



11 months in, first case of Covid-19 transmitted on campus

BY CARTER J. FORTMAN AND LUKE DUFFY
EDITOR IN CHIEF, STAFF

St. Louis U. High finally recorded its first official case of Covid-19 being transmitted on campus—11 months into the pandemic. According to school administration officials, one student tested positive the week of Feb. 8, and when the administration performed contact tracing, a second positive case was traced back to the first student.

The transmission between the two students occurred when they were eating lunch in a non-designated area. The students were unmasked and within six feet of one another without plexiglass shields, causing the infected student—who was asymptomatic—to transmit the virus to the healthy student.

President Alan Carruthers sees this as a reminder to stick to the guidelines the school has set forth to ensure minimum student transmission.

“I think that this actually is a reinforcement of what we’re doing and a reminder to stay vigilant,” said Carruthers. “I know that’s really tough because we’ve been doing this all for so much longer than we had considered.”

To the administration, this unique case demonstrates how effective the protocols at SLUH are in preventing the spread of Covid-19.

“The fact that we have taken eleven months to have our first (case of on-campus spread) is a demonstration that what we’re doing is working,” said Carruthers. “The fact that it occurred in a space that is a non-classroom space with people eating without their masks on ... I think that says we need to follow our protocols.”

Director of Student Health Scott Gilbert agrees that the incident is nothing to worry about. It is just a reminder to everyone of the importance of

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StuCo plans pandemic version of Mission Week

BY NOAH APPRILL-SOKOL AND LUKE MISSEY
NEWS EDITOR, REPORTER

St. Louis U. High’s annual Mission Week is quickly approaching, and StuCo has been diligently working to make this mission week like no other. Starting next week, it will feature many new activities (like yoga) in addition to some classic traditions, like the Eight Mile rap battle and the head-shaving fundraiser. All proceeds for the event will go towards the Little Bit Foundation, a local organization that helps under-privileged students achieve a quality education.

Planning for Mission Week began early December, and preparation for the week has ramped up significantly as the date has neared. While StuCo wanted to keep some of the week’s most beloved traditions, logistics for the event have proved difficult.

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Pie-eating contest, talent show, and trivia make Senior Programming Day a success



Seniors saluting senior Andrew Frattini as he won a Billie award.

photo | Isaiah Hinkebein

BY NOAH APPRILL-SOKOL
NEWS EDITOR

Entertaining, spiritually enriching, and above all, brotherhood building are all adjectives to describe the senior programming day that occurred last Friday. The day was the second programming day—the first one being the sophomore programming two weeks ago—and was largely a successful event, garnering wide support among the senior class.

Planning for the event be-

gan in early January, with the planning committee meeting once every week. During the month of February, the planning committee doubled down upon its efforts, meeting twice a week. While the planning committee in the beginning was made up entirely of faculty, it quickly transitioned to being led by seniors.

The day began with Mass, celebrated by principal Ian Gibbons, S.J. and organized by the Senior Pastoral Team. The Mass emphasized the day’s theme: being open to one an-

other and celebrating the gifts, talents, and the brotherhood of the class of 2021.

While Mass was the only explicitly religious part of the day, for STUCO moderator and main organizer of the day Bradley Mueller, the familial love of agape was implicit throughout the day.

“I think prayer can be seen in a number of different ways, and I think the day as a whole was a prayer for the senior class,” said Mueller. “I think the day as a whole was an amen to that class, an amen

to togetherness and brotherhood.”

The day then transitioned to the fun and entertaining activities. Students were fed breakfast and a talent show was held, featuring the creativity and skills of the senior class. Talent acts ranged from more serious acts, such as singing and playing an instrument, to more goofy talents like catching edible projectiles in one’s month and reciting the periodic table.

Of all the talents, though, **continued on page 5**

With Grande Project complete, a look back

BY NOAH APPRILL-SOKOL AND JACOB SPROCK
NEWS EDITORS

Over the past three months, seniors have spent early mornings, long evenings, and late nights interviewing, researching, recording, and writing for their Grande Projects. It’s been an experience of grudge-filled lows and surprising highs as seniors have struggled and persevered, their high school experience coming to a close. But to tell the whole story, we must first start at the project’s inception.

As the summer of 2020 bore a lot more than just the usual heat often associated with St. Louis, Campus Min-

isters Simonie Anzalone and Brian Gilmore began planning for Senior Project. But as they phoned the sites, checking for Covid safety, time and time again they were turned down. There were now two choices at hand: do nothing, or take what they had and create a project that gives students the opportunity to have an experience as close to Senior Project as they could manage. They picked the latter option.

Inspired by Fr. Dan Finucane, S.J., ’06 and building off of plans that had been in the works for years, Anzalone and Gilmore decided on the Grande Project, named after Fr. Rutilio Grande, a Jesuit missionary who was assassinated in 1934.

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Covid Numbers*

STUDENT CASES:
3

STUDENT QUARANTINES:
21

FACULTY CASES:
0

FACULTY QUARANTINES:
0

*Numbers as of this Friday, Feb. 19

Presidents Day with Mr. McCarthy

BY CARTER J. FORTMAN AND SAM TARTER
EDITOR IN CHIEF, FEATURES EDITOR

Presidents Day was originally established as a compromise meant to honor the men that most consider to be the greatest presidents in American history: Abraham Lincoln and George Washington. Initially, they both had holidays on their respective birth dates—Feb. 12 for Lincoln and Feb. 22 for Washington—but Congress combined their two holidays into one (to better fit into the workweek) that would celebrate not just them, but every Commander in Chief in United States history: Presidents Day. Many have become disillusioned with the political climate from the past election cycle and the mudslinging that characterized it. The Prep News sat down with U.S. History Teacher Tom McCarthy to investigate the origins of the often overlooked holiday and how it could tie into the present day.

“We had a close election, but it was a decisive victory in the popular and electoral vote for Biden,” said history teacher Tom McCarthy. “Yet people still are carrying on that there’s QAnon, or people saying that on March 4 Trump’s going to be president, and I have to scratch my head. We don’t have a tradition of this. We have had hard-fought campaigns and some terrible mudslinging in the early

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NEWS

St. Lawrence Zoom

Across the world with no jet lag! Senior World Religions class hosted students from India in virtual meeting last week, crossing cultural boundaries in the process. *Page 2*

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African-American Faculty

This Black History Month, the Prep News talks to Erwin Claggett, SLUH’s first black coach. *Page 2*

ENTERTAINMENT

Food Column

Put on your chef’s hats! Prep News’ official chef, Luke Duffy, has whipped up a delicious column detailing how to perfect scrambled eggs. *Page 3*

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Ongoing Conversations

Path to inclusion in curriculum at SLUH requires cooperation from students and teachers. News Editor Jacob Sprock reports the conversation on inclusivity at SLUH. *Page 5*

SPORTS

STuCo vs. Prep News

The Prep News staff really are big ballers! Head to page 6 for a full, completely true rundown before the big game. *Page 6*

SPORTS

Signing Day

Six SLUH seniors are taking their talents to the collegiate level and on last Friday’s signing day, they made it official. *Page 7*

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SLUH teacher reflects on meaning of Presidents Day in today’s climate

art | Charlie Bieg



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19th and then the 20th century; you can point to any number of election years. There’s been some nastiness, but at the end of it, it’s like, okay, that person is the winner, and we have to get behind this person.”

Presidents are gifted with the trust and confidence of the oldest democracy in the world. When times are rough, people expect the President to be the mature guiding hand for the nation. Presidents Day is a day to spotlight that admiration.

“As a country, I think sometimes we put the President in too big of a spotlight, and I don’t mean Biden, and I don’t mean Trump uniquely,” said McCarthy. “I think, going back to Franklin Roosevelt, people expected Roosevelt to do something in the troubles of the Great Depression, and Congress passed legislation without even reading it. And when Buchanan lost the election to Lincoln in 1860 and Lincoln wasn’t sworn in for four months. Buchanan said, ‘I don’t want to do anything that may hamstring the new president’ and during the time, seven states seceded. When we get, like an FDR and then he does stuff, people ex-

pect the President to do things, you know if we have an economic downturn. ‘What’s the president doing to address my unemployment to address my finances?’ Whereas if things are cruising along economically, very few people say, ‘Oh, thank God president so and so made this possible.’”

For McCarthy, the office’s respect began with Washington and continued through Lincoln and well into reconstruction.

“When he (Washington) died, he was lauded as first in war, first in peace, and first in the hearts of his countrymen. People had his picture on their walls, well into the late 19th century,” said McCarthy. “And then after Lincoln’s death, probably starting in the 1880s and 1890s era after reconstruction, people would have side by side pictures of Washington and Lincoln.”

When asked if the current political climate could hurt people’s perception of the presidency, McCarthy expressed confidence that the office’s esteem would prevail in the long run.

