

## Race at SLUH

### SLUH reflects on its racial past

BY CARTER J. FORTMAN AND JACK FIGGE  
EDITOR IN CHIEF, CORE STAFF

Whether it be the Dred Scott case in the 1840s and 1850s, the Civil War in the 1860s, redlining, or the civil rights movement, St. Louis U. High has existed through the most turbulent times in the nation's racial history. In the past century, the school has made strides that the founders would have thought inconceivable. However, this past summer brought more turbulence following the deaths of three unarmed African Americans. Students, members of the faculty Committee on Diversity, Equity, and Inclusion, and PACES decided that the moment was right to unite and find ways to end racism within the bounds of SLUH.

#### Past

The calls for racial equality have not always sounded through the halls of SLUH, however. According to Director of Equity and Inclusion

Frank Kovarik, the ambivalent relationship between SLUH and people of color can be divided into three phases; the first being slavery.

Bishop DuBourg, who founded SLUH in 1818, was a slave owner. He lent his slaves to the Vincentian Priests who first staffed the school. When the Jesuits came to SLUH in the late 1820s, they brought with them slaves from Maryland whom they kept enslaved until 1865.

"In terms of the time period, it was normal for people to have slaves. The overall situation of slavery and the climate that slavery created is what really hurts me. I'm more hurt slavery was created than that SLUH individually participated in slavery," said senior Albert Harrold.

The second chapter is characterized by the exclusion of black students. While slavery ended in 1865, SLUH did not admit a black student until John Carter in 1946, over 80 years later. Even though pioneers like Al Thomas, '50 and Eldrige Moran, '51 con-

**continued on page 8**

## We're Back! Part 2

### Return to in-person learning goes smoothly, sets the stage for weeks to come



SLUH mothers greet students on their first day back to school.

photo | Giuseppe Vitellaro

BY JACOB SPROCK  
NEWS EDITOR

A beeping alarm. A hypnotizing drive on the highway. A cram session right before a big quiz or test. School's back to normal again ... sort of.

For the first time in 181 days, the hallways and classrooms of Saint Louis U. High were populated by students and teachers as in-person classes finally began last Thursday, Sept. 10, but things were a bit different. The COVID-19 pandemic

has forced the school to adopt numerous safety protocols in order to host classes in person while keeping the students and teachers safe.

The hallways now resemble conveyor belts, marked to keep students moving in a uniform direc-

tion to their next class. The desks are like mini islands, each one allotted its own socially-distant space. Students themselves are kept from any physical contact, having to keep six feet between one another to maintain safety.

**continued on page 9**

## Traditions adapted: Baccalaureate Mass, Graduation, Junior Ring are celebrated

BY NOAH APRILL-SOKOL AND LUKE DUFFY  
NEWS EDITOR AND STAFF

The final quarter of the academic year was not the only SLUH event that had a strange twist due to COVID-19. Three Saint Louis U. High traditions—the Baccalaureate Mass and the graduation ceremony along with the Junior Ring ceremony—had to be revised in order to minimize the potential spread of the virus.

The Baccalaureate Mass and graduation ceremony took place in July, and there were substantial differences from years past. Usually, the Baccalaureate Mass is held in the Danis Field House and the graduation ceremony at

the Stifel Theater in downtown St. Louis. However, both events were hosted outside on SLUH's football field this year, which allowed SLUH to host a large gathering of the graduates and their families while maintaining proper social distancing in compliance



Sidq Cherry '20 at graduation.

with the city's health guidelines.

"Our goal was initially to do what we have traditionally done and host the graduation ceremony at the Stifel," said Assistant Principal for Student Life Brock Kesterson.

**continued on page 9**

photo | Mrs. Kathy Chott

## Conversation: Okohson-Reb talks about the life and death of Chadwick Boseman

BY SAM TARTER  
FEATURES EDITOR

*Editor's Note: On Friday, August 28th, the news of actor Chadwick Boseman's death was released to the public, shocking Marvel fans and moviegoers around the world. Before succumbing to a four-year long battle with colon cancer, which he kept a close secret from the press and public, Boseman inspired many with his activism, outspoken views on racism and diversity, and his breathtaking performances in movies such as "Black Panther" and "42". Features Editor Sam Tarter spoke with SLUH senior Ocean Okohson-Reb to talk about Boseman's life, legacy, and the impact of his iconic*

*performances.*

**ST:** What was your initial reaction to hearing of Chadwick's passing? Were you surprised and thrown off due to how sudden it was? Did you think of him any differently after you heard of his death's circumstances and his fight with cancer?

**OO:** My initial reaction was one of shock. This was something I didn't expect from someone so young and since the characters he portrayed on screen were so vibrant and so active. Him passing away so suddenly without any warning whatsoever was shocking, I had noticed a few recent photos of him a month or so prior

looking a lot skinnier, and a lot of people were noticing and concerned for him, but I didn't think it would be due to something so drastic happening in the background.

**ST:** Chadwick Boseman played many iconic real life African-American legends, most notably Jackie Robinson. Do you think that this role in particular cemented him as not only a serious actor, but a committed and professional one?

**OO:** I think that his role in "42" and his portrayal of Jackie Robinson was very three-dimensional. I remember learning about Robinson **continued on page 10**

The weekly student newspaper of St. Louis University High School  
4970 Oakland Ave. - St. Louis, MO 63110  
(314) 531-0330 ext. 2241  
online at sluh.org/prepnews  
prepnews@sluh.org

©2020 St. Louis University High School Prep News. No material may be reprinted without the permission of the editors and moderator.

NEWS  
**New Teachers**  
See the new faces of St. Louis U. High faculty. Page 2-3

NEWS  
**Tech Check In**  
See how technology has allowed students to safely return to campus. Page 2-3

ENTERTAINMENT  
**Satire**  
Rebellious student risks lives of hundreds; disregards directions and safety policies. Page 4

ENTERTAINMENT  
**Travis Scott Meal**  
\$6 for extra bacon and lettuce? Find out what all the hype is for McD's newest menu item! Page 5

SPORTS  
**Soccer**  
Coaches, players remain hopeful for season, chance to compete for State title. Page 6

SPORTS  
**Swim and Dive**  
SLUH swims at Villa and Chaminate for practices to accommodate large team. Page 6

INDEX	
2-3	New Tech, New Teachers
4-5	Entertainment, Crossword
6-7	Sports
8-10	Continued from 1
11	Photo Spread

## IT hard at work adding critical technology for hybrid return



New student check-in centers located in the Danis Lobby.

photo | Jack Figge

BY JACK FIGGE  
CORE STAFF

Upon entering the building of St. Louis U. High, instead of being greeted by cheerful receptionist Mimi Hartung, students are now welcomed by an imposing thermal camera, just one of the many technology additions to SLUH that have made being in person possible.

