA PRESS

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University Prep
8000 25th Ave. NE • Seattle
I almost called you Dad



PASSING DOWN PRIDE

PLATE

*Can you microwave
holiday dinner?
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SKATE

*A sophomore is a
curling prodigy
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STATE

*Athletic Pumas find
success in fall sports
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PUTTING IT TO THE TEST

What are standardized tests actually measuring?

TEST OPTIONAL SCHOOLS

Over 1,000 colleges and universities are now test optional, meaning that they don't require students to submit SAT or ACT scores in order to apply. Test optional schools include:



University of Chicago

Chicago, Illinois
6,286 undergraduate students
Acceptance: 7%
Source: University of Chicago

Bates

Bates College

Lewiston, Maine
Size: 1,787 students
Acceptance: 18%
Source: Bates College



Wake Forest University

Winston-Salem, North Carolina
Size: 5,225 undergraduate students
Acceptance: 29%
Source: Wake Forest University



Whitman College

Walla Walla, Washington
Size: 1,506 students
Acceptance: 50%
Source: Whitman College

BY ANNA INGHAM

Senior Charlie Kauffman spent hours studying and attending tutoring sessions for college-related standardized tests and, ultimately, Kauffman thinks he got pretty good scores. But Kauffman doesn't think his academic preparation is the only variable that contributed to his high scores.

"I think that I scored a little bit higher than I probably should have on some of the tests, and part of that's because I guess I'm just good at sitting down and doing something for six hours," Kauffman said.

University Prep seniors are busy working on completing and submitting applications to colleges. One element of college applications is a student's standardized testing

namely SAT and ACT scores. Most colleges and universities consider test scores

as part of their admissions process, but these scores may not be a meaningful indicator of a student's academic potential.

For Associate Director of College Counseling Britten Nelson thinks one

issue with the tests is that they don't measure skills that would help a student achieve academic success.

"Creativity, work ethic, time management. Those are all skills that I think are required to be successful in college, not your ability to answer Algebra II questions quickly in a timed environment," Nelson said.

One skill senior Sam Kim thinks affects standardized tests scores is a student's test taking abilities.

"Some students are just not good test takers, but that doesn't necessarily mean that they're not as smart as other students that are doing well on standardized testing," Kim said.

Another reason standardized test scores may not be indicative of a student's academic abilities is that they can be strongly

"Some students are just not good test takers, but that doesn't necessarily mean they're not as smart as other students."

— SENIOR SAM KIM

influenced by a student's background and identity.

According to the College Board, there is a strong correlation between race and SAT scores, with white and Asian students tending to receive significantly

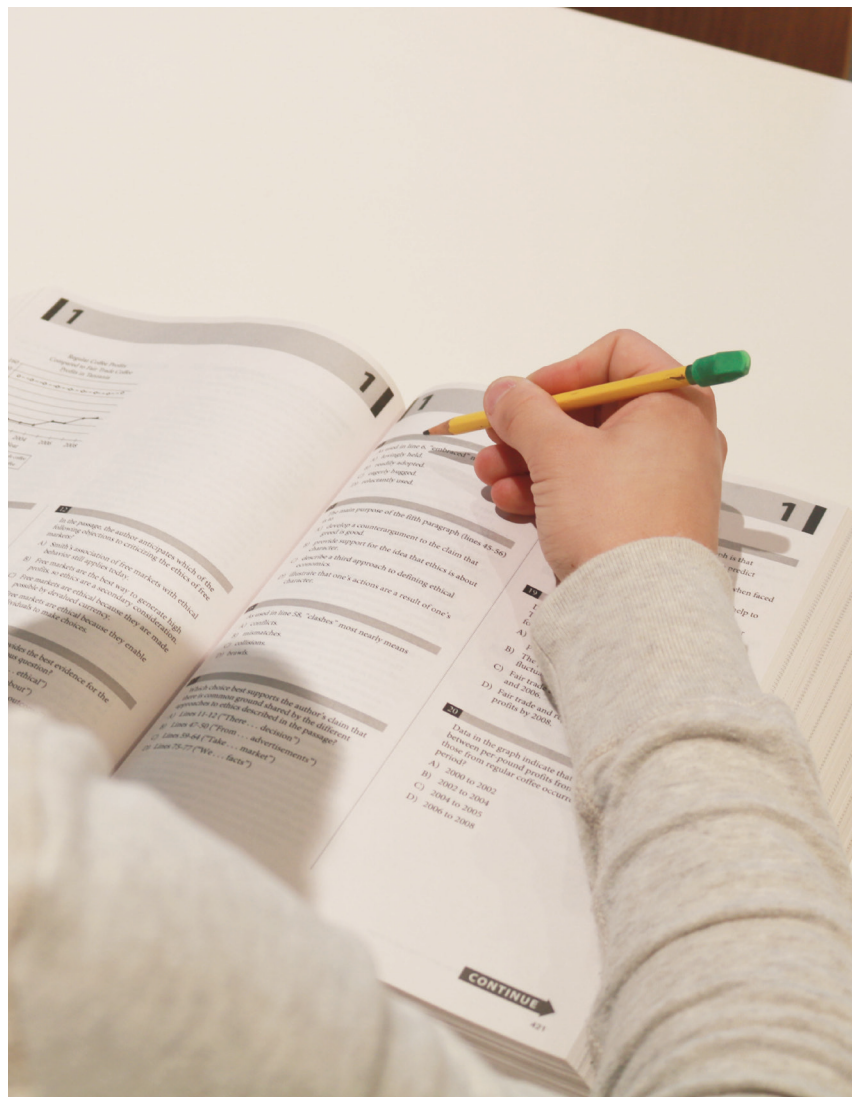


PHOTO: ANNA INGHAM

higher scores than black and Latino students. Boys consistently score higher than girls on the math section of the SAT, and students who never used a fee waiver did better than students who did.

While a broad range of factors contribute to differences in scores across gender and race, according to the American Psychological Association, one reason students from certain backgrounds tend to perform worse than others is a phenomenon known as "stereotype threat."

"There are stereotypes that say that girls and people of color are not as good in some areas of these tests as others," Nelson said. "By simply acknowledging your demographic status, you may perform

more poorly on that test."

In addition to stereotype threat, a student's cultural background can affect their ability to effectively prepare for standardized tests.

"Having parents who don't know English that well, it's kind of hard to prepare for an English section," senior Azita Shirinzadeh said.

Though standardized tests can feel like an important part of the college process for many students, Shirinzadeh hopes that students and colleges understand that high schoolers are not defined by their test scores.

"I think that they should hold some significance, but I don't think it's everything about a person," Shirinzadeh said.

Standardized test scores, while required by most colleges in the United States, can be affected by factors that aren't related to a student's academic abilities or potential.

WHAT IS "STEREOTYPE THREAT?"

Definition: "Being at risk of confirming, as self-characteristic, a negative stereotype about one's group."

What it means: When someone is reminded of a negative stereotype about one of their identities, their self-doubt can rise, causing them to perform worse on tests like the SAT and ACT.

Source: Stanford University

Stereotype Threat on the SAT

Causes: Filling out information about race and gender directly before taking test or general awareness of stereotypes

Effects: Black and Hispanic students under perform by an average of 40 points, and women under perform on the math section by an average of 20 points.

TACKLING TEACHER DIVERSITY

How increased representation could empower students

BY PARISA HARVEY

Chances are, if you are sitting in a University Prep classroom, you are probably being taught by a white teacher. Despite initiatives in hiring and admissions to attract more diversity in the classroom, the teacher population at UPrep remains overwhelmingly white.