“Did your parents ever tell you when you were a little kid, you can be anything you want,

including the President of the United States?” said McCarthy. “I use that as an example, and I think that’s a truism: they’re people telling kids, ‘this girl, this boy, could grow up to be President of the United States.’ We still believe that it’s the highest job in the land, even though it’s a temporary job filled by someone who lives in public housing.”

McCarthy also stresses the importance of leaving the revered political figures of the past in the past.

“It’ll be a different world in four years,” said McCarthy. “People who rejected Trump might embrace him, and people who embraced him might reject him. Things are just too fluid to say, ‘Oh yes, I was raised in a family of Democrats, and I will always vote Democrat’ or ‘I was raised in a family of Republicans, and I’ll always vote Republican.’ I just think the spotlight is never going to get off the President anytime soon. I would hate to be in that position.”

McCarthy used an example he learned studying with retired Gettysburg College professor Gabor Boritt, one of the premier Lincoln scholars in the United States. During a discussion about the 1970’s, a man asked Boritt whether Lincoln would have supported busing poorer black students into better-funded schools in majority-white neighborhoods or be against it.

“He (Boritt) thought for a minute, and in his broken English—because he’s originally from Hungary—said that Lincoln would say, ‘what is

bus?’” said McCarthy. “In other words, it’s out of the context of his times and when he first said that, it pestered me all afternoon. (People may ask) ‘What would Reagan say today?’ Reagan would say, I don’t know, I haven’t been around the last 30 years to wrap my head around these problems.”

Even though McCarthy is a fan of history and specifically American presidents, he stressed that they have very little to do with the daily lives of the average American.

“Most of the time presidents’ decisions, I think, have very little to do in my day-to-day life,” said McCarthy. “When Father Gibbons says, ‘Hey, we’re gonna have an asynchronous day,’ that’s a more important decision on how I do my job as a teacher than anything Biden might announce at 12 noon today. I just think people focus on them too much, and 24/7 news doesn’t help that at all.”

Four days before Washington’s birthday and four days after we observed Presidents Day, McCarthy called on the school community to be more considerate of others and their political opinions.

“I don’t think Americans, for a number of years now, have been very much into reflection,” said McCarthy. “If ever Jesuit education is countercultural, the whole notion of reflection is just that (countercultural). Think before you speak, listen to someone, and actually consider what they say instead of being ready to pounce and react to it.”

World Religions hosts students from India virtually

BY ROARKE UNRAU AND
LOUIS MILLER
STAFF, REPORTER

A handful of SLUH students in the Senior World Religions class had the opportunity to speak with students from Calcutta, India about Hinduism and their contrasting cultures last Thursday, Feb. 11. Despite the time difference and technological buffer that occurred through Zoom, the students enjoyed their meeting and received valuable insight into Hinduism.

St. Lawrence High School is a Jesuit school located in Calcutta, India, and last week students met on Zoom with multiple SLUH students from 7:30-8:30 p.m., which was the only possible time due to the time difference. Although the discussion started with Hinduism, the longer it went and the more comfortable the students got with each other, the conversation evolved into comparing sports and music.

“The students from St. Lawrence were excellent. Their English was superb. They were quite familiar with the subject matter, and they were able to answer pretty much all the questions that my students had. I really liked how at the tail end of the exchange a group of my students and them got into a lively discussion about Michael Jordan versus LeBron and Dr. Dre versus Eminem,” said World Religions teacher Rob Garavaglia.

For the students, it was a new perspective on Hinduism and a learning process for all who participated. For many students, the conversation altered

their beliefs about Hinduism.

“I think that the conversation allowed for them to get a new perspective and to uncover common misconceptions. For example, not every Hindu is vegetarian and not all Hindus agree on reincarnation or how often you should go to the temple,” said Garavaglia.

For Garavaglia, it was also a helpful experience, because with Zoom, there are more new and exciting possibilities that are becoming available to help students learn.

“The week before I did about an hour interview with the students from India, and I crunched that video, and I recorded it, and I crunched that down into an Edpuzzle. So my students watch that Edpuzzle before the class, and then they come up with questions that they want to ask the students after watching the Edpuzzle. So I shared those questions with the students from India,” said Garavaglia.

In a year filled with setbacks, Zoom conferences like this one are becoming more and more helpful. Looking forward, Garavaglia plans to hold more meetings with schools all over the world so his students can gain insights into new religions.

“Mr. Chura and I are working on trying to get an exchange with Muslim students, and to get an exchange going with Russian Orthodox students,” said Garavaglia. “As a teacher, I wouldn’t actually do this without Covid, I’ve started to use things like Edpuzzle, and I’ve started to learn how to use them more effectively because of Covid.”

Administration confident that Covid transmission is an isolated incident

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following protocols.

“I don’t think it’s any gigantic or gargantuan type of moment here where it’s life-changing around SLUH and our safety protocols are no good anymore,” said Gilbert. “That’s not the case whatsoever, everything remains intact, strong as ever, and what we’ve been doing has been phenomenal.”

As he noted in his Parent-Connect email sent on Sunday, Feb. 14, principal Ian Gibbons, S.J. also believes it was remarkable and impressive that SLUH was able to make it this long without having a single case spread on campus.

“Most schools had transmission very early on,” said Gibbons. “This is something that is extremely difficult to avoid with a large population moving around an inside space, especially given the population is coming from more or less 1000 different households.”

Overall, the attitude of the administration is to take this as a reminder of what the community is succeeding at and what it could improve upon. The SLUH community, students and faculty alike, have demonstrated great cooperation with Covid-19 protocols. This case underscores the fact that if people are not exercising proper caution, it can lead to viral transmission.

“It’s just so easy to take off our masks or to start getting closer,” said Gibbons. “All of us are prone to do that. That’s not a teenager thing, that’s not a school thing, it’s a human nature thing.”

The protocols for maintaining safety on campus, as have been frequently reiterated, are to wear a mask that completely covers the nose and mouth, to maintain six feet of distance from others whenever possible, to eat lunch in the designated areas, and to stay home if there is a reason one should not be on campus.

In addition to these protocols, the administration encourages all SLUH families to follow the recommendations of the CDC and refrain from gathering with people not in their households. They encourage families to use technology to connect with loved ones when possible as an alternative to in-person meetings.

“We will work with anybody on those cases,” said Gibbons. “We’re not trying to make people feel bad or to take away any sense of family, friends, or social normalcies, but we have to be very careful.”

With the news that a case spread on campus, students and faculty have had similar reactions to the administration. While it might make some hesitant about the safety of SLUH’s

campus, the overall message of the incident is to make sure to take safety precautions.

“I think Covid could spread much easier with everyone back at school, so I’ve felt safer staying at home,” said sophomore Nicholas George.

“What most kids at SLUH need to think about is the fact that we’re men for others,” said Spanish teacher Javier Moreno. “We’re not necessarily looking at what is going to happen to me, that shouldn’t be my first concern. My first concern should be what is going to happen to the people around me if I don’t take the proper precautions.”

While this is a unique case of a spread on campus, the current data reflects that most cases are not spreading and the SLUH community is nowhere near an outbreak.

“I’m not concerned about it at all,” said Gilbert. “I don’t like kids getting sick, I don’t like anybody getting sick, but there’s nothing that is concerning to me right now as far as in the hallways of St. Louis University High School and Covid-19.”

“Right now our numbers are flat and we have very few students in isolation and quarantine and I think it’s a testament to everyone’s hard work and vigilance,” said Carruthers. “And again, when we follow our protocols and we’re disciplined about it, it works.”

Claggett reflects on achievements and hardships as a Black man in America

BY LUKE DUFFY
STAFF

Basketball coach Erwin Claggett is the first African American head coach at St. Louis U. High. Throughout his life, he has faced many challenges as a Black man in America, but his many accomplishments despite these struggles reflect his determination to make an impact on the world.

Growing up, Claggett experienced many inequities in his day-to-day life. He grew up in the small town of Venice, Ill., just 15 minutes away from St. Louis.

“In my neighborhood if you went past the street I grew up on past sunset, you could be in real trouble,” said Claggett.

In such a tough environment, Claggett quickly learned to live with the disadvantages of being Black. He became very involved in his community, playing basketball, baseball and participating in a band. Through these activities, he was exposed to his white peers and was aware of their differences. He tried to, above all else, be himself and hope for the best when encountering people from different backgrounds.

“I grew up in a pretty much impoverished area,” said Claggett, “But it was a nice community where love, discipline, and hard work thrived.”

From a young age, Claggett was taught a hard work ethic from his mother. As a single mother with four children to support, she frequently had to work 12- to 16-hour days just to put food on the table.

“She was a very intelligent and strong woman,” said Claggett. “I admired her on so many levels, and she is my inspiration then and now.”

Claggett’s mother passed away from cancer last May, but he is forever grateful for her gifts to him.

“My mom always told me that I was just as good as anybody else and that I should never be intimidated by anyone regardless of color,” said Claggett.

Throughout his life, Claggett has experienced many instances of racism. He recalls being pulled over by the police countless times, being followed through the store, and being handcuffed or even having guns pulled on him for a mistaken identity. On a day-to-day basis, Claggett has had to be mindful of its existence for his own security.

