

The Mane News

Fall 2023

Swashbuckling Success

Henry Freytag '24 and Parker Boyles '24 - SAES Art

From opening night on November 3rd to the matinee on the 5th, the St. Andrew's Players just finished their performance of Ken Ludwig's *The Three Musketeers*.

The show was delightful. The performers delivered their lines confidently, they fought nimbly, and they grieved genuinely. Senior Gabriel Martinez, who played D'Artagnan, was very witty and bashful as befitting an oblivious, innocent young recruit trying to prove himself to the King. After completing the opening night performance, Martinez said that his favorite part of the show was "the sword fighting" and that "there were a few hiccups, but we got through it in the end." Senior Anwen Kelleher chilled the audience as Milady, the sly and effective assassin with a heartbreaking past. Senior Lara Alarapon delivered an impressive performance as Rochefort, the leader of the Cardinal's guard who boasts of battlefield prowess while simultaneously allowing others to do the "dirty work." Senior Lia Walton gives Treville, commander of the King's Musketeers, his signature authority. Senior Cecilia Deeney-Locraft played her most prominent role as the Queen of France, adeptly portraying the plight of a woman keeping a dangerous secret from the King. And last but certainly not least, Senior Leah Facciobene took well to leading



Photograph by Ms. Kapanzhi

Actors in *The Three Musketeers*

the three Musketeers as Athos, brushing off battlefield wounds and dragging injured comrades from the field. Facciobene said, "It was an amazing production to be a part of, the cast and crew were wonderful to work with, and everyone worked really hard to make it possible."

The professional level makeup and costumes of the players were plain to see, with D'Artagnan's hat being a prominent example. According to Senior Rebecca Piercey, Lighting Designer and Master Electrician, "the crew did fantastic, everyone worked well together and really highlighted the work and design that went into the show... the sound and lights were especially good." The microphone quality seemed perfect from the audience, and the colorful backlights allowed romance and nighttime duels to come

alive.

One of the most prominent features of the play was the swordplay and fight choreography. As well as direction from Mr. Porter, actors worked with professional fight choreographer Casey Kaleba. Kelleher jokes that "It's fun to go crazy with metal objects." She also noted that, while the early stages of rehearsal blocking scenes without a fight choreographer was hard to do, having both a professional choreographer and seasoned actors now helps things run smoothly.

Mr. Porter liked this adaptation especially because of Ludwig's background in comedy, which enhanced the banter and the characterization. In discussing many of the other reasons he enjoyed this adaptation, Mr. Porter said that "the playwright has written several strong female

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Friend, Colleague...Tortoise

Melissa Nugent '25 - SAES News

Picture it: you're on the way to your first-period science class when suddenly, you are face to face with a tortoise sitting peacefully in the middle of your path. This is not an uncommon occurrence for St. Andrew's students, but who is this tortoise? What's her story?

Her name is Venus, and she is a 32-year-old red-footed tortoise. An incredibly friendly animal, Venus is known to "get fixated," on students' shoes or bags, especially if they are brightly colored, said Mr. James. Venus is often found poking her nose in backpacks and investigating shoelaces.

Mr. James, upper school science teacher and Venus' owner, has

had her since she was a hatchling, but she has only been residing at St. Andrew's for half of that time. "There was actually an exchange of tortoises," said Mr. James, as Venus originally lived in his wife's classroom but eventually grew too big for her tank. She was traded for Mr. James' smaller tortoise and has lived in room 206 ever since.

Her world is much broader than just room 206. One can often find her on a leisurely walk throughout the second floor, though she tends to avoid the history hallway. Mr. James believes Venus could be left-footed, meaning that she favors her left foot and thus tends to turn that way, though she might steer clear because of "her lack of interest in history."

While Venus is usually monitored on her adventures in and around the classroom, she is no stranger to escape. She escaped just recently. Senior Peter Goldstein recounts the event, saying Venus "nudged the door open and slipped out" just two minutes before his Environmental Science class was dismissed. Goldstein reports that she was missing for around 40 minutes, but after "looking all over," the class found her safely hiding out in a Biology class.

Mr. James encourages meeting her and says she is a "curious little creature" who isn't likely to shy away if one gets down on her level. If you have ever seen her and wanted to say hello, take this as a sign. She doesn't bite!

Girl's Varsity Soccer Captivated St. Andrew's During Fall Season

Hannah Levin '25 - SAES Sports

Throughout past Girl's Varsity Soccer seasons, the bleachers have mostly stood empty. This year is different, however. One way or another, the word was spread, support was rallied, and attendance soared. It seems as though the whole school had been on its feet, captivated by St. Andrews' Girls Varsity Soccer.

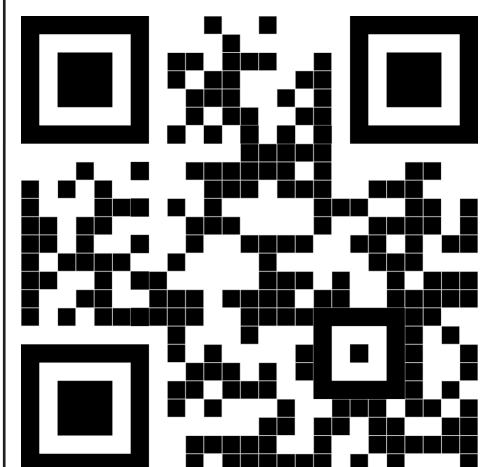
Although their season has since ended, they set an impressive record before they fell short to Flint Hill during the second round of the playoffs. The team made it to penalty kicks where they lost 6-5.

But what made these games so intriguing? The matches were filled with exciting goals, steals, and blocks. Senior Nariah Goldman, an American University commit, and Junior Kosette Koons-Perdikis wore the captain's bands this year.

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Check out the Mane News website.

The QR code will lead to a digital version of the newspaper which will eventually have up-to-date game scores, articles, and word games, like crossword puzzles.



St. Andrew's Construction and Master Plan Updates

Sam Sandler '24 - SAES News

During the summer, St. Andrew's staff members (along with hired contractors) were busy upgrading the floors and bathrooms in the main building before the return to campus at the beginning of the 2023-2024 school year. The final updates came at the end of a two year-long renovation that involved more costly and complex upgrades to the existing systems with positive changes to the general appearance of the interior spaces of the building, and many upgrades to the behind the scenes features including a better heating and cooling system. Associate Head of School, David Brown, was a part of the planning team for these new renovations, which gives him an inside look into the current upgrades to campus and the future of St. Andrew's with other plans for renovations and changes currently in the works.