According to the Diversity and Community Office, students of color make up 35% of the student body while teachers of color constitute 30%. Some students of color rarely, if ever, will have a teacher that looks like them.

"I don't think I've ever had a black teacher," senior Hibak Hassan said.

Hassan believes that having a diverse teaching staff is inspiring and helps students see themselves and their own potential.

"It's very powerful to see someone that has the same identity as you be in a powerful position and be someone that you look up to," Hassan said.

UPrep has a strong commitment to improving diversity and inclusion. Yet, this commitment is ongoing, and a lack of diversity can be especially apparent at certain times.

"I think about race a lot in the classroom, especially in the beginning of the year, going into a class being the only black girl or even sometimes the only person of color in the room," Hassan said.

Spanish teacher Alma Andrade thinks her perspective as a Latina teacher allows all her students to see her as a



PHOTO: PARISA HARVEY

person and more than just their teacher.

"For some of my white students, I think they enjoy learning about my culture. I think probably some kids don't care, but that's okay. They don't care about a lot of things. I think with students of color, even though we may not share the same culture, there might be a different connection," Andrade said.

In addition to teaching, Andrade helps with UPrep's Latino Family Bridge where families learn and ask questions about UPrep programs in Spanish.

"Students need to see someone that looks like them. And someone who they can relate to. Stu-

dents are our focus here. I know they try, but I don't think [teacher diversity] is something we talk about often," Andrade said.

Associate Director of Diversity and Community Jill Leahy, in addition to working with students, helps teachers and staff through professional development, affinity groups and conferences.

"Something that we really look at is how we retain staff of color and make sure that there are programs that support them. We currently have a POC and LGBTQ+ affinity groups," Leahy said.

Furthermore, representation is important when looking at department and leadership roles. Leahy

also pointed out the importance of intersectional representation.

"If you look at how many teachers of color there are there versus staff, and then think about what level they teach at, how do we create more representation in higher positions?" Leahy said.

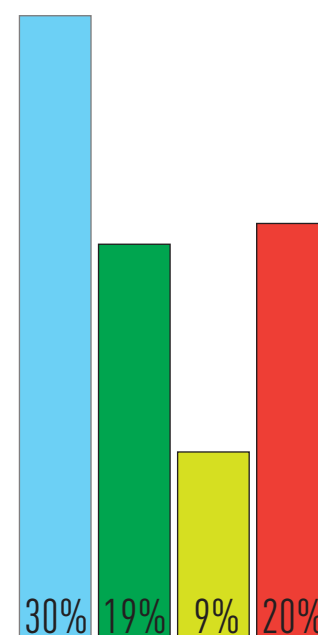
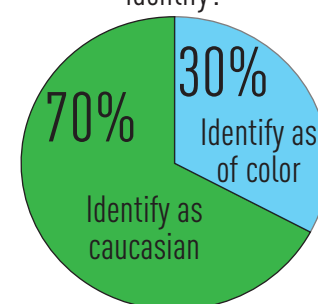
Science teacher and department head Moses Rifkin also believes that teacher diversity in race, gender and beyond helps students.

"Teaching in general skews female, but teaching in STEM tends to skew male," Rifkin said. "So having gender equity and gender balance among the stem faculty is really amazing."

Spanish teacher Alma Andrade helps middle school students in Spanish C.

BY THE NUMBERS

How does UPrep staff identify?



Teachers of color at Uprep: 30%

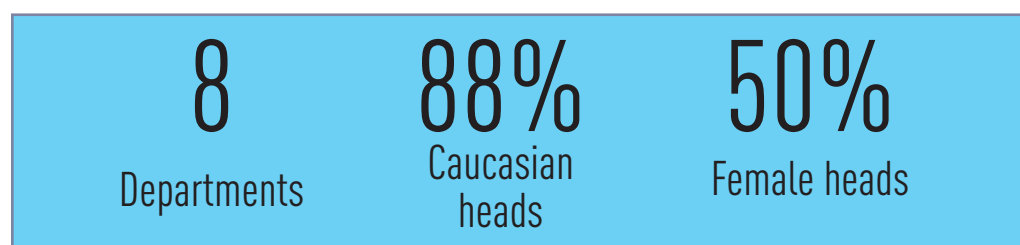
Seattle city level: 19%

WA state level: 9%

National level: 20%

Credit: Seattle Times Education Lab

REPRESENTATION IN DEPARTMENT HEADS



Credit: Diversity and Community Office

EDITORIAL

A COLLECTIVE CHARGE

While we all bring our own quirks and perspectives to University Prep, the school community is largely homogenous. Most students identify as white and straight and reside in well-off households. We spend school days in classrooms with mostly white teachers. But this doesn't mean UPrep must only be welcoming to one demographic.

As UPrep aims to accommodate a diverse student body, the effects have been evident across the school. Teachers have added pronouns to their email signatures, and Community Conversations have tackled stereotypes. The Black Student Union and the Community, Ethics and Culture Committee swiftly addressed the cultural appropriation in the junior boy's Buff Puff video this year at an Upper School assembly.

Such changes, however, have not all been welcomed with open arms. When you don't feel like LGBTQ+ plus issues apply to you, it can be easy to ignore the importance of gender pronouns to others. Following the addressing of the problematic "hype" video featuring a white student in a durag, some scoffed at the hampering of a Homecoming tradition.

As a community, we must aim to embrace such awareness instead. Fine Arts teacher and theater manager Paul Fleming remembers the prejudice he saw around the community when he first came out as gay several decades ago. Since, Fleming recalls that the culture has changed for the better. Moving forward, UPrep must aim to adapt as the culture continues to change.

While sharing preferred pronouns and remaining conscious of potentially hurtful stereotypes may be new to some, the community can't ignore minority concerns. Just as it's everyone's right to bring their full selves to the UPrep community, it is a shared responsibility to make that possible.

OPINION COLUMNS

Your Vote Matters

Climate change, homelessness, healthcare, social justice, gun control. While many Americans find these issues incredibly important, they are so daunting that it sometimes seems impossible for one person to effect meaningful change. Government, however, has incredible power to affect such issues. The white marble of Washington D.C. can feel detached from the lives of average

Americans, but our government provides citizens countless opportunities to become engaged in politics at both the national and state levels.



BY ANNA INGHAM

One such opportunity is an American citizen's right to vote, a right which many Americans ignore, handing over decision-making power to the select few with political

power. In the last King County election, voter turnout was only 35%. In the 2016 presidential election, however, turnout was over 80%. If we want to create meaningful change in our communities, we must make our voices heard by voting in local elections.

State and local government is the foundation of our democracy. News usually centers around national politics, but states hold the power to make decisions and lead movements separate from

national politics. When President Donald Trump pulled the United States out of the Paris Agreement in 2017, 22 states (including Washington) vowed to continue to pursue the goals outlined in the agreement. Though the president had decided to abandon the agreement, elected state officials still had power to steer our country's direction in deciding how we would approach climate change.

State elections are meaningful not only because of the national power they hold, but because of the individual power they offer voters. While hundreds of millions of people vote in national elections, only a few million vote in state elections, increasing the weight of a vote drastically.

Famously, in 2004 Christine Gregoire won Washington's gubernatorial race by only a few hundred votes after three recounts. At the state level, your vote truly matters, and, in county and city elections, your vote is even more powerful.