“It’s like the boogeyman in the closet,” Claggett said. “You never know when it is going to pop out and do damage so you have to always be on guard.”

One of Claggett’s proudest achievements was being accepted into St. Louis University on an athletic scholarship and

playing Division 1 basketball for SLU. He was most proud when his family could watch him play.

With basketball as his primary focus, Claggett was not initially drawn to teaching or coaching. After college, he was inspired by his mother-in-law to become a coach and teacher. He now can boast almost 300 wins as a coach during his 18-year career.

“Being a coach and teacher is like no other profession honestly,” said Claggett. “You have the opportunity to shape young lives in a positive way that will outweigh any accolades or personal achievements.”

In his athletic life, Claggett was inspired by sports legends like Bill Russell, Julius Erving, Arthur Ashe, Michael Jordan, Magic Johnson, and Tony Dorsett. However, he also drew inspiration from Black Civil Rights icons like Martin Luther King, Jr., Malcolm X, W.E.B. Dubois, and Booker T. Washington.

“Mostly, I had real life heroes near me in my mom, grandma, aunts, and uncles,” said Claggett.

Along with his missions to coach and educate, Claggett also has a mission to fight for social justice.

“The Civil Rights agenda should be a daily agenda until everyone can live a life devoid from fear or injustice,” said Claggett.

PN “Matryoshka” Puzzle

1	2	3	4		5	6	7	8	9		10	11	12	13	
14					15						16				
17					18						19				
20					21				22	23					
24					25				26						
27				28				29				30	31	32	
				33				34			35				
36	37	38					39				40				
41							42			43					
44					45				46				47	48	49
				50					51				52		
53	54	55							56				57		
58							59	60					61		
62							63						64		
65							66						67		

7. Heed an alarm
8. Charles, to Elizabeth II
9. See 42-Across
10. Dweller
11. Shakespearean king
12. Militant Islamic group
13. Start of a Shakespearean soliloquy, in France
23. “A _____ on both your houses!” - Shakespeare’s Mercutio
25. Standardized exam for lawyer candidates
28. Helen Parr
29. Older 32-Down
30. Elizabeth II, to Charles
31. Grampa Simpson
32. Younger 29-Down
34. Add this many letters at a time to figure out the theme answers
36. Dance move popularized by Cam Newton
37. Cases of this were way down in 2020
38. Serve that hits the net but goes over
39. Bashful
40. Facial feature
42. Employer of SpongeBob and Squidward
43. Opposite of sticks
45. Before, to Byron
46. *Green, fruit, gem, iridescent
47. *Night, level, race, occasions
48. *Purge, jaunty, passenger, horsemen
49. Portrayer of Jedi Jinn
51. Social _____
53. French city that sounds like our town
54. Restaurant chain that once used a kangaroo in commercials
55. Big _____ Wright
57. One of three famous Barcelona buildings designed by Gaudí
60. Acorn, now

Across

1. Possible cause for poor performance in school
5. Electric instrument introduced in *Jailhouse Rock*
10. “Would _____ to you?”
14. Cry by un gato
15. Rice in Reynosa
16. What Matryoshka dolls do
17. “... _____ many levels.”
18. Like weather in Washington

19. Facial feature
20. Part of the NBA
21. TLC specialists
22. *Resort, quarrel, boxes, scattered
24. Number of colors on the Italian flag
25. Mine find
26. Arc
27. *Dear, sharpen, develops, sincere, candor
29. *Exhaust, skirt, proverb, extremes, greatest
33. *Viva _____ Vegas*
34. Acorn, evenutally
35. Lowest-pitched brass
36. Key for *Colors of the*

- Wind and Beauty and the Beast*
39. Channel in 90 million U.S. homes
40. Gave a title to
41. Certain beers
42. With 9-Down, server of beers to Lenny and Carl
43. Opposite of pro
44. *However, ram, hill, flatter, smooth
46. *Dads, history, adhesive, binder, hoof bone
50. Annoy
51. “You have never talked to a _____

- mortal.” - C.S. Lewis
52. Compete (for)
53. *Transgression, belt, sear, vocalist
56. Facial feature
57. Yield power
58. Cuisine featuring curry
59. Anabolic steroid legally used by Mark McGwire
61. Many fuels, by chemical suffix
62. FOTR, TTT, and ROTK trilogy
63. “We _____ this city ...”
64. Houston cheater, in

crossword | Mr. Paul Baudendistel

- short
65. German automaker
66. Remains
67. Part of the NBA

Down

1. 30 days, usually
2. *Noise, sup, bistro, money
3. *Owns, have, urgency, expedite
4. Lenny and Carl, and Kang and Kodos
5. Mimics, as this answer does to 43-
6. *Undergarment, grain, label, spirit

Cooking during Covid—start with scrambled eggs

BY LUKE DUFFY
STAFF

When the Covid-19 pandemic forced us all into lockdown last spring, many of us took on new hobbies and pastimes during our months of isolation. While some people started a garden or practiced a new sport, I spent quarantine trying to become a better cook.

Cooking has always been a special part of my life, but when I found myself with all that extra free time, I started to immerse myself in new recipes, cuisines, and cooking methods. By now, I’m far from a culinary expert, but I’ve picked up a few tricks and continue to cook new things all the time.

Now, I know the kitchen

may not appeal to many of you. I could spend a whole afternoon making another lasagna or baking bread from scratch, but that’s certainly not for everyone. Additionally, with school, sports, and extracurriculars in full swing, most of us have little time for new hobbies. Instead of encouraging you all to start cooking every day, I simply want to demystify the art of cooking and share some tips for making your lives a little bit more delicious.

I wanted to start off with something really basic. When I think about it, eggs are probably the first thing I ever learned how to cook. When my mom used to cook eggs, I remember pulling a kitchen chair up to the stove

and standing on it so I could watch as the golden liquid slowly solidified into those fluffy yellow eggs. It was fascinating really: what started as a fragile spheroid with a bouncy yolk inside transformed into a fluffy, savory breakfast quite unique in its texture and flavor. While this breakfast staple is likely no stranger to your household, I want to share why eggs are one of the quickest and easiest foods to make and how they’ve become one of my go-to’s.

How you make your eggs really depends on how much time you have. A simple scramble can take less than ten minutes, but I frequently like to take it up a notch when I have more time in the kitchen. I’ll start, however,

with the basics. To make eggs really fast, you’re going to want to use olive oil instead of butter. Olive oil has a higher smoking point and can get much hotter than butter without evaporating. Heat up a small pan on medium-high, then throw in a decent splash of olive oil after a couple of minutes. Meanwhile, crack a couple of eggs in a bowl, add a pinch of salt, and scramble them with a fork. Once the oil has heated up for a few minutes, toss the eggs in the pan. They should start to solidify right away. If not, turn up the heat. Regardless, it is essential in this phase that you stir constantly. After about twenty seconds, when the eggs look mostly solid, turn off the heat and keep stirring. Voila!

If you let your pan preheat for long enough, the eggs should be nice and fluffy after about thirty seconds.

On tight mornings, I’ll usually just throw those eggs on a piece of toast and call it a day. Sometimes, before putting the eggs in the pan, I’ll sprinkle some bacon seasoning on the oil. Putting a seasoning on first also helps you know if the oil is hot enough because the seasoning will sizzle when it hits the pan. On more leisurely mornings, I might cut up some onions and saute them before adding the eggs. Sometimes I’ll also add some shredded zucchini, spinach, or kale, and let that cook for a few minutes before adding the eggs. Of course, the meal is most delicious when I omit

the olive oil and fry some bacon in the pan before cooking the eggs in its grease. After the eggs are cooked, I might smash an avocado on the toast before adding the eggs. I frequently also eat them with hot sauce or red pepper flakes to add a kick to my morning. There are, frankly, few things that don’t go well with some scrambled eggs.

I hope you can make use of some of these tips. Cooking has been such a big part of my life lately, so I want to extend the joy of cooking to the SLUH community. For more tips and recipes, look for this food column in later issues of the Prep News. I also post some meals that I cook on my instagram, @ldlikestocook.

After initial uncertainty and disappointment, Grande Project prove to be a success

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sinated while speaking out against the El Salvadoran government. To partner the project and teach students about advocacy, they included in the assignments this year's videos from the Ignatian Family Teach-In for Justice, a conference set in place by the Ignatian Solidarity Network to show the community, resilience, and advocacy of the Jesuit mission.

Finally, Oct. 19, 2020, the date to kick off the project, arrived. Swaths of seniors poured into the Danis Field House to listen to a presentation from Anzalone and Gilmore, bear witness to the already-in-motion projects of two of their classmates (Charlie Janson and Jacob Sprock), and watch the first of a line of Ignatian Family Teach-In videos.

The feedback from the first day was, to put it lightly, harsh. Seniors took to the class GroupMe to bash the project, many students upset that they'd been robbed of their usual project. Some even felt that Campus Ministry was tainting the once-great project with a 'liberal agenda.' But despite that initial criticism, Anzalone and Gilmore pushed forward, hoping that some students—those that really cared about making a difference in their community—would realize the point of the project and the potential it brought.