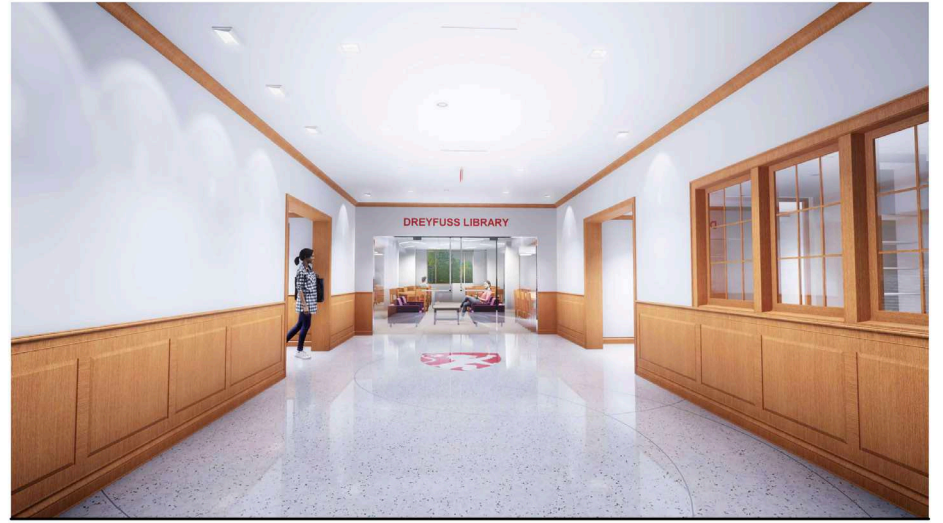
When asked about the changes that were made this summer, Mr. Brown mentioned, "There is now a really nice floor with the Lion Seal outside the library doors near the front entrance to the building which I think is great." He also stated that the upgrades to the bathroom came after a much needed 25 plus years of use, and that he was excited about the upgraded look of Mr. Caceres's desk in

the front office.

Mr. Brown estimates that these changes were about 1.1 million dollars and he personally thinks that the changes are a "really positive thing" for our community. He further explained that, "I think the bathrooms were in need of work, and I am pleased with how they look. I hope the students take care of them and appreciate that these bathrooms are nice and new." He also hopes that students will "keep them looking good" and that he feels "a sense of pride when he sees the Lion seal by the library." He stated, "The seal looks good, and I hope the students have that sense of pride about our school and I am really pleased with how it turned out."

As a further result of these changes, St. Andrew's has become increasingly environmentally friendly with a decrease in electricity use from both the heating and cooling systems and from the new interior lighting. Mr. Brown explained that, "The lights are running off of occupancy sensors, and even our heating and cooling systems are running off of occupancy sensors." He said, "If movement is not detected in the room, the system will lower or raise the temperature according to the outside temperature."

While these changes were more noticeable to the St. Andrew's students



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ST. ANDREW'S EPISCOPAL SCHOOL MAIN
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Photograph provided by Sam Sandler
A concept drawing of St. Andrews' new lobby

and faculty, St. Andrew's has also made changes to the furniture in both the library and student center. Mr. Brown stated that, "We have ordered some new furniture for the student center. The red benches are currently being reupholstered and they will be back shortly." He mentioned that some of this re-upholstery has taken place already with the furniture in the library and that new furniture is coming for that space as well.

He also said that, "The large collaboration table with the high top seating outside of the Student Center is so popular with students that we have ordered a second one." Mr. Brown stated that a few televisions

have been hung to show upcoming sporting events, the weather forecast and quotes, which can be located in the middle school hallway and in the Student Center.

There will be more changes coming within the next year. This will include the entrance to the Dreyfuss Library which is being fitted with an all glass doorway as shown in the architectural rendering above. Mr. Brown said that, "This will either happen later this year or during next summer. This is exciting news that I learned about yesterday." Further changes like these continue to be discussed by the St. Andrew's faculty and administration, while more

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Key Fobs: Help or Hindrance?

Sarah Fee '26 and Kourtney Bailey '26 - Student Life



Photograph by Joshua Cohen

A St. Andrew's key fob

Are fobs here to ease administrators' fears and "what-if" questions, or are they just a hindrance throughout the day? The key fobs at St. Andrew's have recently been a topic of conversation. Ever since the arrival of these fobs, there have been more and more complaints about locked doors.

Many students feel the use of the key fobs is inconvenient. Sophomore Katie Smith says it's a good safety precaution but "they're just a hassle." Students even went as far as to make jokes about the fobs and locked doors in their skits during the homecoming tents.

Throughout the school day you will find students struggling to open the main building doors. At times,

the middle school entrance will be crammed with students due to the fobs and their confusing technicalities. Often, students who forgot or lost their fobs will wait patiently at the doors hoping for someone to let them in. Unfortunately, this leads to late arrivals for class and often missing important meetings with teachers or others. When talking to students about key fobs, the most common responses are negative.

Some students may ask, why lock the doors in the first place?

According to Mr. Caceres, the faculty here at St. Andrew's has been using these fobs for over a year now. And although administrators understand that students may not like the fobs, safety is still

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What's in the Future for the I2I Club?

Maddy Friedman '25 - Student Life

The I2I club established itself at St. Andrew's last year with its exciting (and greatly appreciated) after-finals-week-fuel events, the WE conference, women's history month, and much more. Made up of six amazing student leaders, this club cultivates a community aimed at educating and empowering anyone who identifies as a woman. The I2I club tackles important issues concerning women's rights, such as the Roe v. Wade discussion and the underrepresentation of female sports in the media, to name a few. The I2I club focuses on bringing together a community of girls who can support each other to create an inclusive feminist space. Many students may remember when the club was first getting up and running back in 2021; however, I2I is only just getting started.

I2I has big plans for the girls of the St. Andrew's community, and it really begins with understanding why a club devoted to empowering women is so needed. When asked about what the club is trying to promote, Senior Rosa Casey-Teeley states that "a real big thing we are trying to enforce is empowerment as girls... sisterhood as a community." Ms. Koons, the club's faculty sponsor, adds that I2I is "meant to be a safe space, an empowering space, and an affirming space." The sisterhood that Rosa mentions is a crucial aspect of this club's mission.

I2I strives not only to educate and empower the girls in their community, but to create a bond between members that makes them feel supported and connected. Rosa adds that having a club solely made up of women might "seem so small, but really knowing that there are women who are supporting you is really important." While both Rosa and Ms. Koons emphasize the importance of a strong sisterhood within one's community, I2I's mission is not limited to the bonds created within the club. I2I additionally focuses on gender equity, women's rights, and equally representing women's sports at St. Andrew's. While being a newer addition to the St. Andrew's community this year, athletic director Ms. Saunders has already made big strides toward equality on the playing field.