I understand that most University Prep students are not yet eligible to vote yet, but if you're 16 or 17, you can pre-register to vote at voter.votewa.gov. All you need is your driver's license and about three minutes of free time, and you'll automatically become a registered voter on your 18th birthday. As a voter, you will have the opportunity to directly influence government decisions on legislation and select representatives that fight for causes you believe in just by turning in your ballot.

THE PUMA PRESS

University Prep's Student Voice

Winner of Four Pacemaker Awards

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Durag Debacle

Buff Puff season, the time every year where junior and senior boys duke it out in historically controversial video warfare to prove which Buff Puff team is better. In the Buff Puff video by the

junior boys team, there were photos of two white students featured wearing a durag and waves, two things associated with black culture.



BY JEROME TODD

Representatives from both Black Student Union and Community Ethics and Culture Committee made an announcement classifying the photos

as cultural appropriation and stated that they put durags and waves into the umbrella of pop culture instead of keeping them within the black community. Members of the UPrep community looked at CECC and BSU as being dramatic and overreacting.

Despite the situation not stemming from bad intent, the impact of our actions do not always correlate, and you cannot discount minority perspectives. I fall into the category of people that thought, "What's

the big deal? It's just a durag and waves. There really isn't any harm that can come from them just being featured in a video, right?"

A lot of my friends and I agreed on one idea: the entire controversy will become moot upon reaching our ultimate goal of culture mixing and the removal of cultural appropriation of these cultures. However, having not reached a state in society or at UPrep where groups that feel targeted can be discredited for feeling that their culture is being attacked, it is important for many UPrep students to interpret these instances in which minority groups advocate for themselves as learning experiences.

UPrep is known for its "bubble." The thing that keeps UPrep students safe from many viewpoints and issues that conflict with school values. Students need to know that the real world is different. These moments become even more important once you realize that the skills groups that BSU and CECC are teaching, are to better prepare students on how to respectfully address cultures other than their own.

Next time a minority group expresses themselves to you, listen.

About the Cover: "By playing with black and white vs. color photos, we wanted to demonstrate how UPrep has shown pride over the years."
- Olivia Poolos

JAYAPAL INSPIRES ACTION

The congresswoman spoke to UPrep students

BY OLIVIA POOLOS

Pramila Jayapal, congresswoman for Washington's 7th congressional district, came to speak at University Prep about how students can take political action in their communities.

Jayapal was invited by the Global Action club, where members focus on global health, climate change and global politics.

Co-leader of the club sophomore Allie Sniezek said they approached Jayapal at the US Global Leadership Coalition Luncheon on Oct. 3.

"She was impressed that young people were so interested in change, so she gave her spokesperson's card to us, and said she

would love to come speak at our school," Sniezek said.

The Global Action club encouraged students to submit questions for the congresswoman to answer.

"We wanted the student body to have a say," Sniezek said.

Jayapal mostly received questions about how students could take action in the world. To a question about what is being done to combat climate change in congress, Jayapal said

"The biggest thing we have been doing is urging on our young leaders."

Jayapal also addressed a student concern about growing polarization between political parties. She emphasized the importance of having productive

conversations.

"Make sure you're upholding your principles, but make sure you're listening to the other side," Jayapal advised.

Overall, Sniezek believes that Jayapal's speech was a success.

"I really liked her responses to the questions, and how she focused on what we as students can do," she said.

Not every student was as moved, however. Senior Emily Lyons-Hammond was impressed with Jayapal's professionalism, but understood the visit to be self-promotional.

"She clearly has a lot of experience, but it came across as a little bit of a campaign event," she said.



Pramila Jayapal addresses UPrep students on November 5th.

PHOTO: NATHAN BURKE

Candy, Costumes and a Presidential Coup

BY MICHAEL YOUMANS

The Halloween assembly has returned to UPrep. Grades competed against one another in a variety of Halloween-related competitions to earn points. The winner of the competition was the senior class, who came out victorious in the group costume contest and the pumpkin carving contest, among others.

Each grade had one or two student representatives competing for each event. Competitions included "Candy in a Bucket," "Pumpkin Pie Eating Contest," "Know Your Puma," and "Hungry Hungry Monster." Some students, wanting to give their all, entered more than one event. Senior Remy Talbot competed in both the donut on a string and the pie-eating contest. Though the challenge was physically taxing, Talbot

found motivation from the support of his class.

"Though doing both back-to-back was an unexpected task for my digestive system, I did what needed to be done with the whole grade backing me," he said.

While these two classic events returned from the previous Halloween assemblies, new events such as the "Vampire Teeth" were introduced. In the competition, contestants wore toy vampire teeth, which they used to bite and spit as many marshmallows as possible onto a tarp. Sophomore Kalid Alobaidi participated in this competition.

"It was extremely hard to carry the marshmallows due to the vampire teeth getting shut tight midway through the competition," said Alobaidi. "At that point, I just decided to use my lips."



PHOTO: NATHAN BURKE

Seniors put extra care into the planning of the assembly so that they could have a memorable October for their final year at UPrep. President Michael Gary, vice president Daran Anand and

the senior class performed a skit during the group costume competition. In the skit, Anand planned to overthrow Gary.

"Overall, it was really fun to plan it all out with the senior class and make

the videos," Anand said.

"I tried to emulate a villain petting his cat by petting one of my chickens, but the chicken kept freaking out, and I got pecked."

Sophomore Kalid Alobaidi competes in "Vampire Teeth" during the Halloween assembly. Contestants had to transport marshmallows to a tarp by carrying them with toy vampire teeth.

MOLDING THE PERFECT CHILD

Parenting styles shape students

QUOTES FROM STUDENTS

HOW ARE YOU PARENTED?

"My parents are pretty strict. I have to get the contact information of the people I am hanging out with. I also have to get a B+ or higher." - Junior Ezra Kucur

"My parents just want me to do my best in school. I feel like I have a lot of liberty in who I want to hang out with and they trust my opinion." - Junior Kiley Flanagan

"My parents are very strict about technology use. However, they tell me they don't care about my grades as long as I try." - Junior Grace Silverman

BY ANIKA SHASHIDHAR

While most eighth graders are busy playing on the D1 basketball team, working on Capstone projects and going to weekend birthday parties, sophomore Shraeya Iyer with the insistence of her parents, spent her eighth grade year preparing for the SAT so that she could be accepted into the John Hopkins Center for Talent-ent Youth.

This style of parenting is not uncommon as overbearing parents have become a brand with the coining of various terms such as "elephant parents" and "tiger parents". Tiger parents are the parents who push their kids to be number one in everything they do. This term, which describes a south-east-Asian parenting style, has been popularized by Professor of Law at Yale University, Amy Chua in her book, "The Battle Hymn of the Tiger Mother".

On the other hand, elephant parents blend a caring tone with structure and obedience to ensure that their children are grounded enough to succeed but also have enough freedom.

Iyer has experienced even more stress now, as an Upper Schooler looking ahead to college.

"Growing up, I would have considered my par-

ents to be tiger parents as they pushed me, which was more important because I was less self-motivated, but now I feel like I have it ingrained in me to be my own tiger-parent and to push myself because of how I have grown up," Iyer said.

In contrast, Iyer's mother would not label herself to any sort of parenting style.

"I think I am neither a tiger parent nor an elephant parent. The way I parent is the only way I know, and I feel at this point my daughter already has her values and it is her job to take [them] into her life. So now I hold more of a supportive role," Iyer's mother, Anooradha Raman said.