"I think that these four verbs—demonstrate, listen, exercise, and awaken—provide the framework for a pretty powerful experience of what service to another human being can be and is straight from Jesuit tradition," said Gilmore in an interview following the project's completion. "I remember the idea from (Grande) that the Gospel needs to grow feet and walk. It's not just something we read, but it's something that we try to live."

So the Campus Ministry

duo pushed to center the project around this basic understanding of advocacy despite the challenges and pushback.

"This has just been for everyone such a difficult year to plan anything big like this with all the changes that have come in," said Gilmore. "Going into it, we just knew that there were things that we wouldn't be able to know for sure until we got much closer to it. We knew we had to be generous with ourselves and that we were going to have to adapt on the fly."

And before you could say Rutilio Grande García, the project was off. Over the course of the next month and a half, students watched recordings from the Ignatian Family Teach-In and began setting the groundwork for their projects, deciding on their research topic, picking their topic medium, and choosing some potential sources so that, when students left for Christmas break, they were ready for the approaching Grande Week.

Grande Week, starting on the second week back from break, exposed students to speakers who had experience in the students' medium, audience, and topic. Students were broken into groups based on those three criteria and, over the course of three days, attended talks to learn more about how to approach their topic. While it was a confusing experience for some, and with many students less far along than others, the speakers added a wealth of insight for much of the senior class.

"One of the speakers had mentioned that historically there are examples of politicians going against party lines or against their corporate donors in response to getting a lot of emails or a lot of letters," said senior Kevin Hickey. "If other people are doing it, then there might actually be some change."

"With what seemed to me to be a research paper, I was

a little disappointed when I heard that Senior Project was going to be changed to the Grande Project," said senior Michael Krausz, who researched ecological justice and the Bridgeton landfills. "But as I got closer to it and started my research, it became a lot more exciting and real. It was really powerful for me to listen to people's perspectives on the issue and learn about how I can help within the community."

Anzalone and Gilmore likewise believed that Grande Week was a good way to inform students on their topic and set them up to create something interesting and new.

"The opportunity just in a couple of days to hear from some pretty compelling speakers on a wide range of topics and then to work with the expertise of the people to provide more direct guidance really highlights how cool the week was," said Gilmore. "I think it would have been hard to not take away something helpful from each of those days."

"There was a prayer from Richard Rohr that we started Grande Week with, and he said there are three types of service," said Anzalone. "One is charity, so essentially like our drives—you're raising money, collecting goods, donating. Another form is direct service to the marginalized. That's kind of what Catholics have done. They've created all these social service agencies to work directly with those in pain. And then he says this third piece is this advocacy, going back to the root of the problem and addressing those systems of oppression."

In addition to Grande Week, students were encouraged to interview those working at social service sites, marginalized peoples, and even those opposed to the students project topic. While this was uncomfortable for some, those that had these

conversations were able to truly see the complexities of these issues and understand them more fully.

"My favorite part of the project was talking to people and absorbing what they had to say about the topic," said Krausz. "They really added another dimension to it that you really can't get from just looking online."

At the end of the week, the rough draft of the project was due, with the final project due the following Friday, Jan. 28. The timing was tight for some, but for those who were able to get it done, the project could be quite the learning experience.

"No matter how small, I do have some voice in affecting things. I do have some capacity to make a difference. I don't have to just stand on the sidelines on these issues," said Hickey. "The purpose of the Grande Project is to make you learn that you have a voice and to teach you how to use it and get past what prevents you."

"I really experienced God while I was watching (a documentary). I was really moved by the community's constant flame for justice," said Krausz. "They never let up and used good advocacy methods in order to help out their neighbors—their community—and get as many people aware of this as possible."

Projects ranged from art pieces to video presentations to written letters, showing how advocacy can take many different forms depending on one's voice.

"Advocacy can take all shapes and sizes," said Krausz. "If you go and connect with the people and do your research and if you keep trying and keep pushing, you will come out with a fruitful project that will hopefully reach people and get change made. But, all you do, all you can really do is just keep advocating, to be persistent and to keep on going."

As of now, the project deadline has long since passed, and with less than a dozen unfinished projects remaining, students have had time to reflect on the project

"I really experienced God while I was watching the film (documentary on the landfill crisis). I was really moved by the community's constant flame for justice,"

-senior Michael Krausz

as a whole.

"The metaphor that I've used is you have a gas leak in your house and the senior service project is like cleaning or getting all of the gas out of your house, but the Grande Project is more like patching up whatever caused the leak in the first place," said Hickey. "There are certain skills present in the Grande Project that wouldn't be present in the normal Senior Project that could transfer to other fields more effectively. So if you're talking about advocacy, then the Grande Project clearly would have an advantage over the normal Senior Project."

Anzalone and Gilmore have also had time to look back at the experience in a new light, recognizing both the victories and the shortcomings that arose over the three-month period.

"I am really happy that we decided to do something instead of nothing," said Anzalone. "This past week, the conversations that have been had with the seniors regarding the project have been some of the

most meaningful moments in the last couple of years."

"I'm really proud of the way that the class handled the challenging circumstances that were brought on in the first place," said Gilmore. "There's some really remarkable work and projects that have been done. But, more than anything, I'm feeling pretty inspired by the number of projects that I've already seen. I feel consoled that the project meant something cool to a large number of people."

For some projects, the process is still ongoing. Those who passed with distinction are having their projects reviewed by a board of advisors and will have their project featured in a school community showcase in the spring.

As the Campus Ministry team looks toward the future, they hope that the Grande Project will continue to be a part of it. Despite the fairly bumpy ride for many seniors, the overall message and takeaway proved to be worthwhile.

"We have these quarterly meetings with other campus ministers and people, and other schools are floored at what (the senior class) have produced and what (they) have done," said Anzalone. "And the fact that SLUH stuck to its guns and said 'We're not going to give you nothing; we're going to do something,' I think that's a win."

"I've periodically thought of the parable of Martha and Mary in Luke's Gospel when Martha is getting food ready for Jesus and Mary's just kind of kicking back and listening to Jesus," said Gilmore. "That parable is a challenge to my understanding of what service is. It's not just doing things for people like Martha, but it's also about listening and accompanying another. I thought that the Grande Project focused on both of these elements, with listening to others at the beginning of the project and advocating for them at the end."

Mission Week to offer fun for a good cause

(continued from page 1)

"There's so much stuff we wanted to do this Mission Week that we just couldn't because of Covid and this new schedule," said senior Anthony Adem. "For example, usually at the Eight Mile event everyone's crowding around the stage, but unfortunately that crowding cannot happen this year. So we had to figure out how we are going to deal with that."

Yoga was a new addition to the Mission Week festivities this year. With most students only having 30 free minutes during Academic Lab, StuCo wanted to have an activity that did not take up a lot of time and allowed students to spread out. Yoga will be led by PE instructor Patrick Zarick and Spanish teacher Kate Toussaint, both qualified yoga instructors, and will happen during both freshman/sophomore and junior/senior Academic Labs on Tuesday and Thursday.

"The mission of the week is both educational security and mental health," said senior James Brunts. "So, we wanted to have an event where students could relax and destress. Yoga is the perfect way to do this and fits within 30-minute Academic Labs that we have on A days."

Two Mission Week staples will be making their return this year. The Eight Mile rap battle will kick off the week on Monday during 8th period. StuCo hopes that both students and teachers will show off their lyrical talents to the school. Head shaving will conclude Mission Week this year. Students can donate money to watch selected students and faculty lose their hair in the Commons on Friday.

StuCo will also be playing the *Prep News* in basketball in order to raise money for the charity. A rivalry that has lasted decades will finally come to its annual head on the courts during 8th period on Wednesday.

Admissions for the event will be one dollar.

"There has been a lot of hype about this game, and the game certainly deserves it," said Adem. "It is going to be exciting to watch these two dominant clubs at SLUH battle it out. I hope a lot of people show up to the game because it is going to be great."

Mission Week will also feature a couple of evening activities. On Wednesday at 6:00 p.m., an Open Mic Night will be in the Si Commons. It will feature all types of talents from singing to circus tricks. On Thursday, StuCo invites students to order food from SLUH alum-owned restaurants

(a list of these restaurants will be sent out during Mission Week). As part of a partnership between these restaurants and StuCo, ten percent of the profits on Thursday night will be donated to the Mission Week funds. StuCo has also joined up with Campus Ministry to organize a fish fry on the Friday of Mission Week.

"We want to keep students engaged even after classes are over," said Brunts. "With the open mic night, we wanted something that was relaxing and laid back. With the restaurants, we wanted to support SLUH businesses and make students more aware about SLUH dining options, and

with the fish fry, we thought it was a good way to start off Lent."