For many young women, the most difficult part of playing sports at a competitive level is the underrepresentation that women experience. This issue is one of the main concerns that Ms. Saunders has addressed, while nonetheless continuing to equally represent male sports. During an I2I meeting, Ms. Saunders spoke up about the female students' concerns, saying, "we are cultivating this community where the girls teams feel as incorporated as the boys teams do in the athletic department."

With help from the women and girls of the St. Andrew's community, Ms. Saunders has plenty of amazing ideas to draw more atten-

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New Weekly Schedule Proves Controversial Among Students and Teachers

Gabe Martinez '24 - SAES News

At the beginning of the year, the administration released the regular weekly schedule for the 2023-24 school year. Some of the schedule remained relatively the same, as Monday and Wednesday are mostly unchanged and the school day still ends at 3:15.

So what did the school change? Compared to last year, there are three changes that caused major debate within the SAES community.

Firstly, Morning Meeting. In the new schedule, Morning Meeting starts at 8:40 instead of 8:45. This change has proven popular with teachers, with many arguing that the earlier start gave breathing room for students to arrive at their morning classes on time.

Dr. Gamble, a history teacher in the Upper School, was very enthusiastic about the earlier start time, saying, "I certainly feel less rushed [...] We've not had any Morning Meetings run into the start of that first period class." However, students tell a different story. Sophomore Nicole Pathak takes the bus every day, and often arrives late to Morning Meeting. "8:45 was a bit

nicer because I had more time," says Pathak, "often my bus is pretty late to school, because we do live in a pretty trafficked area." While the earlier Morning Meeting has proven beneficial to the teachers, students, particularly those that take the bus, are disadvantaged because they may arrive later to school, causing them to miss parts of Morning Meeting.

Secondly, Chapel. With this year's schedule moving Chapel Day from Friday to Thursday, many longtime students find it off-putting. For example, Freshman Drew Hirschfeld who joined the St. Andrew's Community in middle school said, "It's really weird." He continued by saying that, "it really doesn't matter a ton, but I've been here for like, three years and it's always been on Friday." Chaplain Isaacs continues to welcome students to Chapel Day, but to Hirschfeld '27, "it doesn't feel like Chapel Day" because of this alteration.

While many students were left scratching their heads as to why Chapel Day was moved, Mr. McMillen, a teacher involved in creating the new schedule, explained that the change was for a specific reason. "One of the goals we had was to not have as many special

schedule weeks." Mr. McMillen stated that, "some of the changes that we've made should help." He said, "Moving Chapel to Thursday is one of the biggies."

Finally, there are the 20 minute transition periods, which are surprisingly popular among teachers. Ms. Koons, an English teacher in the Upper School, has enjoyed the 20 minute transition period, but she thinks we all should "live into it" a little more. She said, "A lot of us, teachers and students, aren't remembering it." She further stated, "I think we'll enjoy it once we live [with it] a little bit longer, and it'll be interesting to see the way student groups might use it."

Dr. Gamble also believes that students can use the time to connect with each other, saying that "it's good, we know that during the day, students [...] need both the mental break and [are] craving actually talking with each other." He explained that students often use the transition time to connect with their friends, and with the regular 5 to 10 minute transition periods, conversations can bleed over into class.

Dr. Gamble also talked about how it benefits teachers, as "20 minutes is just enough time

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Homecoming Back Upon the St. Andrew's Community

Ben Wohl '25 and Hannah Levin '25 - Student Life



Photograph by Miles Hansen

Photograph of St. Andrews' walk for the homeless in the rain

When the novelty of back-to-school season wears off, a new buzz fills the air and a familiar tradition comes upon St. Andrew's students, teachers, and alumni alike. Dresses are picked out, signs are made, and sports events are held, all leading up to the main event: Homecoming week.

To kick off the festivities, students participated in spirit days throughout the week. With themes ranging from "Barbie pink" to "red, white, and blue," an abundance of color circulated the hallways.

The general consensus among students was that these spirit days were great opportunities to build and strengthen community bonds. Students, all excited

to participate, posed for pictures and planned their outfits for the week.

Spirit week concluded on Friday when each Upper School class participated in the homecoming tent competition. Seniors took the win with their Saturday Night Live-themed skit and tent. After school, a pep rally raged with Seniors Juliette Naddelman and Cole Cohen showcasing the fall sports teams as they hyped the crowd with dodgeball and a relay-race.

After the pep rally, the quad buzzed with people as they walked to the homecoming carnival. From cotton candy to fun games, students were occupied with excitement, as anticipation for Satur-

day's activities was undeniable.

Saturday morning's rain did not dampen the mood for the annual Homecoming activities, as the St. Andrew's community, students and parents alike, showed up in droves. Lions met up with their cubs before the walk at the Lion Cub Breakfast. As Senior Grant Gilman put it, the event "made [him] feel closer to [his] community."

The heart of the school continued to be exemplified as the groups made their way outside for the annual Walk for the Homeless. This event, held in partnership with the Samaritan Ministry of Greater Washington, benefits individuals experiencing homelessness and is a staple of St. Andrew's yearly homecoming festivities. According to Chaplain James Isaacs, "Serving those who are in need has always been a part of the identity of St. Andrew's" and "[The Walk] is an opportunity for us to embody those values."

As the day progressed, girls and boys varsity soccer teams won their games, building anticipation for the main event: Saturday night's homecoming dance.

The festivities concluded Saturday night at the Dance. The Hollywood theme took over the lunchroom as a Hollywood sign was hung, and senior stars lined the walls. Students flooded in, many excited to dance and participate in the activities planned for the night. This year's dance included a karaoke machine, which was a hit with people filling up the karaoke room.

What You Didn't Know About the St. Andrew's Cross Country Team

Violet Burks '24 - SAES Sports

In the summer of 2022, senior Cross Country runner Reid Wincup found herself without a coach, but also without a team.

Her coach had just quit and it looked like the team would fold. Little did she know, Ryan Marklewitz, the boys cross country coach, had been recently approached by the director of athletics, and was asked to take on the girls team. His plan was to start making phone calls to recruit the girls back, when he coincidentally got a call from a number he didn't recognize.

"So I picked it up and it was Reid. She got my number and basically said, 'Hey, I want back in. How can I help?'" said coach Marklewitz. Reid was able to recruit about 50% of the girls who had quit, with a promise that things were going to be different this time around.