Over the summer, SLUH's IT Department has been hard at work making sure that SLUH is ready to begin the school year despite the challenges brought on by the COVID-19 pandemic.

Right upon entering the school, students will come face to face with technology that was put in place over the summer to help operate the check-in process more smoothly and efficiently. The first major tech addition made was adding a top of the line thermal imaging camera to effectively read students' body temperatures to screen for fever, one of the defining symptoms associated with the novel coronavirus.

"This technology is great," said Director of Security Dan Schulte. "The thermal camera takes temperatures

so fast that it doesn't require a long line, also it sends the readings in live time to our screener. It's a pretty cool system and it makes the whole process so much easier and efficient."

Right after school transferred to an online format in mid-March, Schulte and the IT Department went to work trying to find a check-in process that would help to make the students' eventual return to campus safer and more efficient.

"So we started doing research on technology as early as April," said Schulte. "Dr. K, IT, and I were getting inundated with different check-in processes. We got tons of emails from companies trying to sell us products. We talked and deliberated for a long time but eventually, we decided to use companies we have worked within the past."

The thermal camera was not the only technology addition that was put into place to help ensure that the check-in process was completed in a safe fashion. Early on, the administration decided to completely cut out homework in the morning in order to limit the number of places

a student could spread COVID-19. The IT Department, working closely with Kesterson and Schulte, had to devise a way to safely check students into the school building to take attendance.

"We were trying to limit the places people go, home-room was one more location where kids could gather," said Schulte. "We can also use the system for contact tracing. It's important to know where you were, what time you arrived, and who you were around."

The school searched to find the best and easiest check-in system available. At one point, senior Daniel Blittschau even attempted to create his own app to automate the check-in process by using students' lanyards.

"At one point, I had built a small little app that would have lived on the iPads," said Blittschau. "The reason we didn't go with this route was because we would have to maintain this system that I built but also extend the existing systems and sync in a lot of development hours to expand the existing system and we decided that it wasn't worth it."

After months of delibera-

tion, the school decided to settle with a company that they had already been using for the past two years called Vistitu. In years past, the school had used Vistitu to check-in visitors to the campus, now they are using it to check in the whole student body and faculty.

The check-in process was not the only thing that the IT Department had to work on to accommodate the return to school, they also had to install technology to accommodate for the hybrid model of learning that the school administration released in early August.

"We wanted technology that would allow the experience to be as similar for the student sitting in front of the teacher and the student sitting at home," said math teacher Craig Hannick.

In order to try to make the learning experience as similar for the students using zoom as possible, the IT department installed a top of the line camera and microphone in every classroom inside SLUH.

"When you have your classroom split between kids at home and kids in person you really need to keep the kids engaged," said Director of IT Jonathan Dickmann. "For me, a huge part of it is sound, because even if your picture freezes up you can still hear, which carries the whole thing."

For the IT Department and the curriculum committee, they wanted to prioritize installing quality microphones in each of the classrooms before worrying about the video portion. The IT team ordered a variety of different microphones from Amazon, tested each one out, and then ordered the one that they thought would work the best for SLUH's needs.

"A lot of the process was the decision," said Dickmann. "Just getting some kind of decision made, the way the summer went there was a lot of uncertainty for what the school year would look like, so coming up with a plan, getting funding and getting the parts to arrive was a big part of the difficulty."

The IT department settled on the AmazonBasics USB Conference microphone which they found is able to perform the best and deliver the best audio to those students at home.

After they found the microphones, the IT department's next task was finding a camera that would be able to provide the students at home with a clean image of their teacher and any work being done on the white board.

Similar to how they found the microphone, they ordered a couple of different options and assessed each one to find which camera would best fit the school's needs. They decided on a standard webcam, and like the microphones, ordered enough for all the classrooms.

"I am very grateful for the tech team who spent a lot of time this summer testing and installing new tech products to make sure we had high quality stuff," said math teacher Stephen Deves. "I have been able to basically walk anywhere in the room and my students at home have been able to hear me and be able to hear any student that participates without having to yell or raise their voice, so it has allowed us to have a semi-normal class and conversation without having to worry about the tech malfunctioning."

All of the standard classrooms received one set of the standard conference room

microphone and camera. However, some of the specialized classrooms—such as the science classrooms and the fine arts classrooms—received other technology in order to accommodate those classes with a more hands-on curriculum.

"For rooms like fine arts and science, since the rooms are different, it took us a little longer to install," said Dickmann. "But for fine arts, everybody teaches something different so we had to work individually with each teacher to help meet their personal needs and find what technology made the most sense in those rooms."

Another classroom that received a different piece of equipment was room M215, which is a classroom that is also used to host a variety of other events such as club meetings and faculty meetings.

"The camera up in 215C is pretty amazing, it's able to rotate, has a remote control, and very high-quality video," said Hannick. "It really is quite outstanding."

All of this technology was put in place to help ensure that students could arrive safely at school and continue to receive an exemplary education even from their own homes.

"One of my primary goals is for the school to function so that students can learn and teachers can teach," said Dickmann. "All of this new technology allows us to stay open and to continue functioning. There is a lot of value to being present, being with your teachers, being with your brothers, and this technology really helped to make a return to school happen."

## New Teachers 2020

photos compiled by  
Kathleen Chott

### Willie Evans – math teacher, lacrosse coach



BY LUKE DUFFY  
STAFF

For two years, Willie Evans has coached lacrosse at Saint Louis U. High. When math Teacher Dan Schuler left at the end of last school year, the school

looked to Evans, who has a background in engineering, to fill Schuler's spot.

This year, Evans will be teaching freshman algebra and sophomore geometry. He's also continuing to coach lacrosse for

SLUH and studying for his Ph.D. in Aerospace and Mechanical Engineering at Saint Louis University.

"Managing time, that's not a problem for me," said Evans. "so what's adding a couple more things to do?"

When the spot opened up for a math teacher this spring, varsity lacrosse coach Andrew Toussaint recommended Evans for the position. An offer of this sort was unexpected to Evans, but he eventually decided to take the job.

"It was very fast," said Evans. "Due to Mr. Schuler leaving, I got a phone call one day from Mr. (Jim) Linhares after him receiving word that I would be a good replacement for Schuler."