With all the fun festivities of the week, it is easy to forget the reason why this week exists in the first place. At its heart, though, this week is about generosity. The Little Bit Foundation helps supply children in St. Louis with school supplies and other educational necessities. With the impact that the pandemic has had on schools in the region, StuCo believes that this is an issue that students will be able to connect to on a personal level.

"We chose them because educational security is probably one of the most important affecting St. Louis right now. Earlier this year, when we went on Zoom for the first couple weeks and were hybrid, it was hard for students to learn," said Adem. "Imagine how students who go to schools that cannot do what SLUH does feel right now."

StuCo hopes that students



art | Charlie Bieg

Seniors enjoy chance to bond, grow closer together as a class

(continued from page 1)
senior Nick Storer’s talent act most stunned the audience. Heating a bowl of minute-ready rice, Storer proved to the entire senior class that, despite the recipe saying to microwave the rice for a full minute, one can instead heat it for just 58 seconds.

“Talents are great, but there are some talents that surpass basic human capabilities; I like to call them God-defying,” said senior Sam Tarter. “What Nick did up there, literally defying the laws of physics and thermodynamics, and preparing delicious food against all odds was absolutely breathtaking. It brought a tear to my eye and made me cheer with so much joy when he announced to the class that it was

done. The hype was real.”
In addition to the talent show, the morning also featured a race between football player Michael Patritti, and cross country runner Ryan Kramer, as well as a pie eating contest. These two events really energized the audience and demonstrated one of the main focuses of the day: to have fun as a class.

“We were in theology class when I brought up the pie eating contest,” said senior Jeffrey Wells. “I jokingly said, ‘Hey Andrew, you should eat a pie.’ And then he started talking to Blake Collins about it and suddenly it became a thing on the schedule for the day.”

Next, the seniors divided into their homeroom groups and went into the classrooms

that they were in freshman year for homeroom; homerooms competed against each other in a game of trivia. The trivia game was made up of questions about members of their class, and it tested each senior on how well they knew each of their ‘U. High brothers.’

“I thought this was a fun way to learn more about my classmates,” said senior Andrei Chura. “There were a lot of questions about my classmates that I did not know and surprised me.”

After lunch, the seniors were given free time to simply be present with each other. Allowed to be in the Field House, Si Commons, pool hall, or outside, the seniors could play more physical ac-

tivities, like basketball and spikeball, or calmer activities, like poker, pool, or playing against one another in Mario Kart 8 Deluxe (via Nintendo Switches provided by seniors Sam Tarter and twins Sam and Charlie Byrne).

For the seniors, it was good to have unscheduled time to simply be with each other.

“I think it was a good moment just to have time that was almost recess,” said Wells. “It was nice to have a moment where there was free time and you could just hang out with the people. I think it made the day a bit more enjoyable and made the day a bit less scheduled.”

The day ended with a speech given by senior Sam Tarter expressing his grati-

tude for all the support that his classmates offered him when his father passed away last November. The speech was a testament to the spirit of brotherhood and unity of the class of 2021, and when it ended, was greeted with a standing ovation.

“I lost my dad late last year,” said Tarter. “And while I was not at SLUH that often in that last semester, I still felt like SLUH was with me due to the love and support of those in my class. This speech in many ways was just a big thank you for the entire class for being with me when I lost my dad. Additionally, it was also a way to show everyone in my class how important and special their brotherhood is to me, and there was this underlying

message to hold onto this love that we’ve built as a community and to finish our senior year the best way we could.”

While many were initially hesitant about what to expect at the beginning of the day, by the end of it the general consensus was overwhelming support.

“You know something is a success when you hear students say that they do not want to leave,” said Mueller. “Students had fun together. They prayed and bonded together. I think we really achieved what we had envisioned this day to be.”

The next programming day will be for the junior class in May on their Junior Ring day.

COMMENTARY

Lack of LGBTQ+ representation in classroom needs addressing

BY JACOB SPROCK
NEWS EDITOR

Editor’s Note: This article is part of a series of articles addressing the difficulties of life at SLUH for members of the LGBTQ+ community in an attempt to raise awareness of their daily struggles and start a conversation on ways that we as individuals and as a school can change our habits to be more inclusive of LGBTQ+ individuals. The writer interviewed over a dozen alumni and is pulling from those interviews for each of the articles. This article focuses on the lack of LGBTQ+ representation in classrooms.

I would like to preface this article by saying that, as a reporter, it can sometimes prove difficult to navigate the inherent complexities of certain topics. Oftentimes, there are multiple viewpoints to consider, all with their own perspectives, and which on occasion clash with each other. It’s the reporter’s job to take note of all accounts, accurately present each person’s narrative, and sometimes provide their own insight, such as in the case of commentaries or editorials. I expected this to be one of those difficult topics, but to my surprise, in the vast majority of cases, the only barrier to progress seemed to be a lack of communication.

The people on the students’ side of the issue tended to feel that life as a gay student in the classroom can be frustrating. The only classes where they are represented are theology classes, and even then the gay community is only talked about for a small fraction of the class time, most of which is devoted to discussing gay marriage and the need for gay chastity, a touchy subject for many gay Jr. Bills.

Some felt that the teachers were almost ignorant to the existence of gay students in their classrooms.

“They assumed that everyone in the classroom was straight, and that was very uncomfortable at times,” said Nicholas Dalaviras, ’20.

“Looking now almost 11 years back, that’s not a healthy or productive way to address

stuff like that,” said Alex Seidel, ’10 in reference to the scope of gay knowledge classes at SLUH tend to cover.

For Fitz Cain, ’20, there was a sense that he’d have to do all the advocating on his own. If teachers and the administration were unwilling to talk about gay issues, he’d have to take it upon himself to ensure he was educated on the subject.

“It was super frustrating being at SLUH and feeling like I had to create my own visibility. I wrote my AP U.S. paper on the AIDS crisis because I was like, ‘I’m not being taught this and I feel like I need to insert some sort of queer voice into this course.’”

Time and time again, the topic of the interviews circled back to adverse experiences in the theology classes of SLUH.

“I remember when it came up in sophomore theology, and feeling like all eyes were on me because they were. That was uncomfortable for me,” said Johnno Jackson, ’20.

“We would have the ‘homosexuality lesson’ in theology and everyone would look at me. I wish that it could just be more seamlessly integrated,” said Cain. “Like, why are we pretending gay people don’t exist, you know, or just queer people in general?”

This viewpoint proved fairly consistent: a general feeling of dissatisfaction with the representation of the LGBTQ+ community in the classroom and hostility toward the representation of gay students when they were mentioned, some even providing specific stories of borderline homophobia in the classroom.

It’s very easy, then, to label the teachers as people who simply don’t want to discuss those issues, but that’s not what I found, both in the interviews I conducted and in the feedback I received on previous articles.

According to English teacher Jennifer Carroll, the reason there isn’t more representation in the English Department is more complex than some students realize.

“Finding a good fit can become tricky. When you get

into issues of sexuality, trying to find books that talk about sexuality in a way that’s not too explicit, too graphic, too offensive can certainly be tricky,” said Carroll. “We want books that are great books—to teach books that have a great message and books that will appeal to a lot of our students—and finding books that fit within the curriculum that have that appeal, that fit with the type of skills and ideas that we want to teach, that’s tricky, and it takes time. There is so much more out there, and trying to take that wealth of experience and get it into four years of books that we can teach, it’s hard.”

Carroll proposed other ways of approaching the issue, which will be addressed in a later article, but for the most part, the issue of diversifying the curriculum is a complex one given the tension between book choice and the limited time available.

The theology department wants to foster a sense of inclusivity in the classroom and offer a safe place for gay students to have open conversations about the Church’s teachings, but it can be difficult to walk the line without misrepresenting the Church’s views.

For some theology teachers, the best course of action is to follow directly what the Church teaches, making sure to note the parts of Church teaching that talks about treating all people fairly.

“When I stand up in front of my theology class, I represent the Catholic Church and I represent the teachings of the Catholic Church,” said theology teacher Richard Wehner. “If I’m uncomfortable with that, then I need to look into another line of work. I am very comfortable representing the teachings of the Catholic Church, and I think I have done that in my 47 years of teaching theology.”

“My commitment to this is always to make sure that we’re actually doing what the Church says, and what the Church says first and foremost is that gay people are to be treated with respect, compassion, sensitivity,” said theology department head Jonathan

Ott. “The last thing I want is for any of my students to walk away thinking that it’s a sin to have an orientation towards a member of the same sex or (that) there’s something wrong with who they are.”

Assistant Principal for Mission Jim Linhares, who was once the head of the theology department, made clear that SLUH has come a long way since when he first began teaching.

“I’m not saying the project’s finished and I’m not saying there isn’t more to do and there isn’t more listening and more attention that the subject needs—obviously, it does,” said Linhares. “But boy, are we in a better place.”

Looking at things from a social studies standpoint, world history teacher Lindsey Ehret noted that the importance of incorporating multiple viewpoints in a history classroom is crucial.