Since then, the now coed cross country team has grown into a strong community, where everyone is committed to giving their all and always being supportive of each other. "We're creating this safe environment where people really can test their limits, knowing that it's okay to fail and that it's okay to not get it right every single time. You've got this community of people that are just gonna swarm you when you have a blow up and be like, 'Wow, that was, that was amazing,'" said coach Marklewitz.

During the 2023 preseason, the team had the opportunity to take a training trip to the University of Virginia, where they got to run in some really cool areas and spend simple time together, bonding as a team. "I think just being with everybody and doing fun activities was the best part," said Wincup. "My favorite moment from the trip was when we all dyed our hair pink and painted each other's nails pink, even Coach Marklewitz [got his painted]," said Kate Odell '25.

The trip to UVA was a crucial building block for the tight knit and special community the team has been able to become. Coach Gill feels that "Senior leadership makes the team feel like one big family."

"I think on the whole, everybody's just really happy. That's really hard to say when you're pushing yourself really hard in a 5K to say that you're happy. That's pretty exceptional," said Marklewitz.

Exclusive Interview with Our New Dance Coach

Nicole Pathak '26 - SAES News

A new year, a new schedule, and a new teacher! This year, St. Andrew's is welcoming Savina Barini, our newest dance coach and choreographer of musical theatre to our community. Barini grew up in rural Idaho, and from an early age, they've always loved dancing. In fact, they've been dancing for about 10 years competitively and 19 years in total.

For college, they attended to Howard University and earned their BFA in theater arts with a concentration in musical theater and playwriting. Before Barini moved to the DMV to work with the Kennedy center, they had already made an impressive theatre career, performing from Idaho to London. In London, they performed Shakespeare and high comedy and in Idaho, they did youth theater work which they're "really passionate about...it's why [they] love teaching theatre."

Dance is an art that is dear to Barini's heart. When they were a little kid, they did gymnastics, and they loved the warm-up portion of the class but in their words, "the beams and blah blah wasn't [their] thing." Soon, they began to dance, specifically ballet, and became absolutely enamored with it. "I really loved that there was this relationship with your body," they remarked, "You always kind of had to be in tune with it."

Barini remarked that the start of their theatre career was "kind of a sad story." One year, they were unable to dance ballet for the foreseeable future because they broke their leg, which devastated Barini, but their coach helped them realize that "those dancers on Broadway... are dancers too...but a lot of them can act." This revelation convinced Barini to participate in the musical, and there they found a new passion that would come



Photograph by Miles Hansen

Ms. Savina Barini

to define their foreseeable future.

As a coach for St. Andrew's, Barini has a few goals. Currently, there are only three members of the Dance Team, and although Barini is eager to work with their current students, Barini's main goal is to "drum up excitement this trimester for spring dance" and gain more members.

More dancers means that Barini is able to experiment with more bodies in the space to make their choreography more interesting, and they are delighted by that prospect. Regarding dancing itself, Barini hopes that their dancers will be able to turn doubles by the end of the trimester. Turning doubles is when you "go up on one leg and do two full turns before going down," they describe, "It requires a lot of patience because you have to get it wrong a bajillion times before you even start to feel how to get it right."

To further this end, Barini is aiming to acquire a ballet bar to help teach their students technique. Coach Savina has a lot in store for the future of St. Andrew's Dance, and there's no doubt that we'll stay tuned for their big plans.

Renovations and Master Plan continued

changes are definitely coming soon.

Outside of the main building and student center, other short term projects are arising within this school year. "This year, starting in March, the Kiplinger building is going to go offline so we can renovate that building. We made the decision to renovate the building and keep the footprint that it is on for now." He added that during the renovations, "We are going to expand it a little bit. In 10 years, we might take that building down to build a new building because that is one of our best sites left for a state-of-the-art structure."

The current plan regarding the future of the Kiplinger building includes the possibility of tearing down the building to create a new space that could house a lunchroom,

more performing arts spaces, or more science classrooms. He stated that he could see reasons for doing all of these things, but that "we really need more science classrooms since those spaces are unique and they require specialized things like the many lab stations in the Chemistry room. We could also take MacDonald Hall and make some science classrooms there. We will see what happens." This plan to eventually tear down Kiplinger is a part of the creation of a new master plan that is slated to be completed around May of this school year.

Hord Coplan Macht, or HCM, is the architecture firm that has been hired to help create this future master plan. Mr. Brown said, "They are helping us with a campus master plan which is a vision of what the cam-

St. Andrew's Students' Thoughts on SAGE

Lucy Bobb '26 and Drew Hirschfeld '27 - SAES News

Are you tired of having chicken and hot dogs every day for lunch? What if I told you that you could do something about it?

Jonathan Santos, the new head chef mentioned that, "We have a SAGE app, and we also have a comment board. His daily checks of the comment board and app aid in determining future meals and they are both great ways to leave constructive feedback to continue to improve SAGE meals in accordance to what those in our community like to eat.

Santos continued that the App, "allows people to communicate on some things that they like or things that weren't their favorite [...] The more insight and comments that we get, the better we can serve this community."

Replacing former food service director, Chef Delmi, Chef Santos has already hit the ground running, managing a team of six, feeding over 900 people, and ensuring kitchen cleanliness. Consulting nurses, dieticians, and Sage Dining, Santos — while mindful of invoices and payrolls — plans for months before carefully curating the menus with his team. Before coming to St. Andrew's, Santos worked at Gonzaga College High School in D.C. Although he loves cooking Mexican food on Tuesdays, the students' gratification is above all.

However, this is not the first time Santos is working for St. Andrew's. He cooked for St. Andrew's during COVID-19 and was on duty for large events. Equipped with experience, Santos "knew what was needed and what could be improved on here." His first action was to ameliorate meal repetition by implementing a four-week cycle.

Some St. Andrew's students maintain SAGE needs to revamp their menus because they are tired of eating the same meals every week. Sophomore Eli Flack

would like to see a "better variety of food" and desserts at lunch. Other students harumph that SAGE at St. Andrew's is very "repetitive" and "[does] not season the food properly."

What is SAGE exactly? SAGE Dining is a catering company that prepares our school lunch. Under the notion that no two communities are the same, the corporation prides itself on having a different menu for each institution. The SAGE website states they make their food from scratch, believing fresh food enhances flavors. They also preserve food as much as possible using a technique called "Batch Cooking," where they make their food in small batches, curbing extra food production and waste. SAGE chefs, like Chef Santos, customize meals for each school day while maintaining inclusivity for those with dietary restrictions.