When Evans came to St. Louis for graduate school, he began looking for a high school

lacrosse team to coach. He stumbled upon SLUH merely because of the lacrosse program, but it quickly became evident that SLUH would mean much more for him.

"I just reached out and found SLUH, but, I mean, best choice ever," Evans said.

Evans was beloved by the SLUH community as a freshman lacrosse coach, and his friendly and engaging qualities translated seamlessly to the classroom. Sophomore Ethan Lee had him as a coach last year and is now in his Geometry class this year.

"He's a really good teacher and a really good coach who cares about his students and players," said Lee.

Evans brings both a background in engineering and the mind of a student to the classroom.

"I like Mr. Evans because of how kind and respectful he is to his students," said sophomore Luke Gund. "I like how when he is teaching he makes sure that everyone is caught up and understands the material before he moves on."

His students appreciate his patience with them and his readiness to adapt for their learning needs.

"If one of us isn't understanding a certain problem, he always works through the problems a second or even third time until we understand," said sophomore Cal Kreuter.

Unsurprisingly, Evans favored math, chemistry, and physics during his years in high school. Originally from Memphis, Tenn., Evans attended Broadcrest Christian High School and Tusculum University

and the University of Arkansas, where he earned his degree in Chemistry.

"If you've ever seen the movie *The Blind Side*, that's the high school I went to," said Evans. "Michael Oher went there, and now everybody loves it."

Between attending graduate school, coaching and teaching, Evans barely gets enough time to sleep. Nevertheless, he plans to co-moderate a new Aviation Club with science teacher Bradley Mueller, who recently got his pilot's license.

"It would be really good for the students to see it from a pilot standpoint and an engineer standpoint," said Evans.

In his rare free time, Evans likes to code and play video games.

## Madeline Powers – Librarian



BY JACOB SPROCK  
NEWS EDITOR

Following the retirement of librarian Cortney Schraut, Madeline Powers volunteered to take her place for the remainder of the 2019-20 school year, bringing with her years of experience in teaching, a strong work ethic, and a creative mindset.

This year, Powers is returning for her first official year at Saint Louis U. High, tasked with cataloging books, reorganizing the Robinson Library, and keeping students in the library socially distanced.

Coming from De Smet as a math teacher of four years, it was a pretty easy transition for Pow-

ers to make.

"It's been great having her just because she worked at De Smet, so she's really comfortable with high school boys and wasn't intimidated," said library department chair Lynne Casey. "She's really bright and eager and just has loads of ideas. She's like the Energizer Bunny."

Powers's husband, art teacher Sean Powers, first introduced her to the school, but she also heard about it through the infamous SLUH-De Smet rivalry.

"I knew it was a really good school, and I had made a few friends prior to coming here just by being at the faculty func-

tions," said Powers. "I thought (the rivalry) was interesting. I don't really understand what the competition is. If there's more competition between, like, CBC, let's join together—the Jesuit schools against CBC."

Powers is also a member of the Equity and Inclusion Committee.

"(I want to make) sure that our students of color have or feel like they have the same access to the education that white peers would have," said Powers. "I'm impressed with how much is talked about here, the work done here, how many people are involved with making things happen here. It's nice to be part of it."

In order to follow regulations for the COVID-19 virus, tables have been appropriately spaced, every other computer has been deemed off limits, and closing time has been pushed to four in the afternoon, but Powers will continue to offer her help and support wherever she can.

"I'm just really grateful that she's here. It started as sort of a temporary, part time thing, and it's morphed into this," said Casey. "I hope she's happy and wants to stay."

## Matthew Fink – ASC Chemistry



BY MICHAEL ROBINSON AND  
LOUIS MILLER  
REPORTERS

St. Louis U. High welcomes back Matthew Fink, '16, to teach sophomore chemistry as a member of the Alum Service Corps (ASC).

Hailing from Belleville, Ill., Fink attended Catholic grade school and visited SLUH in eighth grade and fell in love.

"I had never even heard of De Smet or CBC," Fink said. "There were really two reasons that I chose SLUH: the academic prestige, and the Jesuit faith component."

Fink flourished at the U. High, playing percussion for band and being involved with campus ministry. During his time at SLUH, he won an array of awards for band, including first place for both his performance in Timpani and Percussion.

Fink attended the University of Illinois as a molecular biology major; his sophomore year, he began serving underprivileged youth in the Urbana-Champaign area. He also became involved with the St. John Newman Center, the Catholic base of operations

on Illinois' campus. It was those experiences in community service, as well as inspirations from SLUH's many great teachers, that ultimately led him back to where he started.

"Mr. O'Keefe's biology class was one of the biggest inspirations for me to begin teaching," said Fink. "I wanted to give back to the community that gave me so much; it was a real privilege for me to come here."

Over the summer, Fink became an ASC and after only a few months he has already seen the benefits of the program.

"It opened up many doors for me," said Fink. "I now have opportunities at many Jesuit schools across the country."

Overall, Fink is excited for the opportunity to be back on Oakland Ave., and even though SLUH has changed since his days there, he is still just as involved with the U. High as ever.

"I loved this place as a student, and I am very grateful for the opportunity to be back here," Fink said.

## Andrew Schaeperkoetter – Theology Teacher



BY JOEY KNESE AND  
COBY SPRATTE  
REPORTERS

St. Louis U. High recently welcomed back Andrew Schaeperkoetter, '05, as a new theology teacher. When he was younger, Schaeperkoetter planned on being an astronaut, but now finds himself

coming back to SLUH not to teach AP Physics, but rather a more spiritual and emotional science: theology.

Schaeperkoetter studied aerospace engineering at the University of Kansas, where he received his bachelor's and also received his master's at Texas A&M his masters in

aerospace engineering.

Despite studying hard for these two degrees, Schaeperkoetter said that he didn't find any joy in it, so he decided to start majoring in theology. Schaeperkoetter said that there were catechists in college who pushed him to grow in ways that he hadn't previously and really raised the bar of what it meant to be a good person, to be a saint.

While studying, Schaeperkoetter wondered which theology school would want to take an engineer over someone who had studied theology, so the door didn't seem open for him.

"The people I studied alongside actually had to read books for their major and I just did a bunch of math," said Schaeperkoetter.

Schaeperkoetter applied

to and was accepted at Boston College for a master's program in theology, allowing him to keep pursuing his passion.

Before coming to SLUH, Schaeperkoetter taught sophomore theology, junior theology, engineering, physics, and AP Physics at Strake Jesuit in Houston, Texas where he also coached freshman and sophomore water polo for six years and was the swimming coach for three years. Along with teaching theology here at SLUH, he is currently enrolled in a doctorate program at St. Louis University in catholic educational leadership.