Retrospectively, Iyer echoed that everything her parents did for her was to benefit her future.

Growing up with parents who immigrated from India, junior Rohan Raman had a similar assessment to Iyer.

"It comes from the culture my parents were raised in, such as how much they are involved in their kids' lives," Raman said.

Parenting in the college process can be challenging, especially in being mindful of boundaries.

"I think supporting your child when they need the support but also letting them make their mistakes

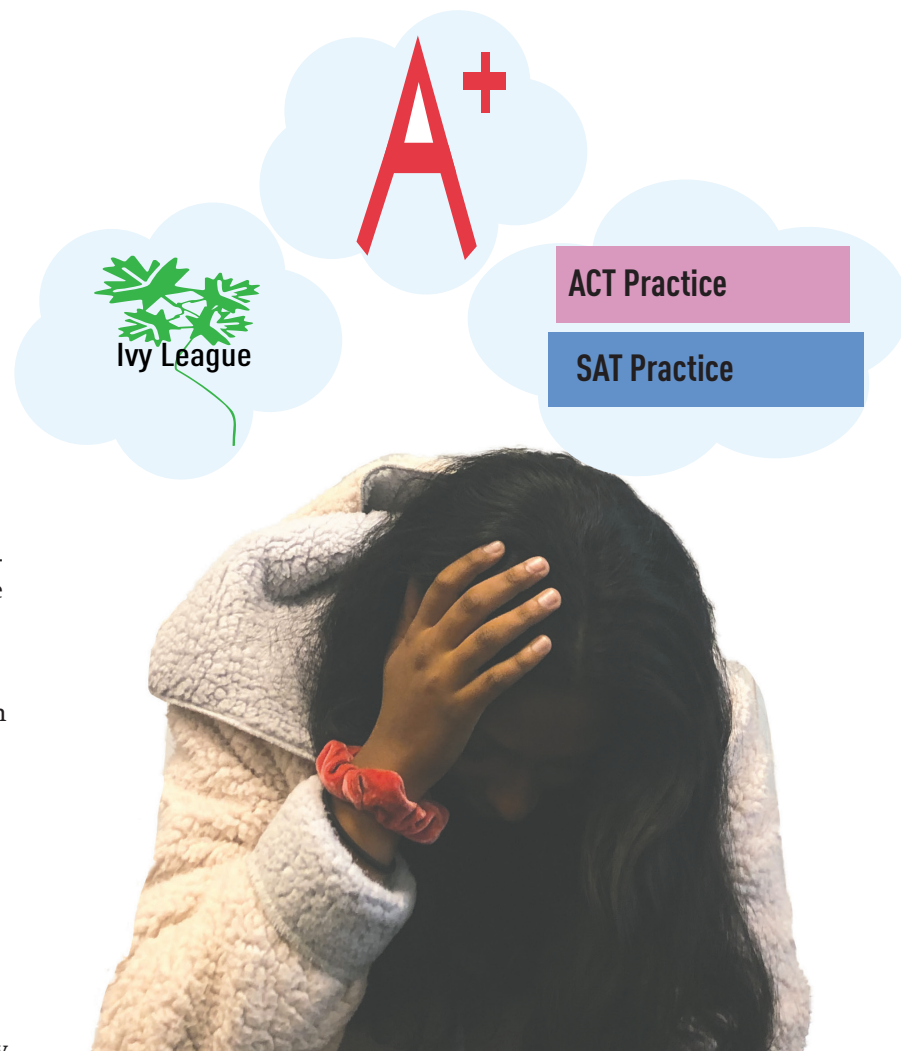


PHOTO ILLUSTRATION: ANIKA SHASHIDHAR AND OLIVIA POOLOS

is probably the best thing you can do," Associate Director of College Counseling Britten Nelson said.

These boundaries do not only exist physically but also verbally.

from the parent," Nelson said.

Nelson also said that there are stereotypes that fulfill themselves in the college process, with parents who went to the most

Parental pressure can cause stress for students as they strive to perform at a high level to meet expectations set by their parents.

reputable schools wanting the same for their children. She worries that while the tiger parenting philosophy

might work in terms of college admissions, kids who have always had parental support might flounder once they reach college as they would lack necessary independence.

"It is also dependent on the pronouns that parents use."

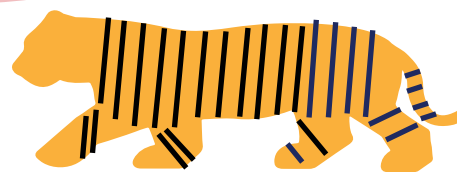
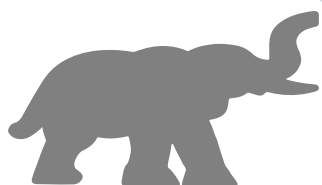
- BRITTEN NELSON ASSISTANT DIRECTOR OF COLLEGE COUNSELING

"It is also dependent on the pronouns that parents use such as 'we are taking the SAT this week' or 'we are applying to this college' but it is not 'we,' it is the kid with guidance

DIFFERING PARENTING PHILOSOPHIES

A B-? As long as you learn from your mistakes, it's okay to make them. I know you're capable of A level work.

A B-?? This is an A+ family. If you don't improve your grades, you don't deserve to go to an expensive school!



AN E-CIGARETTE EPIDEMIC

Vaping has taken over, and the Washington state government is not happy

BY LOOBNA SHEGO

Washington Governor Jay Inslee has taken action against vaping. In the United States, there have been 34 deaths and many more injuries with vaping being the one thing all the patients have in common.

According to the Centers for Disease Control and Prevention (CDC), as of Nov. 5, 2019, there have been 2,051 reported cases of lung injury due to vaping and 39 deaths in the United States.

These numbers are quickly rising. During the month of October, the number of deaths has risen from 18 to 37.

As stated by the CDC Vapes can contain nicotine, CBD or THC. Nicotine is highly addictive and can be very harmful to brain development, especially for growing adolescents. There is an ongoing investigation regarding what is in vapes, but the specific ingredient causing these problems are unknown.

Recently, the CDC received test results possibly identifying the element that caused these injuries. Fluid from the lungs of 29 patients contained vitamin E acetate, a harmful additive used in nicotine products.

According to research done by the Washington State Liquor and Cannabis Board, flavors have had a large contribution to the beginning of use for many adolescents. Inslee placed



PHOTO COURTESY: THE UW DAILY

a ban in early October on the sale of these flavored vapes.

Juul is an electronic cigarette company that has become a very popular among teens with flavors such as mango, cucumber, or mint.

Recently, a ban has been placed against these flavored vapes.

"The governor asked the Liquor Control Board to do a ban on flavors and that is absolutely the right thing," said Dr. Beth Ebel, a professor of pediatrics at the University of Washington.

Currently, this ban is only temporary. Washington state legislators are working on making this a more permanent solution.

"We are working on a bill to introduce in January, its making a permanent ban on flavors, which we're doing because...

we think this is the most effective way to prevent youth from starting vaping," said Legislative Aid Kira McCoy.

Associate Director of Upper School Sarah Peterson feels concerned for students choosing to vape.

"I'm legitimately worried about the health of young people who are choosing to vape heavily as teenagers... [and] the impact that will have on students' long term health," Peterson said.

One highschool student at University Prep chose vaping as a way to cope with stress.

"Life is stressful, and UPrep doesn't want to actually help us destress so we turn to substance abuse to relieve ourselves," a UPrep student who wishes to remain anonymous said.