Working at Gonzaga, according to Santos, is very different from working at St. Andrew's due to the external environment and the number of people served. He no longer deals with as much traffic nor does he serve 1200 students any longer. When asked about his favorite thing about St. Andrew's, he responded, "The light. At Gonzaga, if you have ever been there, it's a dark cave. You go in, you don't see the sunlight until you leave."

He notes that while he guarantees tasty meals, the small kitchen inhibits grand menu expansions. "We are limited; if anyone has ever looked at our kitchen compared to the school, you'd be like 'how are we producing what [we make] here?'"

As we now recognize the hard work the kitchen staff puts in every day to serve us, it is now imperative to express our appreciation by leaving feedback through comments and suggestions.

Fall Play continued

roles," such as the character of Sabine, who did not originally exist in the book. Mr. Porter says he picked this play because he knew he "wanted to do something fun this year" and that the Three Musketeers fit the bill.

The show saw massive success, cultivating the audience and pulling them

into the actors' world. The professionalism and creativity of the actors and the technicians was clear to see. As soon as the last performance ended on Sunday night, the audience was surely already looking forward to the next show.

pus will look like, and should look like in 15-20 years." He explained the reasoning behind the creation of the plan is "to help us think through where the available building sites are on campus, and what are our priorities." He said that, "Our last campus master plan was done in 2005, and a lot of the building that we did in the past 20 years was necessary. Having one gym was really restrictive, we needed to build a student center that has two gyms. Our lower school was in a rented facility in Potomac Village, and our rental terms were not good. So we built the lower school building."

Mr. Brown explained that we are at a point where "there is no immediate need in terms of buildings and spaces so we want to look further ahead, and

we want to ask ourselves how we are using our 20 acres and how we can think creatively about how we can use our space in the future." These plans will continue to be outlined in the creation of this new master plan with HCM and St. Andrew's faculty.

While many changes are still up in the air, Mr. Brown stated, "I am not sure what the master plan will hold, but I am eager to learn more throughout the process of creating the new plan this year." The new master plan is not only exciting for Mr. Brown, but it is exciting for the students and other faculty members to see what our campus will look like in the near future and beyond.

New Supreme Court Ruling Ending Race-Conscious Admissions Leaves More Questions Than Answers?

Miles Hayter '24 - News

"It kind of upset me," Jonathan Gerelus, college counselor at St. Andrew's, said in reaction to the recent Affirmative Action overturn by the Supreme Court.

According to the National Archives, Executive Order 10925 was signed in response to the civil rights movement by former president John F. Kennedy. The order refers to measures to achieve non-discrimination in employment. Since then, people have used the term "affirmative action" to describe initiatives to achieve equal opportunities regardless of race, national origin, religion, and eventually gender.

One of the main focuses of the civil rights movement was education because it was a gateway to employment opportunities. These initiatives helped to level the playing field for minorities.

However, in July, the Supreme Court ruled that the admissions processes at Harvard University violated the U.S. Constitution's Equal Protection Clause, resulting in race-conscious admissions being prohibited in colleges and universities.

In response, some colleges have



Photograph by Jose Luis Magana via AP News

Demonstrators protesting the decision outside of Supreme Court

found ways around the new ruling by including other places for race to be discussed in the application, such as the essay and supplemental parts.

Many parents and students are still upset that the ruling was passed and are left questioning what this means for their future. Mr. Gerelus has had trouble responding to the concerns of families.

"What hurts me the most is that I can't give them a definitive answer," said Mr. Gerelus.

Many have tried to predict what will happen as a result of this decision but there has not been an admissions cycle or enough data

to effectively determine the ramifications. However, Mr. Gerelus acknowledges it has possible impacts beyond college.

"This could have an impact on business down the road... on opportunities... we need to look at this now," he said.

He thinks that the overall college admissions process needs to be reimagined. He suggests that colleges expand recruitment and community outreach. "Go to underserved communities and look at the students there and elevate them," says Mr. Gerelus.

For certain groups, this is espe-

cially important, as schools in the past that banned race-conscious admission saw immediate drops in certain populations of students. NYU law professor Melissa Murray, the acting dean at the University of California Berkeley in 2016 and 2017, said: "There was an immediate drop off in the number of African American students that were both a confluence of the change in the admissions policy, but also African American students not wanting to go [to Berkeley] under those conditions."

Colleges and universities can still use legacy in the admissions process. This left Mr. Gerelus outraged.

"I think those opportunities that were there to help create an equitable learning environment for students on campus should remain," he said.

In regard to the legacy policy he said it does not make sense to "still have the legacy and checkboxes that are there for students to submit applications, but take the checkbox away for some of the students who need it most."

Although the decision may seem bleak, Mr. Gerelus encourages students to remain perseverant and optimistic, stating that "This one decision should not hinder [students' decision on] where they apply to school".

The implications of this decision are still in question, but many believe it will have negative impacts. Only time will tell.

New Schedule *continued*

for us [teachers] to sit down, gather our thoughts, and prep." The most conflict regarding this change has emerged from the students, with many disagreeing about whether or not it should remain. Senior Jake Lehrman described the 20 minute transition period as unnecessary, and proposed "mak[ing] it a 10 minute transition period and end[ing] class 10 minutes earlier." Sophomore Nicole Pathak also had conflicted feelings about the 20 minute transition periods. On one hand, she enjoys the time because it allows her to "peace out", go outside, and talk to friends. However, she says that 20 minutes, for her, is not enough time to engage in club activities. She gave the example of the SGA Donut Sales, explaining that SGA officers had to set up, make the sales, clean up, and head to their classes all in 20 short minutes.

Other students really enjoy the 20 minute transition period, though, like Freshman Drew Hirschfeld. "The 20 minute break is the greatest thing that has ever been created," he emphasizes. He explains that it gives him time to relax and unwind after a long day, especially because he has a study hall that is augmented by the long break.

There are other changes within the schedule that have garnered unanimous approval or disapproval within the community. A universally disliked change has been the Activity Periods, which are now on Tuesdays and Fridays rather than Tuesdays and Thursdays. Mr. Ferriby, head of the science department, said that the change led to more clubs meeting on Tuesdays, meaning that students in multiple clubs have to choose between going to one or the other, a decision that harms overall turnout. five-minute transition periods have been similarly criticized, with students and teachers agreeing that it's just not enough time to get from one class to the next. One universally liked change, though, has been moving the advisory period from Tuesdays and Thursdays to Tuesdays and Fridays, with the adjustment receiving no criticisms from neither students nor teachers.