“The story of humanity involves the people that are crushed, involves the people that haven’t been given voices, like women,” said Ehret. “Women hadn’t been given a voice in a very long time. And we have to listen to those voices if we want a sense of understanding of the past. If we only have one version of it, we don’t have the bigger picture.”

For science teacher Mary Russo, the decision to include education on LGBTQ+ issues in science, possibly through examples like the many ways science can be misused through experimentation and corruption of data to oppress minorities, is an easy one to make.

“I think it’s almost overwhelming, the choices that are out there for educators to bring in pertinent, real-world, justice-based, inclusive examples that relate to their particular disciplines,” said Russo.

From the perspective of most teachers, it’s less an issue of whether LGBTQ+ students should be advocated for and more an issue of overcoming the difficulties that stand in the way, be it a lack of wiggle room in the teacher’s choice, a seeming lack of material to cover the topic, not enough

time, etc. It’s on that fact that I’d like to talk for a bit.

SLUH is best known for its rigorous education program, pushing students to find their limit so that they are exceptionally prepared for what the world will offer them beyond high school. But I’d like to propose a question to the SLUH community. Does SLUH’s curriculum truly prepare students for the outside world? I would argue that it does not ... yet.

A diverse education system is one of the most important characteristics of a school because it allows students to reflect on what they’re learning in the classroom and develop their own understanding of the topic. If we only heard from one source for everything, there’d be no room for disagreement or discourse, two things that are crucial to the furthering of knowledge.

The administration and faculty at SLUH, from what I’ve learned in my interviews, care about that diverse education and want SLUH students to enter college with the ability to listen to and interpret a whole range of ideas and viewpoints.

Right now at SLUH, we tend to only think about LGBTQ+ people through the lens of gay marriage, which, in a way, would be like if we only viewed the Black community through the lens of slavery. Even though slavery is a very important topic to address, there is much more to the history, oppression, and culture of Black people in the United States than just slavery. Similarly, there is much more to LGBTQ+ culture than just gay marriage.

According to Jackson, the current approach of addressing the gay population only through that viewpoint of gay marriage in the Church makes coming out harder.

“Because the topic is not addressed all that often, a lot of students who are contemplating coming out don’t know what the reaction will be,” said Jackson. “No one at SLUH wants to risk losing the sense of community they have once they’ve developed it. I know from my experience and the

experience of others that you can feel that by letting people know that you’re not straight, a piece of the community you cherish might fade away.”

So if the only obstacle standing in the path of progress is finding the right way to address the topic while keeping the curriculum rich, I have no doubt that the SLUH community can overcome this issue. But there needs to be more communication between the faculty and administration and the LGBTQ+ community at SLUH.

When I interviewed Ott and told him about the specific complaints some gay alumni had, his response was not bafflement or outrage. It was a desire to do better for having gained that knowledge. Therein lies the key.

The best way to approach the issue at hand is not to separate off into different corners and try to figure things out ourselves. The path to change is laced with cooperation. If the faculty is having trouble representing a group of people in the school, they should be in direct contact with that group so that there is no doubt they’re truly acting as a voice for that community.

That’s not to say that Ongoing Conversations has not tried in the past to communicate their grievances. The story of Ongoing Conversations is often one fraught with struggles—with classmates, with teachers, with the administration. But if teachers truly want to create a SLUH that is inclusive of all walks of life, they have to be open to having these conversations, and more than that, they have to seek them out.

This is hard work, but it is work worth doing.

For the time being, the classroom environment at SLUH, with its lack of representation for the LGBTQ+ community, can at times prove to be one difficult to navigate for gay students. It often can affect their mental health, a topic that will be addressed in the next issue. And while I hope to see change in the near future, right now this conversation is ongoing.



Prep News, StuCo set to clash on the court for bragging rights and club pride

BY CARTER SPENCE
WEB EDITOR

Prep News and StuCo will renew a longstanding rivalry on the basketball court next Wednesday during eighth period. It will be the first time the clubs will face each other since May 2019, a game which *Prep News* won.

Both teams feature an all-senior starting lineup. Jonny Grimes, Tilahun Murphy, Grant Sussman, Jack Rudder, and John Browdy will start for StuCo, while Carter Spence, Noah Apprill-Sokol, Luke Altier, Jacob Sprock, and Carter Fortman will take the court for *Prep News*.

Sussman declined to give any of his thoughts on the game when asked by *Prep News*.

“I’ll let my game do the talking, thank you,” he said.

Just one player competing in this year’s game has experience on this stage before: Sports



art | **Jude Reed**

Editor Luke Altier. Altier was a member of the 2019 *Prep News* team that took down StuCo.

“I played in the *Prep News* vs. StuCo game two years ago,” Altier said. “I expect a result that parallels my initial experience: pure victory.”

The game will be held in the Danis Field House, and students will be allowed to attend

with strict distancing guidelines. While an exact number has not yet been provided, athletic director Chris Muskopf estimated that between 100 to 125 students can attend. For virtual students and the rest of the SLUH community, the game will be livestreamed on SLUH Sports Network.

The game will consist of two

15-minute halves. Fans will be allowed to participate in several halftime performances, most notably the halfcourt shot challenge. Students can donate \$5 to the Mission Week fundraiser to shoot.

“I am playing for every *Prep News* volume ever—each of the 84 before us—in this game,” said editor in chief Carter Fortman. “From what I’ve seen from our team in practice and from StuCo, I’m not worried one bit.”

Sam Tarter, the coach of the *Prep News*, has embraced his role in full.

“I’m bad at sports, period, but especially basketball,” said Tarter. “I decided the best thing for me to do for the team is to look good in a suit and tie, cheer them on and hype them up on the sidelines, and pull teammates out when they’re too burnt out. This is also a much better option than dressing up in a corset and skirt and being the team cheerleader.”

Racquetball finishes season with State Tournament in sight

BY JARED THORNBERRY
REPORTER

The St. Louis U. High racquetball team completed the final match of their season. They defeated Lindbergh for the second time this season and they swept them this past Wednesday 7-0.

In the battle of the number one bracket, Danny Juergens defeated Edwin Miller in tie breaker. He lost to him in the first match of the season back in November and came back to beat him in this match (scores).

“I think moving into state

I feel pretty confident about my performance and I know I am going to have some pretty difficult matches,” said senior Danny Juergens. “But looking back on how I’ve grown, I think I am very confident moving into state.”

In Oliver Allen’s final regular season match, he defeated Jrue Blassingame 15-5, 15-5. Allen finished the regular season with a record of 9-1 and ended in first place in his division. Junior Max Telken won a hard fought match against Jack Fredrickson 15-10, 15-13. With this win, Max finished

his regular season undefeated and first in the division. Junior Jared Thornberry also finished with an undefeated season after defeating Blake Hebert in a close two game match 15-13, 15-7. In the 5th division, Danny Phillips won his game confidently 15-2, 15-1. Phillips also finished with a 10-0 season and will also be awarded with the first seed in the State Tournament. In the final division for singles, senior Nick Petersen won his match quickly and easily 15-5, 15-5. In the doubles division, juniors Will Shorey and Ben Harmon won

their match keeping their undefeated season 15-10, 15-12.

“I am confident in every single player on the varsity team,” said Juergens “going 10-0 is not an easy thing to accomplish and we did that through hard work and great playing. I am very confident for the team moving into state that we will be able to dominate

With the season completed, the State Tournament is just around the corner and starts this Friday. The tournament will be Saturday, next Monday and Tuesday, and finished the next Friday, Feb. 26.

Hockey reflects on challenging season riddled with injuries, Covid issues



Team Captain Matt Warnecke.

photo | **Ms. Gina Bak**

BY LOUIS CORNETT
CORE STAFF

The St. Louis U. High hockey team finished its whirlwind of a season a little disappointed this year. After a heartbreaking shootout loss to Marquette in the quarterfinals of the Challenge Cup, the Jr. Bills 2020-2021 season came to an end. Impacted by quarantines as well as injuries, the Jr. Bills are left wondering what could have been in this unique

season. The senior class leaving this year were the 2018 and 2019 State Champions and will leave a lasting legacy to the classes below them.

“I think that even though it didn’t go better for us this year, we still showed the younger guys what they have to do to win games, and to carry the legacy of SLUH hockey,” said senior captain Matt Warnecke.

“The seniors were all amazing all year,” said junior Max Sextro. “They all lead the

team in different ways and all helped underclassmen feel welcome since we had so many that needed that. They also performed on the ice, leading us in our great season and into the playoffs where we had an early exit.”

Even though the seniors did not finish with a final state run, they carry the accomplishment of winning the Jesuit Cup four years in a row.

“Winning the J-Cup every year was cool,” said Warnecke. “It’s always a big game when we play De Smet and we keep winning. That’s awesome.”

The team was led in scoring by Warnecke, who had 7 goals and 6 assists in 14 games. Behind the strong contributions from the captain, the team finished with a record of 5-7-4 and averaged 2.38 goals a game. With one of the strongest power play units on the ice, the Jr. Bills boasted a 30.3 percent success rate. The power play propelled them to their first win over Maquette in the quarterfinals, where two out of their three goals were on

the man advantage.