Peterson wants to help, but there is only so much

that she can do.

"It's real hard to be 38 and realize that you can't change behaviors that have become embedded when you were an adolescent and that are having a really negative effect on your health as an adult," Peterson said. "I'm just trying to do this for your future self."

Washington state has taken action to prevent more deaths.

According to the Washington State Liquor and Cannabis Board, in the beginning of October, the government began a tax where the solution in e-cigarettes are taxed 27 cents per millimeter.

On Jan. 1, 2020, the tobacco 21 will be placed. The Tobacco 21 is a law that will raise the minimum age to purchase vapor or tobacco products will rise from 18 to 21 in Washington.

WHY DO STUDENTS VAPE?

1 "The way my friends treated it made it seem relatively harmless so it didn't seem like a big deal."

2 "I vaped once and I didn't like it because it didn't do anything for me."

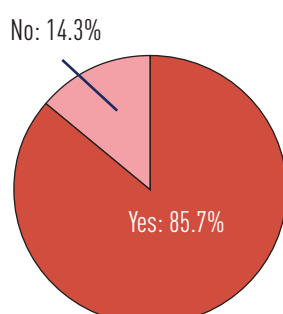
3 "Feels nice"

4 "I do not, but my friends all got peer pressured."

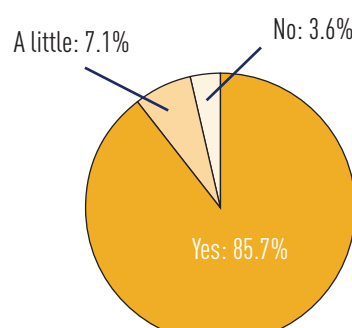
A teenager holds a vaping device. Health concerns have caused new reforms in how e-cigarettes are sold.

VAPING AT UPREP

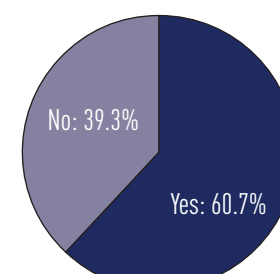
Have you heard about deaths or illnesses caused by vaping?



Do you know the health risks of vaping?



Are you worried for the health of yourself or your friends that chose to vape?



Methodology: Poll results from 28 randomly selected students in the upperschool

BEYOND THE RAINBOW FLAG

Pride History Month sparks further conversations on identity

BY WALLY BARGERON AND ABBY HEADSTROM

Twenty-five years ago, Fine Arts teacher and theater manager Paul Fleming became the first University Prep teacher to come out as gay. At that time, Fleming said, coming out as gay was a big deal. Now, it's different.

"If you're gay or straight, [it] doesn't matter in Seattle," Fleming said.

When Fleming first came out at UPrep, he made a pledge to help others who were having similar trouble coming out to their community.

"Right after I came out, I decided that I would be

proactive and involved in the gay community because I knew how difficult it was for me to be closeted," Fleming said.

This year, UPrep's celebration of Pride History Month during the month of October marked another step in the school's ongoing efforts to become a more accepting community. The month focused on educating the UPrep community on pride-related issues and an expanding UPrep's celebration of Pride.

Pride History Month is a national event that has evolved at UPrep from Pride week, which had been organized by GSA

for the past two years. Decades ago, Fleming was one of the founders of UPrep's first GSA club.

The club began as "Cake with Mr. Fleming," named so for two reasons: first, because Fleming would supply cake at each meeting, and second, "because we didn't want to have the stigma of kids having to say they were gay at school," Fleming said.

Vocal music teacher Tim Blok grew up in Lynden, Washington, a small town just south of the Canadian border. He said

that UPrep's inclusiveness is a step up from his own education experience.

"We wouldn't have [had a gay teacher]. That wouldn't have been possible where I went to school," Blok said.

He feels, however, that he is accepted as a gay teacher at UPrep.

"[Having] grow[n] up in a

ally a part of the student life, it's pretty different."

For instance, Selby pointed out the oddly low number of males in UPrep's LGBTQ community.

"There's still shame and a toxic culture around that, which is hard because changing the culture is what takes the longest and the most work," Selby

said. "I definitely have felt frustrated in the fact that UPrep talks so much about being inclusive, and we still have a lot of work to do to actually get there."

Reiterating Selby's frustrations, Social Emotional Learning Coordinator Schorr

"UPrep really emphasizes on paper that we're very welcoming. But I think when you're actually a part of the student life, it's pretty different."

— SENIOR RACHEL SELBY

place where there was no support for queer people, I think being at UPrep has always been really positive," Blok said.

Blok believes that acceptance and celebration of the LGBTQ community is an important part of the message UPrep sends to its wider community. Blok cited the rainbow flag that hangs in Associate Director of Upper School and math teacher Sarah Peterson's office as an example.

Senior and GSA co-president Rachel Selby, however, believes UPrep still has room to grow in implementing its inclusive message among the LGBTQ community.

"UPrep has kind of an interesting culture around the LGBTQ community," Selby said. "On the one hand, UPrep really emphasizes on paper that we're very welcoming...But I think when you're actu-

Lesnick noted that the lack of attendance from UPrep's upper school at many of the non-mandatory events during Pride History Month has shown that there is still a lot of work to do in UPrep's community.

"It feels like people aren't able to make that next step for that effort," Schorr Lesnick said.

Despite senior and member of the LGBTQ community Lucy Day's general happiness with the way UPrep embraces pride, she agrees that more participation is an important step for the community.

"I think there could always be more participation within the school celebrating pride as a whole, and with any other affinity groups as well," Day said.

History teacher and LGBTQ member Gus Feliu thinks that it's also im-



PHOTO: ABBY HEADSTROM

Senior and GSA club co-leader Rachel Selby stands in front of University Prep.

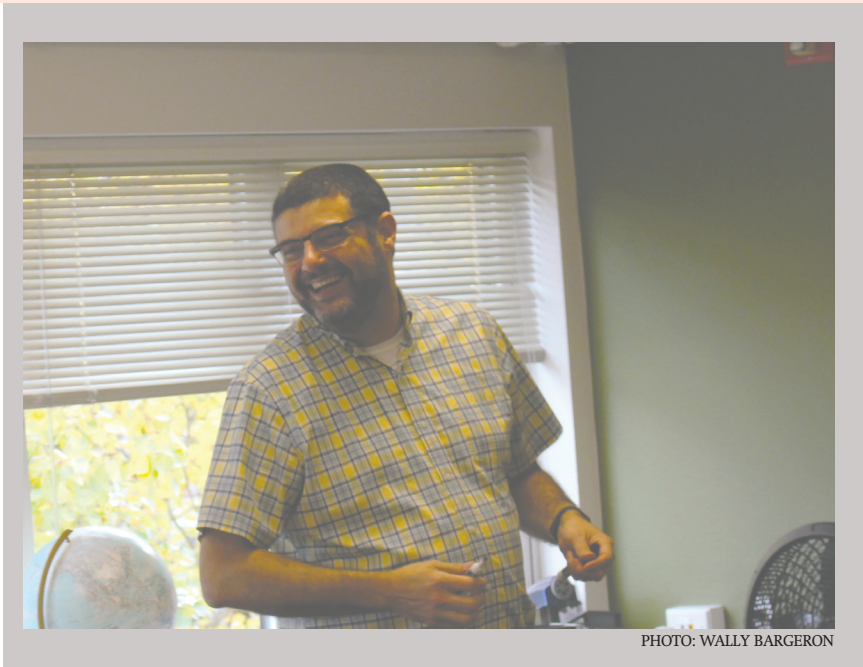


PHOTO: WALLY BARGERON

Openly gay history teacher Gus Feliu laughs while teaching an eighth grade history class.