Strake was one of the schools that was devastated by Hurricane Harvey back in 2017 when the Class of 2021 were freshmen. Schaeperkoetter's house was flooded and he felt truly blessed by the help

SLUH gave the community.

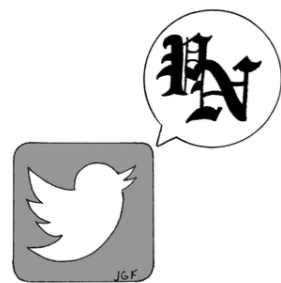
"It is no fun having your house flooded," said Schaeperkoetter.

Schaeperkoetter loves working at institutions such as SLUH and Strake because of their specific visions tailored towards education. He is excited to teach freshmen for the first time, looking forward to them being enthusiastic and ready to learn. Schaeperkoetter is ready to make the necessary adjustments after mainly

teaching upperclassmen.

The whole experience has been surreal for Schaeperkoetter as he is now walking the same halls he did years ago. Now, as a teacher, he is calling teachers who taught him by their first name.

"Now, I am filling the shoes of people who I really respected ... and to see myself in the tradition of SLUH is humbling," said Schaeperkoetter.



## Prep News 85 Policy

The Volume 85 *Prep News* opinion section serves the purpose of being the vehicle of the personal opinions of students, faculty, or others. All topics discussed in the section will be related to St. Louis University High School.

Nothing published either as an editorial or as a letter to an editor should be considered the opinion of the school, the administration, or anyone other than its author or authors.

A *Prep News* editorial is the opinion of all five editors on a particular topic.

A commentary or column is an opinion of one member of the *Prep News* staff, not of the *Prep News* itself.

A perspective or notebook, like a commentary, is the opinion of one person, often a *Prep*

News staff member.

Unlike a commentary, such a piece is often intended primarily to convey a personal experience rather than to provide a viewpoint on an issue. Unlike a letter, such pieces are usually developed at the request of, and sometimes under the guidance of, the *Prep News* editors.

Every member of the SLUH community is welcomed and encouraged to submit a letter to the editors. Every letter received by the editors will be read and given consideration. All letters must be signed, but the author's name may be withheld from publication by request and at the discretion of the editors.

The *Prep News* editors reserve the right to edit any submissions for publication in order to meet grammatical stan-

dards, but they will not skew the author's original intent. Also, the editors reserve the right to withhold from publication any submission if it is deemed vulgar, tasteless, or otherwise inappropriate. Authors should be available for the editor to contact them before publication to address matters of concern.

All authors wishing to have letters published must submit them by 4:00 p.m. the Wednesday before the letter is to be published.

Letters should be emailed to [prepnews@sluh.org](mailto:prepnews@sluh.org), and, if possible, a signed copy should be given to a *Prep News* editor or moderator or mailed to the *Prep News* courtesy of St. Louis University High School, 4970 Oakland, St. Louis, MO 63110.

## Prep News 85 Platform

As the student-run newspaper of St. Louis University High School, the *Prep News* is a weekly publication that strives to inform the SLUH community about events and people, with its focus on those pertaining to the school, primarily through the written word.

The *Prep News* is neither the voice of the administration nor the students. Rather, the newspaper serves to gather and distribute information for the entire school. The *Prep News* editors and staff members make every effort to be objective in their news coverage and editing.

The members of the editorial staff are co-workers and share equally the duties of writing, copy-editing, layout, and staff management. All of the editors share responsibility and leadership of the paper. The editors are supported by a core staff of regular reporters as well as artists and photographers.

It is the role of the editors to seek

out and facilitate the reporting of all significant news at SLUH. While any faculty member or student is welcome to submit suggestions to the editors for potential articles, the *Prep News* is never obligated to publish any article idea.

Our primary emphasis as editors of the *Prep News* is upon clear and accurate writing and careful editing. We also attempt to include visual expression—photography, drawing, technical aids, etc.—in every issue and on our web site. Despite our desire to make the paper visually appealing, we commit ourselves not to allow form to supersede substance.

The editorial staff will use social media to communicate with the paper's readership and to update students about SLUH events and highlight the paper's content. The editors will not allow their goal of speed and accessibility online to weaken their commitment to accuracy and depth.

The *Prep News* strongly encourages underclassman involvement, and our office on the second floor of the Jesuit Wing, room J220, is always open for involvement, criticism, praise, or suggestions. Contributed student opinions are also welcome under the *Prep News* Editorial Policy. Without student reaction and feedback, the *Prep News* could not function.

If the *Prep News* is inaccurate, we will correct any significant error in the following issue and on our web site as soon as possible.

Furthermore, the editors assume sole responsibility for the text of news and sports articles, features, and editorials. We ask faculty or students who take issue with the manner in which the news was reported or find an error to bring it to the attention of the editors, not the individual reporters.

This is the platform of the editors of Volume 85 of the *Prep News*.

## Absolute badass student seen walking opposite direction of other students in the hallway

BY JACOB SPROCK  
NEWS EDITOR

Last Friday, a student at Saint Louis U. High was seen during the passing period breaking the hallway rules made in order to maintain safety during a national pandemic, showing how much of an absolute badass he is by refusing to consider the safety of himself and others.

The rebel, whose iden-

tity is unknown at the moment, garnered the admiration of some students and even faculty after he traveled from senior hallway to the J-wing without making the required loop through freshman hallway.

"He's such a renegade," said senior and drummer for local band The Scamps Rob Brooks. "Not many people at SLUH have the (guts) to put not only their own life but

the lives of hundreds of other people at risk."