However, the Jr. Bills were constantly faced with quarantines and injuries throughout the season and into the playoffs.

“Knowing that we got through all the injuries and quarantines, I was very proud of the attitude in the locker room specifically from our leaders down,” said head coach Steve Walters. “They came to the rink every day, ready to play, ready to practice, and there was a complete buy in from the entire team.”

The whole team fought hard this season, and as the seniors leave a lasting legacy, the juniors look to continue the resilience and fortitude of Jr. Bill hockey.

“I really look forward to being a senior on the team next year because I’ve been with so many great seniors in the past two years who have helped me a ton,” said Sextro. “I look forward to giving that to underclassmen next year, and also trying to lead the team on the ice.”

Basketball returns from quarantine; late game struggles stop SLUH from handing Chaminade first conference defeat

BY CARTER SPENCE
WEB EDITOR

The St. Louis U. High basketball team was scheduled to play games versus Chaminade, Soldan, and Hazelwood East in the span of six days, but due to the inclement weather, only the game against Chaminade on Feb. 12 was played. Returning from a brief quarantine, SLUH (6-7, 1-4 MCC) led Chaminade late into the third quarter after a strong first half performance, but failed to create and make shots in the fourth quarter. Chaminade (16-1, 7-0 MCC) won its eighth straight contest versus SLUH—a streak dating back to 2017—and 12th consecutive game this season.

SLUH started the game cold, shooting 0 for 6 from the field and turning the ball over twice. However, Chaminade struggled out of the gates early as well, failing to capitalize on SLUH’s offensive woes and building up just a 4-0 lead in the first three and a half minutes of the game.

SLUH battled back quickly with a 6-0 run. The Jr. Bills scored their first points of the game on an Aaron Walker Jr. three-pointer, and then junior Nick Kramer drew a charge on the defensive end. Sophomore Zachary Ortwerth scored through a sea of defenders, drawing a foul and making his and-one free throw. After a poor offensive start to the game, both teams’ offenses found and converted on high percentage field goal attempts.

SLUH finished the quarter with a promising 19-13 lead. The Jr. Bills hit four three-pointers in the quarter, two coming from Kramer, including one as the buzzer sounded. Kramer led all scorers in the first quarter with eight points.

The second quarter was the Nick Kramer show, as the sharpshooter connected from beyond the arc on SLUH’s second and third possessions of the quarter, pushing the lead to 27-17. After a timeout, Chaminade responded with a 12-4 run. SLUH led at the half, 33-30.

Tarris Reed Jr., who went off for 20 points and 11 rebounds in Chaminade’s win vs. SLUH on Feb. 5, was quiet on the offensive end in the first half, with just six points and three turn-

overs. After exploiting many height mismatches in the previous mismatch, Reed Jr. was unable to find any rhythm offensively, flustered by the continual double-team of Kramer and Ortwerth each time he had the ball in the post.

Chaminade outscored SLUH 20-13 in the third quarter to take a 50-46 lead, capitalizing on lots of open three-point attempts to regain the lead for the first time since early in the first quarter. The Jr. Bills struggled offensively in the quarter; Kramer scored just two points and could not replicate his first half success from the perimeter, missing all three of his three-point attempts.

Chaminade and SLUH both played lockdown defense in the fourth, and Chaminade allowed SLUH very few chances to trim the lead to one possession. On the chances SLUH did have, the Jr. Bills failed to make their shots.

Trailing 57-54 with 57 seconds to play, SLUH had a prime chance to tie the game or cut it to one. After head coach Erwin Claggett called a timeout, Kramer found the ball on the wing. He shot-faked, took a dribble to his left, but was blocked by Chaminade guard Damien Mayo Jr.

Chaminade was flawless in the final minute at the free throw line, going on to win 61-54 and remain unbeaten in MCC play.

SLUH was scheduled to play Soldan and Hazelwood East at home on Feb. 16 and 17, but the inclement weather postponed the games to later dates. The Jr. Bills have now had four games postponed in the last two weeks. The District Tournament is scheduled to begin on Feb. 27, but it is unclear if or when those games will be played.

The Jr. Bills are scheduled to face Jesuit rival De Smet for the first time this season with a road matchup tonight. Despite the loss of Missouri commit Yaya Keita, the 23rd ranked center nationwide in the class of 2021 according to Rivals, the Spartans have put together a solid 10-6 season thus far. But, like SLUH, De Smet has struggled in conference play, posting a subpar 1-4 record in MCC play.

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Signing Day: six seniors sign in adjusted format

BY LUKE ALTIER
SPORTS EDITOR

Six seniors from SLUH’s class of 2021 earned athletic scholarships this year, and they made their commitments official on Friday, Feb. 12.

With Covid-19 and the precautions it requires, the signing day event was different than athletes are regularly accustomed to. Signing day is an event that is usually held in the Si Commons, with the friends and supporters of SLUH’s student athletes watching and cheering as SLUH’s best athletes would sign their letters of commitment. This year, the event was held in the Robinson Library, and access to the event was limited to just the parents of the signees.

Of the six, one senior decided to continue his soccer career at the collegiate level. Jacob Hammond, who played midfield for SLUH, will be continuing his athletic career at Johns Hopkins University, a prestigious institution in Baltimore.

“There were several factors that went into my decision to commit to Johns Hopkins for soccer (as well as the next four years of my education). Generally, when I looked at colleges, I knew that I wanted to be able to play soccer in college, and I’m planning to major in something in the field of engineering,” said Hammond. “As I started to more seriously consider Hopkins and attend more virtual events, I was excited by the wide range of perspectives and interests of the students as well as the collaboration the students talked about and the camaraderie the current soccer players appear to have.”

Senior swimmer Eli Butters, a record holder in the 50-meter freestyle (20.48 seconds), decided to commit to Florida State University in Tallahassee, Fla.

“I chose Florida State because they have a highly ranked program and a long history of creating very fast sprinters,” said Butters. “The school is competitive and

tinue his athletic career at Quincy University in Illinois.

“I chose Quincy because I felt that it was a great fit for me and my game, and the love I got from coaches was

The college selection process, which for athletes is filled with a mixture of skepticism, excitement, and stress, was experienced in a multitude of ways this year

and was planning to have several coaches watch me play in showcases and tournaments in the spring of my junior year. However, Covid resulted in several coaches

as he had to deal with a program that cut its swimming program.

“By the end of summer, I had narrowed my selection down to a few schools: University of Kentucky, Michigan State, University of Arizona, University of Minnesota, and University of Tennessee. A few weeks later I accepted an offer to Michigan State because I loved the campus, the connection that the swimmers had, and their offer was far better than the other two,” said Butters. “A few weeks before state, Michigan State announced that they would be cutting their swimming and diving program. I was devastated.”

At the end of the day, the group is excited to get to it and get to know their new teammates.

“I’m most excited for getting my shot to play,” said Ridgway. “I’ve worked super hard for the last four years, and I believe I’ve put myself in a position where I can be of help to the S&T football team when my name is called.”

“I’m just really excited to get on campus and to play at Loyola Park, said Loeffelman. “My goal is to win the GLVC conference at least once while I’m there.”

“I am most excited to get to know my teammates and hopefully start to play alongside them this fall. I’ve already gotten to know a few, but living with them and training with them everyday is something I’m really excited about,” said Hammond. “Hopefully we can have some successful conference and postseason tournament runs in the four years that I’m there. I would love the opportunity to compete for the national championship.”

“I’m most excited about the atmosphere of the campus and football team,” said Hughes. “I can’t wait to get to work.”



From left to right: Butters, Hammond, Hughes, Loeffelman, Powell, Ridgway. photo | courtesy of @SLUHAthletics

meets my needs and the student life there is amazing with the great weather, the nice dorms and off campus living, and the outstanding school spirit.”

Senior Andrew Loeffelman chose to play baseball for Rockhurst University, a Jesuit institution in Kansas City.

“I chose Rockhurst because it felt like a place I could call home. It is not a whole lot bigger than SLUH, so it’s size is something that I’m comfortable with,” said Loeffelman, a catcher. “I also thought that the distance from home was just right. I am really looking forward to exploring Kansas City, and calling it home for my next four years.”

The majority of this year’s signees are continuing their athletic careers on football scholarships. SLUH’s top defensive back Courtney Hughes II decided to con-

real,” said Hughes. “It seemed like they really wanted me to be a part of the program.”

SLUH’s punter Tyler Ridgway chose Missouri University of Science and Technology to continue booting 45-yard punts downfield.

“I just really liked how S&T provides me such a great academic fit, while also giving me the chance to keep playing football,” said Ridgway. “I also feel like they have a fantastic football program.”

Lastly, backup quarterback and long-snapper Samuel Powell has decided to pursue a collegiate career as a quarterback for Aurora University in Illinois.