Q & A WITH GUS FELIU

Q: What are some things students who don't identify within the LGBTQ community can do to support their peers?

A: "The most important thing they can do is to give their friends and peers space to sort out their own sense of self at their own pace"

Q: What language should students avoid or use instead when talking about the LGBTQ community?

A: "Make an effort to be thoughtful, self-aware and kind in your use of language... Recognize also that there's going to be some diversity of opinion and sensitivity here. For example, I'm quite comfortable with hearing straight folks use "homosexual" and "queer" in an appropriate context, but not all queer people feel that way. I think there's an interesting discussion here for our community, and I hope we have it someday."

Q: What else should aspiring allies know?

A: "I think the best kind of ally-ship works the same way that the best friendships do. You're there to support, you're there to listen but you're also there to speak up when you think something is amiss... Our greatest allies are the straight folks who are committed to securing for everyone dignity of treatment, equality under the law and the right to make our own decisions about how we live and who are also there to ask us tough questions and to challenge us when they think we've got something wrong."

portant to understand that there is diversity within the LGBTQ community.

"Gay men may have different interests than lesbian women, who may have different interests than bisexual folks," Feliu said.

Despite the room to grow and conversations to be had, sophomore and LGBTQ community member Chris McCarty feels UPrep is still a very inclusive community and is happy with the administration's

new efforts to create time for all school assemblies surrounding pride.

"In general, I've had good experiences with

pride. It's really nice to see everyone coming together, especially at UPrep with our pride assemblies," McCarty said.

Building on the many great things about UPrep's acceptance of pride, Schorr Lesnick has goals to build an even more accepting community.

"[My hope is to have] a balance of student leadership and adult support. I want students to feel like they can imagine and feel supported to do and facilitate what-

ever they want. We should follow their lead," Schorr Lesnick said. "That said, I believe really strongly that it's unfair to make students do the education and the programming that we as a school should have in place."

Selby hopes that the change will come from the students rather than from administrative action.

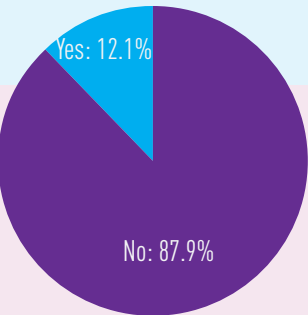
"I would love to see everyone at UPrep take personal accountability to correct their friends if their friends say something that's not quite right," Selby said. "Just be open to having those hard conversations."

"Right after I came out, I decided that I would be proactive and involved in the gay community because I knew how difficult it was for me to be closeted."

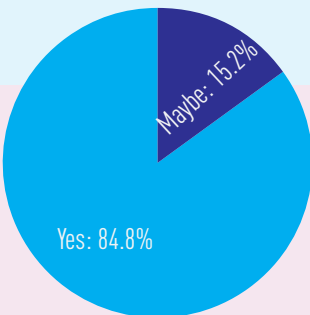
— PAUL FLEMING

ACCEPTANCE BY THE NUMBERS

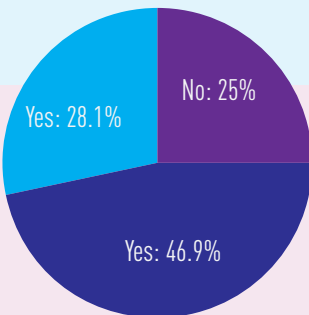
Do you identify as a member of the LGBTQ community?



Do you believe the community at University Prep is accepting of the LGBTQ community?



Do you believe there is overlooked diversity within the LGBTQ community?



GRAPHICS: WALLY BARGERON

DINNERTIME DEBATES

How students talk about politics with family

ASK THE EXPERT:

Q&A with UW professor of political science, W. Lance Bennet



Many people say to avoid controversial topics (such as politics) at family gatherings. Do you agree or disagree?



This is really a personal choice. If these discussions ruin family gatherings then they are to be avoided. But there may be ways to avoid meltdowns.



What makes a productive political discussion?



Avoid calling people out or being judgmental about their opinions. Ask questions more than making polarizing statements. Be prepared not to convince anyone to change their mind.



What makes an unproductive political discussion?



Name calling. Dismissing views you think are wrong or ill informed. Making fun of others.

BY SYDNEY GOITIA AND OLIVIA POOLOS

The holidays are just around the corner and along with pumpkin pie and endless remarks on your height from relatives, comes the often inevitable dinner-time political discussion.

For families like freshman Talia LeVine's, political conversations are nothing new.

"[Politics] are like 90% of our conversation at the dinner table," she said.

While LeVine describes most of her family as Democratic, she admits she is more left-leaning than her parents and brother.

"I think [my family] is a little more centrist than I am," LeVine said. "We sometimes disagree on modern issues, where they weren't raised to see them the same way I do."

Like LeVine, freshman Julia Cappio's family members also immerse themselves in politics.

"[Talking about politics] gets quite annoying... It's all we ever talk about at family dinners," she said.

Cappio explained that when her family visits relatives in South Carolina,

"We don't talk about [politics] as much if they have different views than us, but we still make an effort as a family to hear other people's points of view."

Junior Henry Buscher leads the Centrist and Conservative Discussion Club, a group dedicated to talking about politics during school hours. He finds value in debates where participants share their ideas frankly.

"That almost always leads to differing opinions, which make the best discussions," Buscher said.

LeVine agrees, and related the importance of varying opinions to our governmental system.

"Having a range of political beliefs is important. That way not everyone has the same ideas, and it's more [democratic]," she said.

According to Buscher, the Centrist and Conservative Club welcomes anyone willing to have a productive political debate on all sides of the political spectrum.

Buscher also believes that familial conversation centering around politics can be useful in seeing all sides of an issue.

"In this day and age, people often take political differences too far and use them to define a person's entire existence, and thus can generate unnecessary hatred towards people who hold different opinions," he said.

Senior Lillian Ellis has worked with in politics in the past, and she is now the chair of a program



PHOTO ILLUSTRATION: JEROME TODD

that gets high school students involved. Ellis identifies as a Democrat, and she wishes

become better listeners... I think it's just as equally important as understanding how to voice your

Some families have differing political views, which can lead to heated debates during family gatherings.

"In this day and age, people often take political differences too far. "

— JUNIOR HENRY BUSCHER

her conversations with extended family at holiday dinners were as prominent as with her immediate family.

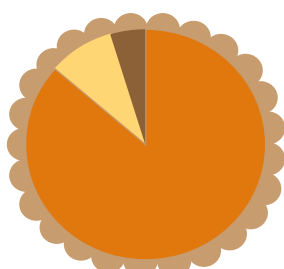
"I talk about this all the time, that our nation and our city, all needs to

understanding.

"I feel like this fear that people have of being afraid of making someone mad... is really bad," she said. "I think this idea to empathize is really what's going to help us out."

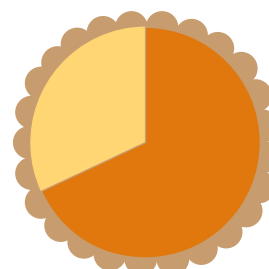
POLITICAL PIES

How often do you talk about politics with your family?