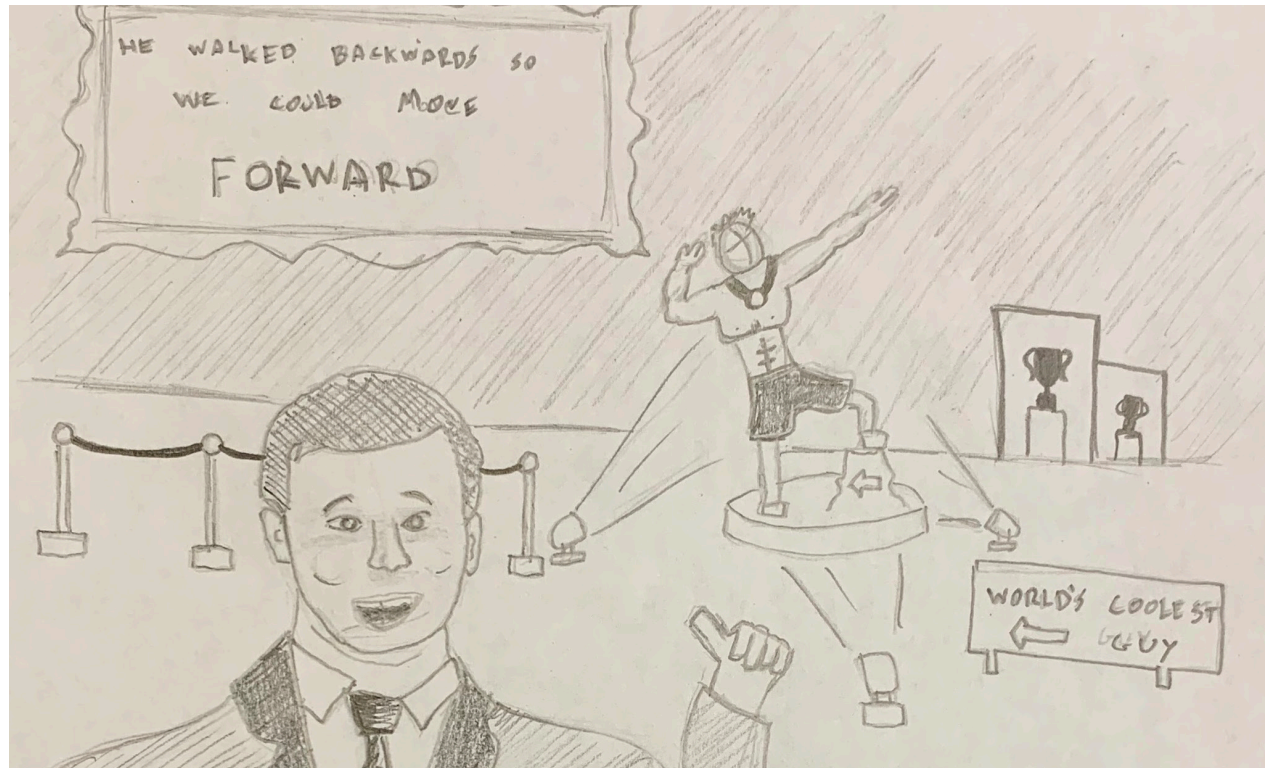
"If I were to make a list of the most badass men ever, the only three on it would be Chuck Norris, Batman, and whoever this is," said art teacher Mr. Sean Powers, referencing his 9-foot, near-finished painting of a tall, muscular figure walking down the wrong side of the hallway. "He's such an inspiration for everyone who

wants to stand up to authority and say, 'We will not be forced to walk in a direction we don't want to walk.'"

Other SLUH students confirmed that, along with breaking hallway rules, the reactionary frequently walks in front of the Main Office with his shirt untucked and sometimes turns in assignments five minutes late. What a badass.

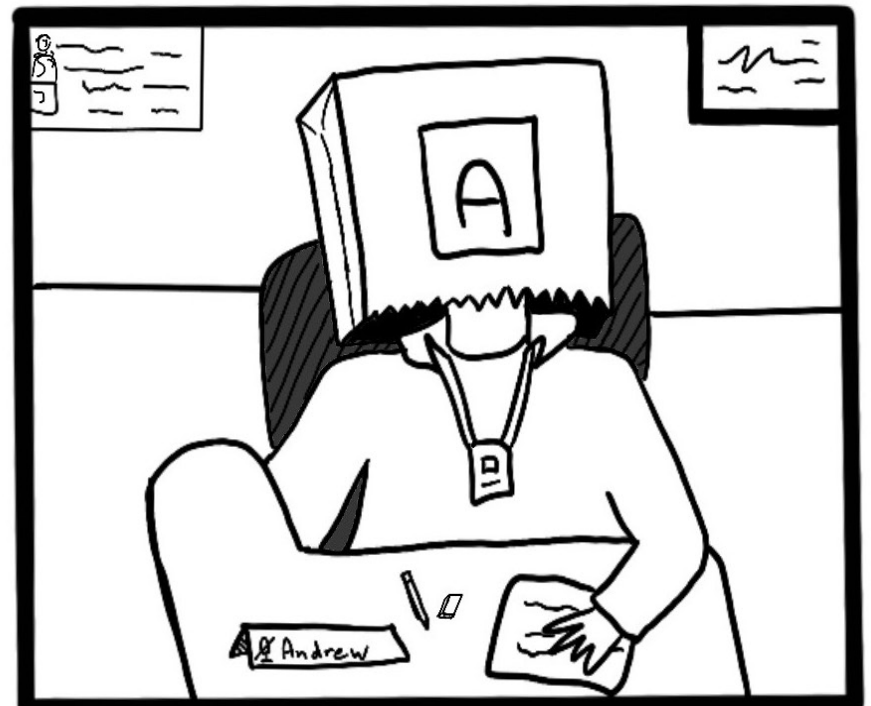
### Weather Balloon: Three days til liftoff

Science teacher Bill Anderson and the Environmental STEM class plan to launch the first weather balloon of the year on this Saturday, September 19. Students should check their emails for updates on the weather balloon's journey.