Overall, while the new schedule has provoked much discussion within the community, most are generally pleased with how the schedule has turned out, and are looking forward to seeing what's next.

Varsity Soccer *continued*



Photograph by Andrea Joseph Photography

Together, with the rest of the team, they set a 10-3-1 record, making them second in the ISL. Goals primarily came from Emma Antonetti, Raina Andrew, and Lucy Bobb, as well as the aforementioned Goldman and Koons-Perdikis.

Senior Nariah Goldman shared that the team's newfound success is due to being "more connected" and that the fans should "appreciate the effort in girls' games." Goldman also stated that success "comes with building the team culture." She believes this connection has been a motivating factor in reaching their current standing in the league. She also added how the freshmen have played a significant role in the team's dynamic, as many of the girls have been at St. Andrews since middle school. The team knows they can trust each other in the games, even in times of struggle, allowing them to thrive on the field.

Junior Maddy Friedman added, "Our team has a lot of good chemistry and strong players," and these connections can be seen within the wins and goals scored. Every player is a valuable member of the team, and all of them share a strong connection. Team-wide celebrations were made for every goal scored,

The varsity soccer team playing in a home game

with the defensive players even running to congratulate them from the other side of the field.

This celebration is not only seen by players, but also by the student section. Junior Kate Odell noted that it's not only "fun to see the school come together and show our spirit," but to see the team's hard work and talent. She loves "seeing all of the players' goals," and loves cheering them on at the games.

Coach George, a new addition to the coaching staff, has also been a great help not only in improving everyone's skills individually, but he has built up those skills as a team. Their practice's now have clear plans and use specific formation drills.

Junior Ashley Antezana added, "Although he has very high expectations, he never forgets to have fun and is always joking around," even naming himself, "Festus the Bestus."

So what's to come next? Although they lost in the second round of the playoffs, more success is here to come for the team next season.

Robotics: A New Challenge

Kamdi Oguchi '24 - Student Life

Paper airplanes whiz across the room; laptops, robots, and various metal pieces inordinately dot the floor — or so one would imagine, upon walking into L-20 on a Tuesday activity period. Conversely, while frenetic energy and sometimes disorganization is a given in Robotics, the Robotics club at St. Andrew's is remarkably decisive. That's not to say they are infallible. According to Junior Ian Sabin, confronting competition challenges is often "trial and error," and takes "months of drafting and tinkering" before tangible progress.

Helmed by leader, Junior Danny Lobsenz, the team — alongside faculty sponsor, Ms. O'Shaughnessy — is gearing up for its first competition sponsored by company FIRST Tech Challenge (FTC) in January. Every fall, FTC uploads a video explaining the criteria and tasks under which the robots are evaluated. This year, the machines should be able to fly paper airplanes, place or stack



Photograph by SAES
The robotics team at the club fair

hexagonal objects in specific slots (sometimes while holding another object of choice) and park properly. During competition, there are rigid roles assigned to club members, such as two operators driving the robots. Within club meetings, positions are as fluid as ever. There are coders, operators, 3D designers, information loggers, and many simultaneously occupy two or more roles. Another defining factor: there are

no seniors on the roster as dedicated juniors, sophomores, and freshmen comprise the ensemble. The group also plans to mentor younger children at St Andrew's. A week after competition, club members will host a competition of their own for robotics hopefuls in middle school. Wish them good luck for their first tournament in mid-December.

What Should We Do With Free Time?

Matthew Chensavasdijai '24 - Editorial

Do rats have the answer to what we should be doing with our free time? Biomedical science journalist Sam Jones cited a new study in her Washington Post article "Why do We Play? Rats Can Teach us How it Improves Mental Health." The study, taken from biology journal *Neuron*, revealed that when rats engage in play, a region in their brains called the periaqueductal gray motivates them to continue playing and find new ways to begin play in their free time. According to the study, the same region exists in our brains, which suggests that play may be a key factor in our physical activity, mental stimulation, and social interactions.

But how do we even begin to incorporate play into our lives? What even is "play"? CCTL Lower School Research Lead Tia Henteleff believes that play should "serve as a learning tool" throughout our lives.

"In the context of schools and learning experiences, one of the primary functions of play is to contribute to the growth of a flexible brain, primed for creative thinking and problem solving," Ms. Henteleff explained, "You need free time to be creative and make unique connections. Ms. Henteleff also commented that students can benefit from ex-

ploring play with their peers in their free time because social relationships contribute to overall well-being. "Don't squander opportunities to be playful in a social way, it's healthy for your brain and body, and it leads to happiness," stressed Ms. Henteleff.

Play isn't the limit to what students can do in their free time; in fact, there are countless possibilities. Senior Jake Lehrman watches NASCAR and Formula 1 races on the weekends. Junior Katharyn Nugent appreciates nature by walking along her neighborhood's trails after school. Sophomore Andre Berecha enjoys writing songs and working on his music. Freshman Naira Cagle Vinci plays soccer with her friends and supports her teammates during matches.

But what about students who don't have much free time? Why is that and what should they do to find free time? Seniors Alison Heim and Jasmine Wang agree that procrastination is one of the biggest factors that cut down on their free time, so they prioritize their schoolwork first so they can have more total time to do the things they enjoy most and to maintain a healthy work-life balance.

"Procrastination isn't really free time," remarks Wang, "When you push something off for later, you're not gonna be able to stop

thinking about it until you do it." After getting ahead on homework, Heim spends her free time listening to music and hanging out with her friends, and Wang spends her leisure time visiting museums and singing karaoke.

Junior Madeline Friedman commented on how free time facilitates a space for prioritizing oneself. "I appreciate how free time allows me to do things that I don't have much time for during school, like self-care and mental health breaks," Friedman shared, "Doing things for myself helps me keep up with my academic life."

Free time not only benefits students but teachers as well. CCTL Associate Director of Research Eva Shultis views free time as a chance to "gather insights, make connections, and generate new ideas." She stated, "We rob ourselves of having healthy free time by overscheduling ourselves and consuming stimuli all the time," Ms. Shultis observed, "It's important that we spend time without distractions and expectations so we can decompress."

She noticed that high school students are constantly pressured to have extracurriculars for their resumes: outside expectations restrict students physically and mentally.

Students should pursue things outside of academics so they can

i2i

continued

tion to the girl's athletics.

Wearing pink during the games for breast cancer awareness has been heavily emphasized, along with creating spaces for girls athletics that are just as exciting as the Lion's Den is during basketball season. Ms. Saunders' main goal is to uplift all sports to the same level. While change takes time to implement, she affirms that "you're being spoken for."