All of the time: 9.1%
Occasionally: 86.4%
Never: 4.5%

In your immediate family, do you all generally share the same political beliefs?



No: 31.8%
Yes: 68.2%

Methodology: Poll results came from 22 randomly selected students across all four grades.

MICROWAVE THANKSGIVING

Can you prepare Thanksgiving favorites in the everyday appliance? We tried it out

BY MICHAEL YOUMANS

PUMPKIN PIE IN A MUG

1 teaspoon unsalted butter
14 grams gingersnaps (2 small cookies), crushed into 2 tablespoons of crumbs
1/3 cup pumpkin puree
1 large egg
1 tablespoon milk or cream
2 tablespoons packed brown sugar
1 teaspoon pumpkin pie spice



Pumpkin Pie in a Mug was the first dish we made. It took about 15-20 minutes to make. It was the easiest one to make, given its simple ingredients and process compared to the other dishes. It tastes like a s'more, except the only difference being the heat of each bite quickly diminishes while chewing. Senior Sasha Lees remarked that it "tastes like Christmas." It was the

best dish, or, rather, the least bad.

To make, microwave the butter until melted. Crush gingersnaps and add them to the bottom of the mug. Use a separate container or bowl to whisk the pumpkin puree, egg, milk, brown sugar and pumpkin pie spice. Pour your mixture into the mug and microwave for 2-5 minutes until sufficiently cooked. Remove the mug carefully.

CRANBERRY SAUCE

The Cranberry Sauce was the second dish we made. I believe it took 10-15 minutes to make. Though one could argue that the process was more straightforward, I think we had to be more delicate with how we did it because we were working with fruit this time. Perhaps we didn't microwave it adequately or that the cranberries I bought weren't very good; no matter what it was, this

dish was disgusting. It has the same texture as baby food. I would not recommend the consumption of this dish in ANY situation.

Mix the cranberries into a bowl with sugar and water. Place some sort of cover over the bowl and microwave for 5 minutes. Smash them to make a jelly consistency. Let the cranberries cool until they are ready for consumption.



12 ounces cranberries, fresh or frozen
1 1/4 cups sugar (a little more sugar, if you prefer it sweeter)
1/2 cup orange juice or 1/2 cup water
1 teaspoon grated orange rind

SWEET POTATO CASSEROLE

1 medium sweet potato
2 tablespoons brown sugar
Small handful of mini marshmallows
1 tablespoon butter



The Baked Sweet Potatoes was the third dish we made. It took about 15-20 minutes to make. If you know how to rip open a potato, then I guess this is a simple dish to make. I honestly can't decide whether to label this as the second best dish or the second worst dish. For those of you who haven't had a baked sweet potato before, you should know that you are supposed to

taste the dish. For this though, there was nothing. There was absolutely no taste for me to consider, so there were no upsides or downsides.

Prick the sweet potato with a fork or knife. Microwave the sweet potato for 8 minutes, then cut the potato open and add brown sugar and butter. Finally, microwave some marshmallows on top for about 30 seconds.

PHOTOS: MICHAEL YOUMANS AND BEATRICE CAPPIO

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LEGION OF BROOM

Sophomore Andrew Bell competes at a high level at his sport of choice, curling

BY THEO MAHLUM

You may play sports like soccer, ultimate, cross country or baseball, but sophomore Andrew Bell's passion is for a different type of sport: curling.

Think of curling as shuffleboard on ice, using brooms instead of cues and stones instead of pucks.

Now imagine you could also hit your opponent's pucks away from the target. That's curling. Bell combined both hitting opponent's pucks away and scoring during his Youth Olympics trials earlier this year.

"I took out two of [my opponents'] stones, and then the next stone I rolled landed directly on the button," Bell said.

Compared to shuffleboard, curling is much more of a team sport.

There are four positions: the skip, who calls the shots like a captain would in other sports, he lead, who throws the first two stones, the second throws the third and fourth stones and the vice throws the fifth and sixth stones.

Bell mostly plays vice, but he doesn't mind playing the other positions, except skip.

"I just haven't worked that much to develop that part of my game," Bell said.

Bell first discovered his passion while he was in kindergarten attending the 2010 Winter Olympics in Vancouver.

"I insisted on staying until all four games had finished, even when the



PHOTO: ALLISON TAN

rest of the family wanted to go home," Bell said.

Bell has curled for the last six years after joining the Granite Curling Club of Seattle in 2013. Bell's athletic experience is different from students that may play on school or recreational teams because of the sport's unpopularity in the Seattle area. Bell primarily plays against adult teams because of the lack of junior teams in the Seattle area. For Bell, playing with adults is not necessarily a bad thing, though.

"Curling is sort of unusual in that you can compete at it at a successful level for slightly longer range of ages than [other] sports," Bell said.

Bell said it's as popular

as soccer, if not more, in other places.

"If you go out to like Minnesota and Wisconsin, [curling] is bigger out there. And then you go up to Canada and there's a ton of curling. Like every small town has a curling club or two," Bell said.

Because of the sport's unpopularity in Washington, Bell tends to have to travel to tournaments in faraway states. Just this October, Bell traveled to Denver to compete in the Youth Olympic Trials.

"I missed a week of school which was rough, but the actual curling itself was amazing. We actually played really well. We went to 2-3, but our three losses were all really close," Bell said. "We

almost won."

The three losses disqualified his team from the Olympics, but for Bell, this disappointment creates future opportunity. If his team qualifies again in the next Olympic trials, it is possible he will even make it to the Olympics.

Reaching such a high level of competition in curling takes a ton of commitment. Bell has games every Tuesday, Thursday and Friday with three hours of practice on Saturdays, in addition to the occasional weekend tournament.

Luckily, Bell has been able to work around the time commitment. He focuses on school and curling primarily, having little free time.

THE PUMA

Bell has been the Puma since his eighth grade year because, as he put it isn't a very competitive position.

"I think in sixth and seventh grade, saw the Puma and [was] like, 'I want to be that person,'" Bell said.

He still enjoys being the Puma but there are a few problems. His biggest problem with the Puma suit is with the mask.

This year, UPrep decided to make the job a paid position, which Bell appreciates.

"I mean, if they're gonna throw money at me, I'm down," Bell said.



PHOTO: UPREP MARKETING AND COMMUNICATIONS

Junior Andrew Bell poses with his Broom and Stone. At the Granite Curling Club in Seattle, Bell has been competitively curling for the last 6 years.

WHAT IS CURLING?

THE GOAL

At the end of a sheet of ice there is a target called a "house," inside the house is a smaller target called a "button," players try to get stones as close to the button as possible. Think darts.

HOW ARE POINTS SCORED?

The team with the stone closest to the button will be the only team to score in any given round (called an end). This team gets points for each stone that's in the house and closer to the button than another team's closest stone.

WHO WINS?

The team with the most points after 10 rounds wins. If there is a tie, it goes to over-ends. Think overtime.

WHAT DO I NEED?

- Shoes/Sliders
- Broom
- Stabilizer
- 42lb Stones

UPREP'S GOING TO STATE!

Pumas set records, dominate the competition and send the best to state

BY AIDAN LEE

GIRLS SOCCER



After losing 11 players to graduation last year, varsity girls soccer was in a period of change, working with players new to the varsity girls roster. Captained by seniors Lillian Bown, Ashley Shackelton and Julia Beitel, varsity entered league playoffs with a 3-6 season.