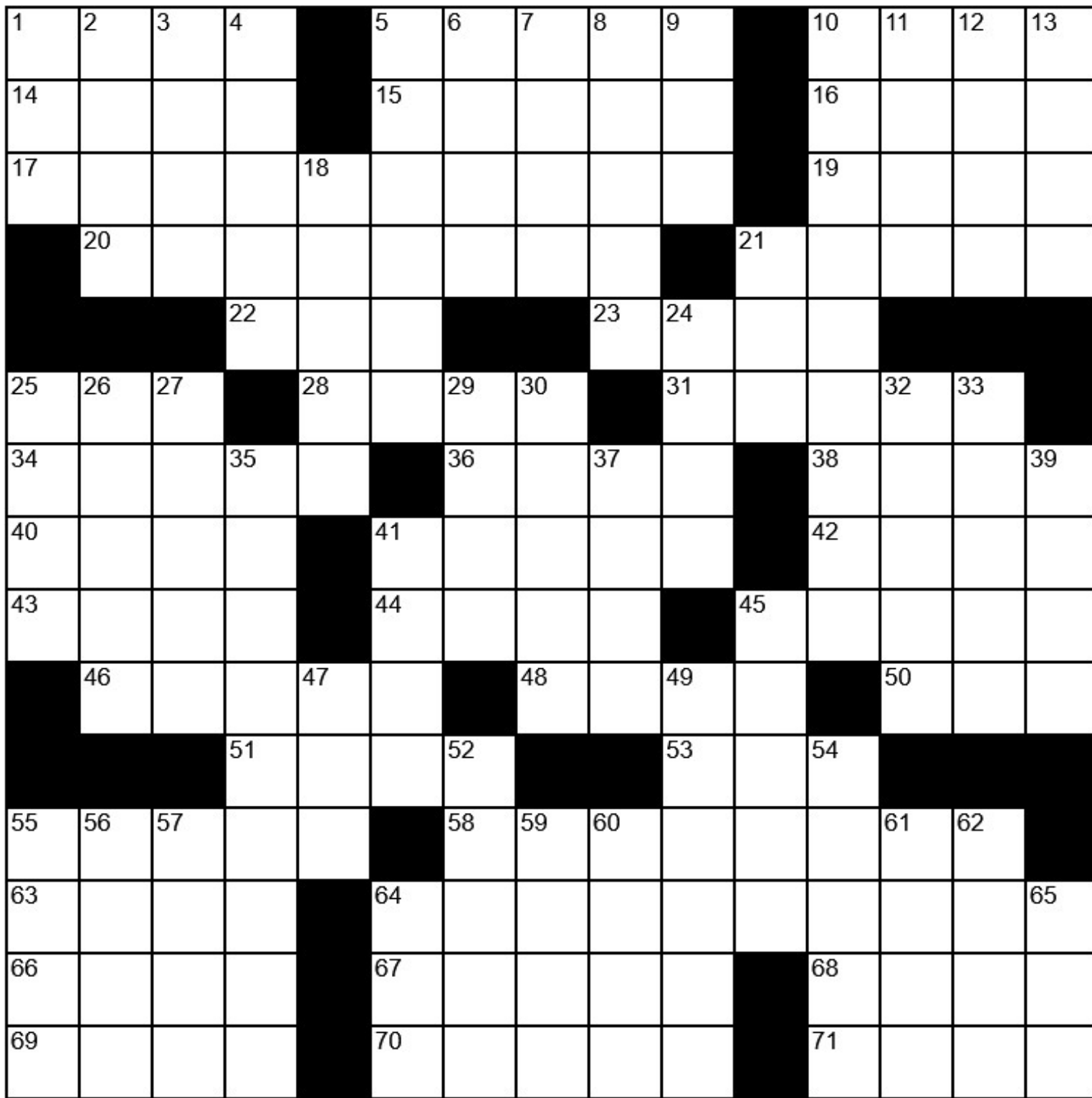


art | by Nathan Rich

## SLUHSEERS: "OLD HABITS DIE HARD"



art | by Nathan Rich



- Your Girl”
18. Country that features a handful of popular architectural landmarks
  21. News company behind *All Things Considered* and *Wait, Wait, Don't Tell Me!*
  24. Sections of a Shakespearean work
  25. Boxing prods
  26. “There’s \_\_\_ for that”
  27. Enchantress that helps Jason obtain the golden fleece
  29. What to do with punches
  30. Form of literary consumption that is seeing increased use during the pandemic
  32. Possible nickname for the star of *The Breakfast Club*, *Pretty in Pink*, and *Sixteen Candles*
  33. A fake fan
  - \*35. Black and white and left in classrooms all over
  37. Something creativity begets
  39. Part of a ship on which Peter Pan and Captain Hook meet in battle
  41. A social media influencer might make a lot of these, abbr.
  45. Standing on the center circle of a soccer field
  47. What one might trade for tat
  49. Founder of an adult magazine, Hugh
  52. Measurement of sunshine, or sudden change in altitude
  54. Hailing from the city
  55. Rockstar Games’s 2013 feature title
  56. A one-person argument popular on Twitter
  57. Technical name for a sea eagle
  59. Popular type of beer among the youth

TITLE: A PUNNY PN  
PUZZLE  
BY JACOB SPROCK

**ACROSS**

1. Military base located in Al Kâharj, abbr.
5. Animals the player shoots in a 1984 game that contains the same animal in its title
10. Frequent detention participant from a popular animated Fox show
14. Beats competitor
15. Incorrect label for *A&P*
16. A Zamboni driver?
- \*17. Some Blueberries playing guitar
19. How Hamlet might address you
- \*20. What you’d call a three-humped camel

21. Requiring a lot
22. A large prairie, to Brits
23. Baby trees, for short
25. What you might put on 1-Down
28. 2017 action role playing game where the player leads a group of exiles to freedom
31. Giveaway of a cheater at a cards table
34. Concerning, about
36. Story of a deceased person’s life, shortly
38. Onomatopoeia found behind fast cartoon characters
40. How Hamlet might say “had summoned”
41. Drudges
42. Disney Princess
43. “If you’re gonna \_\_\_, \_\_\_ in this!” - Garth Algar

44. Alternate term for black-thorn
45. Punk-Rock band that people say you shouldn’t meet?
46. Italian dinner
48. King of the Hill character whose name is an anagram of the protagonist
50. Dodge Charger model for *Fast and Furious* lovers, abbr.
51. City that features a popular architectural landmark
53. Quintessential Australian foe
55. What Charlie of France, Freddie II of Prussia, and Alex of Macedonia have in common
58. Shoots for the stars?
63. What campers save for a

- rainy day
  - \* 64. A cow with no legs
  66. Star of *The Princess Diaries* and *The Devil Wears Prada*, Hathaway
  67. An English coastal city or Liverpool with the gross part cut out
  68. American Literature
  69. Hasty writing of what many Americans will be on November 3
  70. More suitable
  71. Internet content warning, abbr.
- DOWN**
1. Common vegetarian sandwich, for short
  2. Alternate source of slipping to banana peel in cartoons
  3. Popular form of auditory

- stimulation on the internet
4. Requirement of a defender for a charging foul
5. Creator of many animal communicators and evil step-moms
6. Wife of Ozai in *Avatar: The Last Airbender*
7. Favored tool of Two-Face and Mr. Steingrub
8. Things you get out at a massage parlor
9. Prefix meaning “with” or “together”
- \*10. How vampires like their food
11. What someone might do the day after a tough workout
12. Another name for the sea crossed by Moses
13. Artist behind “Mr. Steal

## Food Review: Lettuce consider the Travis Scott Burger

BERNIE KILCULLEN  
REPORTER

McDonald’s has had a fantastic September. From the beginning of school until now, they have promoted and released three new items that have kept our taste buds satisfied and our stomachs full, most notably their collaboration with famous rapper Travis Scott for the Travis Scott Meal.