New changes to the athletic department are not the only thing I2I is currently working on. Looking into the future, the club plans to host many events centered around talking about women's rights in school, politics, and day-to-day life. One event the club plans to host this year is to watch the Barbie movie and talk about how it portrays reality, diving deep into whether or not it accurately expresses challenges women face. The club will continue to organize the WE conference to provide a day devoted to women's empowerment, and they will spend time analyzing the ratio of women to men in stem-oriented classes at St. Andrew's.

I2I's main goal of creating an affirming and empowering space for feminism is not limited to one aspect of life. This club takes on any challenge that comes their way. As Senior Rosa Casey-Teeley said, "it takes a village...it takes a lot of support to run these things and provide support for other people", a mission that I2I is determined to fulfill. There is definitely more in store for the new and growing club, so stay tuned for the exciting events that I2I will organize for the coming months!

Key Fobs

continued

the number one priority. This new system of students using key fobs was also once new to administrators as well, so they are aware of the burdens they might cause and how much of a hindrance they can be. But according to Mr. Brown, "that's the intent." The fobs are meant to hinder outsiders who are not meant to be entering the school building, and that is what is important for our community; to be safely protected at our school.

While many students dislike the fobs, there are just as many that have an appreciation for them. Rhian Williams, a junior, says that the fobs are definitely "annoying" at times, but they led to a higher level of school safety in the long run.

Although the fobs might take some time for getting used to the new system, one thing that all students, staff, administrators, and even parents can all agree on, is that keeping the school secure and protecting the students is more important than anything else.

The Struggle for Snacks

Izzy Goodweather '25 - SAES News

Want to cause an uproar at St. Andrew's Episcopal School? Bringing up vending machines will do it. Here's the update of the lions roaring over the vending machines.

Junior Jake Steinman says that he tries to go down to the vending machines almost every day, but each day has yielded the same "disappointing" outcome, leaving Jack "sad" and "hungry." Not only that but when students try to pay with cash, the machines eat the money.

The students may not know that they are actually able to get a refund when the vending machine gets hungry and eats their cash! All they have to do is go to the front desk and ask for a slip to sign. The money will be refunded once the request has been processed.

Another issue raised by Jake was that even though the vending machines may have good choices, many times, one or more of the machines need to be in order. Jake said, "If one works and one doesn't, the one that works everything is empty, and the one that does everything is full." Jake described this

constant back-and-forth as "just unfortunate."

The Mane News also interviewed English teacher Ms. Kiingi, a former St. Andrew's student and current teacher who has been a part of the community for over 16 years. She says she tries to avoid the vending machines by bringing her own food because she cannot rely on them for a snack. While Ms. Kiingi says she enjoys the options better than when she was at St. Andrew's in the 80s, the English teacher feels that even with the new technologies such as Apple Pay, she still finds problems with the machines, "I don't [know] if they were more reliable, I feel like they still had their issues back in the day."

Coming from the front desk, Mr. Caceres says that a lot of the time, the vending machine issues spring from student misconduct, "it's usually other kids pranking each other - that happened the first two weeks of school, kids were yanking the cord, and it was really annoying." This then causes further disturbance to users when trying to use the vending machines because the vending machine company needs to plug in the machines again.



Photograph by Miles Hansen
The St. Andrews vending machines

While coming to the front desk may seem like a good idea for your vending problems, Mr. Caceres disagrees and says there is literally nothing he can do when a machine breaks. The problem of the vending machines has become a schoolwide issue that featured prominently in all of the homecoming tents. While the students make funny skits about how problems at the school need to be addressed, the overwhelming problem of the vending machines always seems to stick.

At the moment, the vending machines are under contract with Evergreen Refreshments, and that company

will likely be in control for the foreseeable future. The school is hands-off when it comes to fixing the machines and when they need to be refilled because the company should be automatically notified when there is a problem.

Overall, the dissatisfaction about the vending machines needs to be addressed. Mr. McKnight, head of St. Andrew's business department, has not heard of these complaints but says that if there are any, students should be going to their advisors and the student government to address the problems.

Students Opinions on Guest Speakers at Chapel

Raina Andrew '26 - Editorial

Chapel is a fascinating and special part of the St. Andrew's weekly schedule. Students meet once a week for chapel where they choose to use this time as a service, or as time to unwind and reflect on the long week. During the chapels over the course of the school year, multiple guest speakers come to St. Andrew's to share their opinions on current events and some of their personal life experiences.

Every chapel there's a different topic and a guest speaker is usually brought in to share their experience or point of view. Students were asked about their opinions on guest speakers, and Sophomore Sofia Caicedo said, "I think the guest speakers in chapel range from really engaging to some that are less interesting. So far I've had a mainly positive experience with guest speakers. It is really interesting to hear other people's stories and perspectives on certain topics and issues."

Guest speakers provide new perspectives on issues around the world while also giving their opinions on their own real-life experiences. These speakers are a very distinctive aspect of how St. Andrew's integrates new opinions that you may have not heard elsewhere. Ninth grader Lucas Anderson said, "Guest speakers are very substantial and they open students' eyes to the world around them, especially lower school students who haven't gotten to experience the true world and middle schoolers as well as freshmen who have [only] partially

experienced this." He added, "Everyday, everyone can have a good takeaway from the weekly chapel talk." St. Andrew's makes sure that guest speakers give useful and inspiring thoughts to students of all age groups. The speakers are inclusive and they strive to make sure that everyone can take something of value away from the service. Lower and Middle school students sometimes have strong opinions about current issues or events and guest speakers often help to open their minds and bring awareness to matters that they may not have known about.

Freshman Nadia Stendevad, who agreed with Lucas Anderson about the importance of chapel speaker's new perspectives, said "I enjoy having guest speakers during chapel. I think it is important for us to hear from new voices outside of the community about topics that we might not always talk about." She also said, "It introduces us to new views on certain situations or beliefs. It is exciting to hear about others' perspectives and personal experiences so that we can be more aware of the outside world and take what we have learned and apply it in the future. It is inspirational and very intriguing." She mentioned that, "I feel like [these speakers] make chapel more enjoyable and different each time so it's not the same thing each week." Guest speakers also bring various beliefs with them into our space. For example, we have a service centered around the High Holy Days, which helps students learn more about the Jewish holidays in September.

Talia, a junior at St. Andrew's said, "I like how St. Andrew's chooses

many different speakers from various backgrounds. There's always some new topic we cover in chapel that helps me stay engaged and the speakers are also very interactive with students which I also like."