"I think everyone really knew their role on the team and what they needed to do as an individual," Bown said. "Everyone had to put in the work and develop as a team." Varsity soccer ended their season after a close 2-1 loss to Bear Creek during league playoffs.

BOYS ULTIMATE



After beating Eastside Prep 13-7 during district playoffs, the varsity boys ultimate team ended their season against SAAS with a tough 10-7 loss. Varsity ultimate went through a series of changes, after several key players graduated the previous year. Senior Nathan Burke has played three years on the



varsity roster and has seen many iterations of the team. "I think for me, the highlight in terms of when we felt most like a team was when we played our homecoming game," Burke said. "That was one of the games of the season that I feel like we were absolutely dominant."

VOLLEYBALL

Entering league playoffs after a 9-5 season, varsity girls volleyball came in with a drive for success and searching for a state title. Junior Ava Anderson leads the team alongside junior Jane Morgan as captains, helping drive the team's competitive spirit to a state appearance.

"I think this year we are way more competitive," Anderson said. "We have more of a drive this year as we really want to win and go to state ... we have an overall goal." One strength varsity volleyball carries is their team cohesion, being able to work well as a unit.

"Our team vibe is still the same [from last year]," Anderson said, "we all have a good relationship with each other and we're all friends outside the court." League playoffs have been an exciting journey, starting with a 3-0 home win against Bear Creek, before losing a close 3-2 game

at SAAS. At the time of writing, varsity volleyball will continue their journey for a state appearance on November 9th against Nooksack Valley high school, after preventing the reverse sweep against Sultan high school on November 7th.



PHOTO: AIDAN LEE



PHOTO: AIDAN LEE

CROSS COUNTRY



The UPrep cross country teams showed a high level of dedication and commitment to the team this year, improving their times each race. Junior Max Lagunoff has been running cross country at UPrep since sixth grade, developing himself to become one of the top runners in the league.



"I've been taking [cross country] a lot more seriously and [my] teammates have too, treating running with much more priority in our everyday lives," Lagunoff said. Boys cross country finished second place in districts, qualifying for state alongside solo qualifier freshman Haley Hoffman.

BOYS TENNIS



Entering the district tournament off of a dominant 13-1 season, varsity boys tennis went to districts with the highest ranked players, notably junior Tyler Wurzer, ranked No. 1 seed for singles, and senior Nicholas Arron and sophomore Mattias Keaunui, ranked No. 1 seed for doubles.



In the end, both Tyler and Jackson Wurzer advanced to state for singles. Arron and Keaunui will also join them at state, finishing third at districts. "Being co-league champs this year was great," Tyler Wurzer said. "We only lost one match the whole season."

THE NEXT JAFFE

University Prep is starting the search for a new Director of Upper school

BY AARON IGRA

According to University Prep, a new Director of Upper School should be selected by the end of February. The hiree will fill Assistant Head of School and Director of Upper School Ken Jaffe's current position.

The search committee is headed by future UPrep Head of School Ronnie Codrington-Cazeau. She is working with Robert Fricker and Karen Whitaker from hiring firm Carney, Sandoe & Associates.

On Nov. 4, Carney, Sandoe & Associates posted the job description and application for the position. According to the description, UPrep is looking for the next Head of Upper School to be "a champion of diversity, equity and inclusion," as well as have "comfortableness with

ambiguity and a sense of humor" while UPrep undergoes changes in leadership at Head of School and Upper School levels.

Applications for the position will be reviewed by Carney, Sandoe & Associates and the search committee before finalist candidates are brought to campus for meet and greets with the UPrep community.

"Three or four finalists who will come to school and meet everybody, so there will be opportunities for faculty drop-in, parents, students as well as some specific people," Interim Head of School Lila Lohr said.

With Jaffe's time at UPrep coming to a close, he reflected on his time here.

"Selfishly some of my favorite memories were being able to share the

school with my son, who was a student here," Jaffe said. "It was just neat to see his trajectory through the school through both the lens as a parent, and through the lens as the Director of Upper School."

From his 22 years of UPrep experience, Jaffe has some advice for the next Director of Upper School.

"Make sure that the focus is on the students," Jaffe said. "Sometimes I think there's a lot of other things that can take your time and attention and what I found to be the best part of the job is my interactions with the students at the school," Jaffe said.

Lohr has one simple way to describe what UPrep is looking for in the next Director of Upper School.

"I keep saying to Ken [Jaffe], 'we just want another Ken,'" Lohr said.



PHOTO ILLUSTRATION: AARON IGRA

Assistant Head of School and Director of Upper School Ken Jaffe is leaving at the end of the 2019-2020 school year.

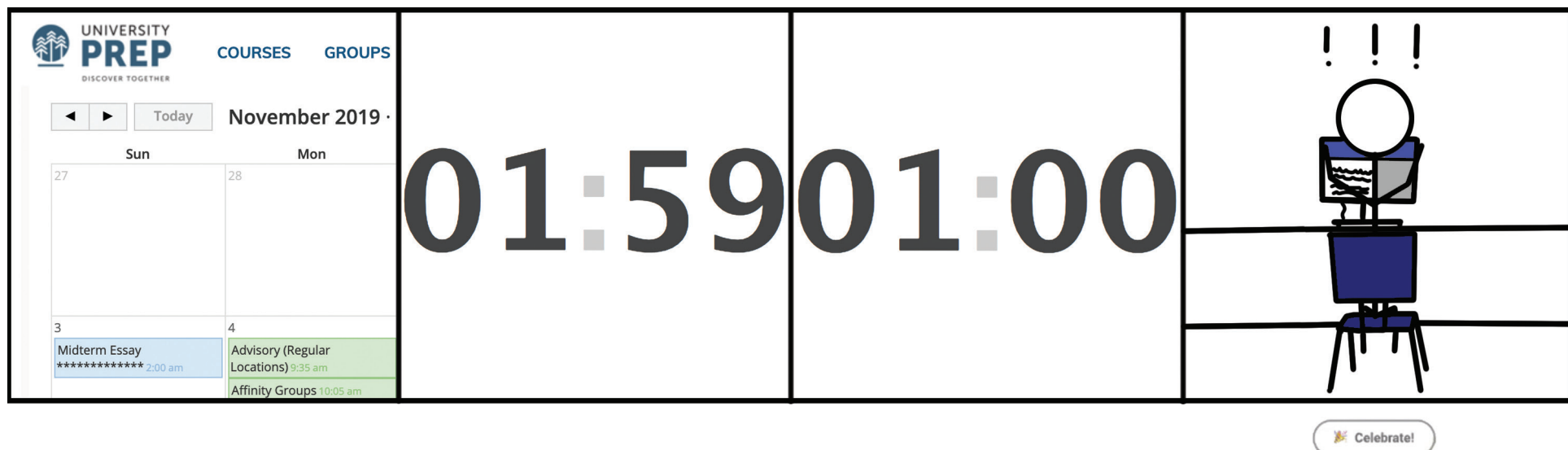
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Cartoon Corner by Nathan Burke and Jerome Todd

DAYLIGHT SAVINGS COMES CLUTCH



RANTS & RAVES

- Early college applications are stressful
- Lower commons doesn’t have enough outlets
 - Kelly is gone
 - It is soooo cold
 - Mr. Jaffe is leaving us
- Parking is still atrocious

- First quarter is in the books
- Seniors got a coffee cart
- Kelly had a baby!
- ‘Tis almost the season
- Mr. Jaffe is having fun
- Commons quesadillas slap!