From an unbiased consumer perspective, the sandwich is no different (besides the added shredded

lettuce) than a Bacon Quarter Pounder with Cheese. You may be asking yourself, how much of a difference can shredded lettuce make? Well, let me tell you that it provides an absolutely necessary, crunchy texture and burst of freshness to the thick quarter-pound burger.

The fries come with BBQ sauce to dip in too, which is rather common and at this point, juvenile. If you have not been dipping your fries in a variety of sauces, have you truly been eating

fries? The fries themselves are still textbook McDonald’s fries. A couple of secrets to guaranteeing a fresh, crispy fry is to either order as soon as lunch opens at 10:30 a.m., or to ask for your fries well done.

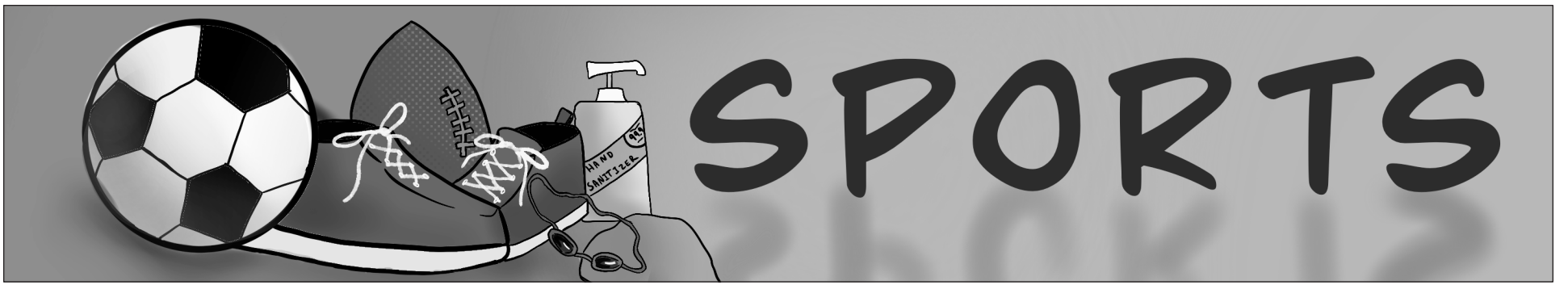
The final piece of the Travis Scott Meal is the Sprite. As always, McDonald’s knocks their Sprite out of the park. You should expect nothing less from the king of Sprite.

Again, the content of this meal is nothing surpris-

ing or groundbreaking for McDonald’s. The most significant benefit of this meal is the price. A regular Bacon Quarter Pounder Meal will run you eight dollars and some change while Mr. Scott is able to offer his meal for only six dollars, before tax. With a great price and overall solid meal, I would give this experience an 8 out of 10. Nothing crazy, but a very solid meal.



photo | courtesy of Bernie Kilcullen



## “We have a state-caliber team”: SLUH soccer hopes to play.



Two freshmen warming up at practice yesterday.

photo | Louis Cornett

BY LOUIS CORNETT  
STAFF

In the past two weeks, the SLUH soccer program has adapted to COVID-19, trying to make a return to practices as normal as possible: players now have to line up on chalk lines, six feet apart, and wait to be temperature checked and complete a health survey. After completion of the survey, students receive hand sanitizer and enter into the soccer stadium, sitting socially distanced in the stands.

Currently, SLUH soccer is practicing four to five times a week following the guidelines set by the City of St. Louis.

“The phase numbers have sort of drifted out of the equation,” said Athletic Director Chris Muskopf. “The newest guidelines currently permit us to conduct drills that would induce contact but the groups would have to be smaller.”

If SLUH soccer were to allow players to engage in contact during drills in compliance with the City’s guidelines,

the separated player practice squads would have to decrease from 20 players to 11 or fewer. Varsity head coach Bob O’Connell decided to stay with practices involving non-contact activities through next week for safety reasons.

“Our logic is that it is more dangerous to regroup our players,” said O’Connell.

Currently, fitness and socially distanced drills such as passing and individual ball work have replaced 11 v 11 scrimmages and games. In the

strange world of high school sports, the coaches and players of SLUH are focused on the positive of just being back on the field.

“Just the fact that we can be out here and be with one another is a great thing,” O’Connell said.

“Right now, we still have a chance to play,” said junior Ben Ridgway. “I just hope we continue to have that chance.”

With tryouts originally scheduled for the week of Aug. 10, the process of finalizing a team is still largely a mystery and the revised date for tryouts is still unknown. Unable to properly analyze players based on fitness and passing, O’Connell and his staff have to wait until the guidelines of the city allow contact at practices.

With a potential championship-caliber team aided by returning players such as senior Tilahun Murphy and newcomers such as junior Stephen Saladin, all players and coaches hope tryouts will happen soon and the regular season too.

While the team awaits the crucial information about their season’s future, everyone involved in SLUH’s soccer program has remained healthy

with zero positive COVID-19 cases since the beginning of August. Safety is the number one priority and players are following all of the rules set forth by the county and SLUH, and wearing masks when entering and leaving the stadium. Continued safety precautions allow for the possibility of a season this fall.

In the event that the fall season is cancelled, soccer would likely be rescheduled for the spring.

As the rocky world of high school sports is continuously influenced by COVID-19, the next few weeks will be decisive in whether a season will be played. The only way a full season can begin is with haste; tryouts and games have to begin or the season will overlap into the winter, according to O’Connell.

As of now, no players or coaches of SLUH know what the future holds, but are hopeful that a season is still possible, and that their work can push them towards a championship.

## Football looking for optimism; waiting for clearance for games

JACK RYBACK  
CORE STAFF

The St. Louis U. High football team has been practicing since mid-July and has been maneuvering to get practice time while still adhering to the CDC’s guidelines. Sanitizing equipment, non-players wearing masks, and pre-practice check-ins are all precautions the team has taken in an effort to stay on the field during the pandemic.

After contact with any training equipment the equipment is sanitized and put back in action. During practice, all coaching staff and managers are required to wear masks and are asked to distance themselves from others. Additionally, prior to stepping on the field, the players and staff are required for a check-in to ensure the safety of others.

Currently fall contact sports have been split into four phases, each with its own specific set of rules. As of now the football team is in Phase 3, meaning they can hold practices and scrimmages. They cannot, however, have any full games while in Phase 3.

With the recent announcement from St. Louis County Executive Sam Page restricting high risk sports to practice only and no games, the coaching staff is holding meetings trying to decide how to proceed with the team.