She further stated, "St. Andrew's also brings in speakers with high credibility and a lot of experience in the topic they talk about so I'm able to learn a lot from what they talk about."

Guest speakers make chapel very engaging when we are either reflecting quietly after a chapel talk or intently listening to a story from a speaker. When guest speakers share, you can always find strong takeaways from their speeches and one can learn about what not to do, how to make good life decisions, or how to better yourself as a person.

Guest speakers also engage students in different ways while they are on campus. Sophomore Alex Chalmers said, "Guest speakers in chapel talks are beneficial because they provide new perspectives on the world which often sparks interest in students who are not fully engaged in the speaker's topic. Guest speakers are more engaging because students are often able to relate to the speaker more; their perspectives are much less sugar-coated and they can give insight into the real world." He further mentioned that, "Most speakers come with knowledge of topics typically left out in the school curriculum and some come with stories that cannot be made up."

Free Time *continued*

spend some time without limitations or requirements.

"When nothing is expected of you, social connection comes naturally and you have a better time," Ms. Shultis added, "I'd love to see students have more unstructured time with each other with the intention of playing or pursuing activities that they find meaningful."

Upper school history teacher Kelly Anderson understands that free time allows her to grow as a person. "Free time lets me use my imagination to play around with new things and expand my horizons," she elaborates, "I also get time to work on myself and improve how I teach." She enjoys other recreational activities as well, like spending time with her daughter, reading sci-fi books, and baking muffins.

"If you don't have free time, figure out what's most important to you and make a priority list so you can make room for it," advised Ms. Anderson. "When you get free time, let your boredom lead you, and you'll find something new and interesting."

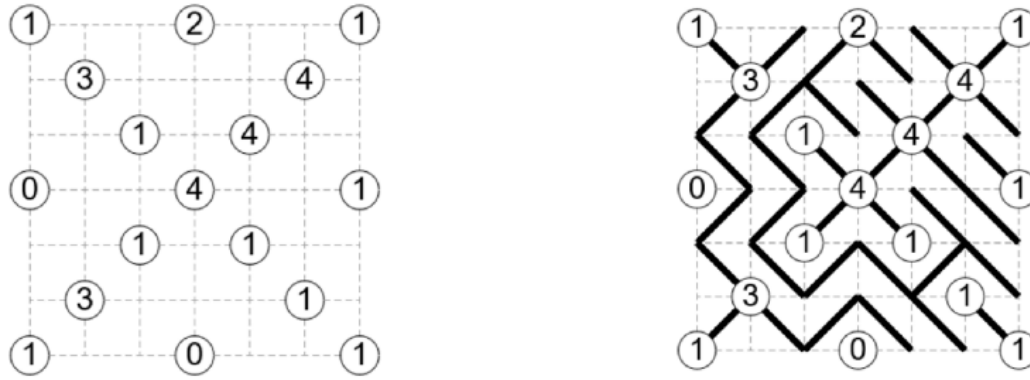
Puzzle of the Issue: Slant Puzzles

Mr. Ternes

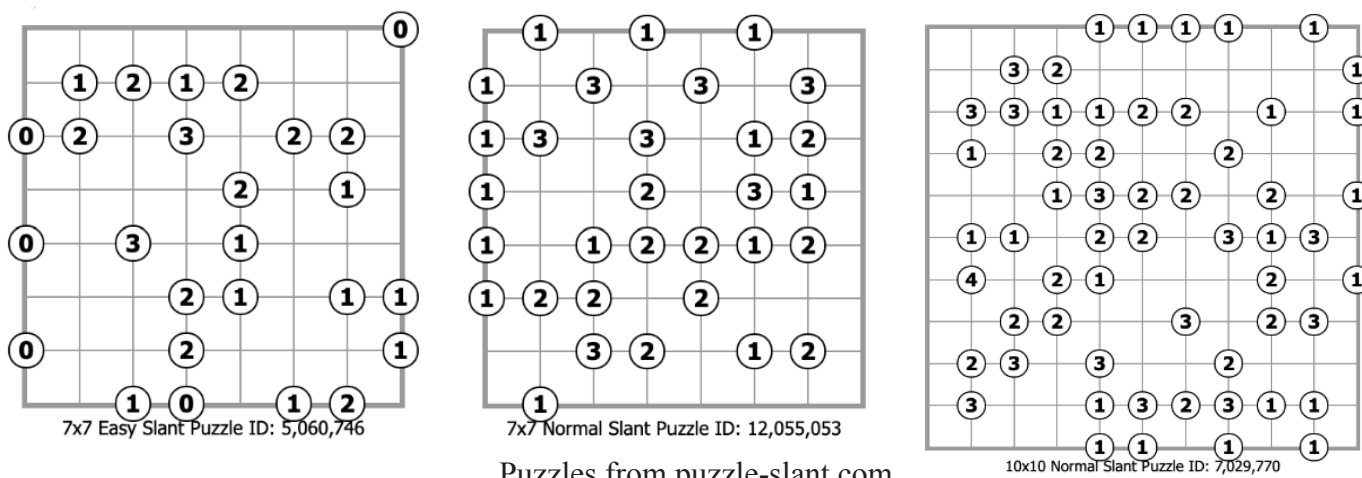
Slant Puzzles (Called Gokigen Naname in Japanese) come from the Japanese publisher Nikoli. This organization produces tons of amazing puzzles and games. They are credited with introducing most of the world to Sudoku in the 1980s.

The goal of Slant Puzzles is to draw diagonal lines in each cell of the grid. - The numbers show how many diagonal lines meet at that point. The lines cannot form a loop.

Example:

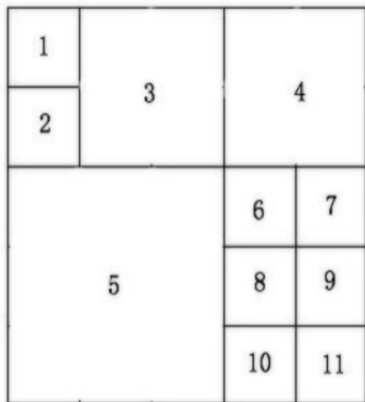


Now try these:



Puzzles from puzzle-slant.com

Problem of the Issue (From Dan Finkel via the New York Times):



Mr. Ternes

The Squareable Puzzle

Call a number “squareable” if it’s possible to build a square out of precisely that many squares. For example, 11 is squareable: 11 squares can be fit together to perfectly form another square.

The question is: can you find all the numbers less than 30 that are squareable? Is there a pattern? Can you predict “squareability” in general?

11 is squareable: 11 squares can be fit together to perfectly form another square. Daniel Finkel

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