“I chose Aurora because I did not have too many initial offers, but I knew I wanted to keep playing,” said Powell. “I considered not playing and going to other schools, but Aurora ended up being the best option for me to keep playing.”

by SLUH’s six signees.

“The selection process was definitely stressful. I talked with probably five or six coaches and there was so much to take in with each interaction,” said Ridgway. “My visit to S&T was what really pushed me over the edge. It also feels great to have my college decision finished.”

For Hughes, the experience was much less stressful.

“The selection process was pretty smooth and easy,” said Hughes. “The program brought a lot of great talent and character to the team, so it made my decision even more trouble-free.”

Another major recruiting factor was Covid-19, as it shortened all sports seasons, and impacted plans for interaction with scouts both this year and last year for all spring sports.

“I started really getting in contact with coaches around the start of my junior year

being less interested either because they weren’t able to see me play live,” said Hammond. “As a result, I collected some full game films from my junior year and created a highlight video to send to coaches the summer before senior year. Towards the end of the summer, several schools including Hopkins were interested. Overall, the process was long and at times stressful because of the changes and challenges of Covid, but I’m thankful to be where I am now.”

“The recruitment process was definitely different because of the rise of Covid-19 last summer. A lot of college coaches couldn’t come see my team play,” said Loeffelman. “I was lucky enough to have my dad record every one of my at-bats so I could send them out to college coaches.”

The most unique and hectic story of them all was Butters’ recruitment journey,

Wrestling sends seven of nine to Sectionals after success at Districts

BY LEO WAGNER
REPORTER

The St. Louis U. High wrestling team competed in its District Tournament amidst last Saturday’s snow storm. With seven of its nine athletes getting through Districts, the team returned to the wrestling room to prepare for the next stage of the postseason, the Sectional Tournament.

The wrestlers left their houses throughout St. Louis County early Saturday morning in order to arrive at Francis Howell Central in St. Charles County for an 8:30 a.m. weigh in.

SLUH faced six other teams at districts: Francis Howell Central, Francis Howell North, Fort Zumwalt North, Hazelwood West, Pattonville, and Ritenour. The tournament was formatted in eight-man brackets, with SLUH being represented in nine of the 14

weight classes. The top four wrestlers from each weight class would continue their postseason at the Sectional Tournament on Feb. 29.

“Obviously we have the new type of District Tournament this year,” said coach Espen Conley. “It’s going to be tough and some guys may run into roadblocks, but for the most part, I fully expect everyone to make it through.”

Senior Will Covert, wrestling at the 132-pound weight class, was the first Jr. Bill to advance through the tournament and qualify for sectionals. Despite a first round loss against Francis Howell North, Covert bounced back in his second match of the day, pinning his opponent from Francis Howell Central early in the second period.

Sophomore Caleb Schellenberg, competing at 138, lost his first match and then lost a bubble match, eliminating him

from the tournament.

Junior Jack Onder (145), who was returning from an MCL sprain, forfeited his first match against Fort Zumwalt North in order to avoid further injuring his knee. Then, in his second and final match, he pinned a wrestler from Francis Howell Central in the first period to claim third place and advance to Sectionals.

Senior Leo Wagner (152) pinned his first opponent from Pattonville in the first period but then lost his second match against Francis Howell North 5-0. He rebounded with a 10-4 win against an opponent from Ritenour to send him to a third place match. Wagner lost by fall in the second period, but with a fourth place finish, was still moving on to Sectionals.

Senior and 2020 state placer Bobby Conroy (160) won his first two matches, against Pattonville and Fort Zumwalt North, with pins in the first

and second period, respectively. Despite a tough effort, Conroy lost in the championship match. Regardless, he finished second overall and will be headed to Sectionals at the end of the month.

After Conroy, senior Cam Perry (170) narrowly lost a gritty first match against Hazelwood West 10-8. Following this, he wrestled a bubble match, where he lost against a Fort Zumwalt North opponent.

Senior Gio Loftis represented the Jr. Bills at the 182-pound weight class. After an impressive pin on a wrestler from Hazelwood West midway through the second period in his first match, he lost against Fort Zumwalt North. Following a loss to an opponent from Francis Howell Central in the third place match, Loftis finished fourth and secured a spot at the Sectional Tournament.

Senior Logan Neumann

(195) entered the tournament as the No. 1 seed. In his first match, he pinned a wrestler from Pattonville. He then earned first place at the tournament and a ticket to sectionals with an imposing major decision victory over an opponent from Fort Zumwalt North.

Finally, junior Cayden Owens (220) won his first match against Pattonville by decision. Owens then bested his opponent from Fort Zumwalt North in a tense final match, winning 4-3.

Sending seven of their nine athletes to the sectional tournament, the wrestling team was happy with how the weekend went. It was an important first step to begin their postseason on a positive note, and the team is hoping they can carry their current momentum towards the sectional and state tournaments.

“The goal was to get everybody through to Sectionals. It

didn’t all work out, but sometimes that’s just how it goes. Overall we got a lot of great wrestlers through and now we get to go back and practice for another two weeks,” said coach Will Whitney.

Now, the focus is on success at the Sectional Tournament, which takes place at Francis Howell in just over a week.

“I’d like to see us clean up a lot of the little things before Sectionals. I think this is really the time to tune in and find those little aspects of your wrestling that you can tweak. We had guys that made some small mistakes at Districts but still made the top four and were able to qualify for Sectionals. That’s not going to cut it going forward. We’ve got to get to that next level of wrestling that won’t only get us to state, but hopefully will get us on the pedestal,” said Whitney.

Around the Hallways

Second Semester Activities Fair

On Thursday, Feb. 18, SLUH held a second Activities Fair in the Danis Field House during eighth period. While the Activities Fair usually takes place at the beginning of the first semester, it was replaced this year with an Activities PowerPoint. To make up for the loss of this popular event, club leaders gathered in the Field House on Wednesday to showcase their clubs. Clubs were lined up in a circuit through the Field House so that students could interact with club members and learn about clubs in a Covid-safe way. The event was required for freshmen and sophomores, and all attendees received a Pretzel Boys pretzel

at the end of the fair.

Class of 2025 Welcome

SLUH Admissions will be hosting two separate welcome events for the newly-accepted Class of 2025 on Monday, Feb. 22 and Wednesday, Feb. 24. The event was split between two days in order to follow social distancing rules. The purpose of the event is to initiate the newest Jr. Bills into the SLUH brotherhood and to formally welcome them into the community.

Jesuit Global Activism Leadership Summit - Application Deadline

The Jesuit Global Activism Leadership Summit is taking place virtually on Saturdays

during March. It brings together students from Jesuit schools throughout the world to discuss the UN Sustainable Development Goals and propose action plans to address the goals. Only five SLUH students will be accepted to participate in this program, but any students can apply for consideration. The applications for this program are due today, Friday, Feb. 19.

Robotics Update

In spite of the pandemic, the SLUH Robotics team is continuing on unfazed. Aside from all of the various Covid regulations, the main difference between this year and years past is that the FIRST Robotics Competi-

tion, through which SLUH competes, decided not to release a new game format for this season. With no specific guidelines from their governing body on what specifically to work on, the Robotics team has decided to focus on refining their robot from last year. Though no events have taken place so far due to the pandemic, SLUH is currently preparing for a virtual event through the FRC called Infinite Recharge at Home, which will occur sometime in the coming weeks.

-Compiled by Luke Duffy and Jackson Cooper

SLUHSEERS: AGE DISCRIMINATION



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Calendar

Friday, February 19

A Day

AL Bosco Stick
LUNCH Shrimp
2:45pm MAGIS Parents Prayer Group
4:30pm @ De Smet/B-Team Basketball
6:30pm @ De Smet/Varsity Basketball

Saturday, February 20

JV1 Racquetball State Tournament
JV2 Racquetball State Tournament
Varsity Racquetball State Tournament
2:30pm JV Ice Hockey Semifinal (vs Oakville)

Sunday, February 21

3:30pm JV1-1 Racquetball vs Lindbergh

Monday, February 22

B Day

Mission Week
Class of 2025 Academic Registration
AL Chicken Nuggets
LUNCH Meatball Sandwich
3:15pm Freshman Service

Tuesday, February 23

A Day

Mission Week
AL Pizza Stick
LUNCH Country Fried Steak

Wednesday, February 24

B Day

Mission Week
StuCo vs Prep News Basketball Game
AL Chicken Bites
LUNCH Hand Breaded Chicken Tenders
11:00am MC Sponsored Mardi Gras Lunch
6:00pm B-Team Basketball vs Columbia Hickman
7:45pm Varsity Basketball vs Columbia Hickman

Thursday, February 25

A Day

Mission Week
AL Bosco Sticks
LUNCH Pizza
3:15pm Freshman Service
7:00pm Band Concert

Friday, February 26

B Day

Mission Week
B Day
AL Cheese Bites
LUNCH Fish Mac
2:45pm MAGIS Parents Prayer Group

calendar | Roarke Unrau



photo | courtesy of Mr. Pottinger

Snowmen crafted by two Jr. Bills on their snow days.