“We have three or four weeks before we have to make a decision,” said head coach Mike Jones. “We are going to approach that deadline hoping that we can play this fall.”

The players are anxious to get back on the field and want to play this fall. The team has been practicing both on the field and in the weight room in preparation for the green light to compete.

“Not being able to play (has been difficult),” said junior Luke Johnston. “As a team we are ready to go and do big things this year if given the opportunity.”

The team is struggling to stay optimistic about playing this fall, but continue to work both on and off the field in order to be ready for the year. How COVID changes in the next few weeks will be a decisive factor on when and if we have a football season at SLUH this year.

“We’ve really been connecting as a program and our team chemistry is heading in the right direction,” said junior Andre Tucker.

## New year, new pool: COVID-19 forces swim team to find new practice location; meets coming soon

BY CARTER SPENCE  
REPORTER

The SLUH Swim & Dive program began its quest for a third straight state title this week. The team got the green light to enter Phase 3 of the reopening plan for high school sports last Friday. As a low-risk sport, they can now begin competitions against other schools in the area, beginning this week with a meet on Tuesday vs. CBC, and later in the week vs. De Smet.

The return to fall sports can always be challenging, but especially in a year where COVID-19 has disrupted nearly every aspect of life.

“One of the most challenging things has been getting everyone back in shape after being out of shape all summer and not having many pools open for everyone to try to get back in. We have been upping the intensity of practices and made sure we did dry land over the summer to stay in shape a bit and not slack off too much,” said senior Eli Butters.

Although competitions will finally begin, many restrictions will continue to be enforced at practice and at meets. At competitions, for instance, spectators are not allowed to attend. Swimmers will have to rely

on each other for encouragement and noise.

“I don’t think not having fans will impact our guys that much,” said head coach Lindsey Ehret. “It’s more about our guys getting excited for their teammates, so the noise on deck is really more impactful than in the stands.”

Ever since practice began on Aug. 24, Ehret and her staff have had to comply with COVID-19 guidelines to ensure practices run safely and smoothly. Masks must be worn by swimmers when they are not in the pool, and social distancing guidelines are strictly enforced by Ehret, who said she sometimes has to “police” the rules.

In normal years, there would be a single big JV team; however, this year, there will be two JV teams: JV1 and JV2.

“I know these kids have been stuck at home, so I created JV1 and JV2 to give everyone a chance to stay active and participate,” she said.

Although practices would typically be held at Forest Park Community College, the team has had to shift to practices at Villa Duchesne and Chaminade. Varsity is able to practice at Chaminade on weeknights, and JV1/ JV2 have split up

times in the afternoon at Villa Duchesne. The diving team has been able to practice with De Smet.

Besides the location, one of the most challenging aspects of this new normal has been the distancing at practice. In a typical year, Ehret was used to groups of swimmers being huddled on one end of the pool and easily receiving instructions; now, however, those in a lane are positioned in four different areas of the lane: a group on both ends, and two in the middle.

“It’s been a struggle trying to communicate, especially while I’m wearing a mask in a pool that already doesn’t have great sound quality,” Ehret said.

In the event that a swimmer would test positive for COVID-19, those who shared a lane with the swimmer would have to quarantine for 14 days. Anyone else who came in contact with that swimmer would also have a mandatory quarantine. Fortunately, the Swim & Dive program has not yet encountered a positive case of COVID-19.

“I’ve been really impressed with the level of communication that the swimmers have had with me and their parents,” said Ehret. “We’ve had people with symptoms, and people with



Art | Nathan Rich

siblings or family members with symptoms, but no positive tests.”

After two smaller competitions this week against CBC and De Smet, the team will prepare for a “mini-invitational” on Oct. 3. The event will feature many schools from the area, including Kirkwood, who placed third in state last year.

“Kirkwood will be one of our main sources of competition in defending our

state title,” Ehret said. “It will probably be the fastest competition we’ll have all year.”

Even amid a pandemic, there is still much optimism for another state title run.

“I think we’re looking just as strong as ever and we are going to be able to put together some great relays with new freshmen that are really stepping up and helping the team out,” said Butters.

# Racers ready to run: SLUH XC prepares for first meets of the year

BY NOAH APRILL-SOKOL  
NEWS EDITOR

Cross country is back in full swing with meets on the horizon! Having received permission from the City Health Department, the Saint Louis U. High cross country team is now permitted to compete against other XC teams in the Saint Louis region.

Last week, the City Health Department announced new health protocols and guidelines related to sports. These regulations allow for low risk sports to hold interscholastic competition with other high

schools in the region. Cross country, falling into the low risk category, has begun to start preparing to race against other competition.

“I am really excited to race as a team this season,” said senior Daniel Hogan. “I initially didn’t think for sure that we would have the opportunity to do so as a team. But the team has put a lot of effort and work in the offseason, and I am excited to show how much stronger our team has gotten in these future races.”

Cross country head coach Joe Porter has already started scheduling meets

with other schools in the area. Next Monday, he plans to host a dual meet with Lafayette High School in a location still yet to be determined.

“Following the newly announced guidelines from the city, I immediately started contacting coaches from the other schools to start planning meets,” said Porter. “All the meets that we had in the past had been canceled, so I was basically starting from scratch.”

Most meets will be smaller meets in order to make it easier to accommodate the guidelines set

by the city, and meets will be broken down into heats to limit the number of competitors in each race. The number of competitors in each heat will vary from race to race.

Porter still plans to maintain the safety and health procedures that have been happening at practice. The team members will continue to be separated into groups, and these groups will remain separated in order to minimize the risk of spreading the virus across the entire team. Athletes will also continue to check in and fill out the athletic

survey.

“Just because the city has given us permission to race, this doesn’t mean that we should remove our health procedures. In fact, it is even more important for us to adhere to them now that we have a season,” said Porter.

Porter is still unsure whether the team will be able to compete at the District and State meets.

“Right now, the city is only allowing us to race against teams in the St. Louis region. In order for us to compete in those meets,

the city is going to have to change its regulations.”

Still, the team is really excited to show off its depth and strength in the meets to come.

## High-Contact Practice: COVID-19 Edition

Compiled by Louis Cornett, Thomas Ziegler



Senior kicker Tyler Ridgway holds for junior kicker Thomas Ziegler.



Varsity soccer coach Bob O'Connell (second row from left, all dark) leads one-touch passing drills.



Freshmen and sophomores warm up before Tuesday's practice.



Freshman soccer coach Brock Kesterson (foreground) directs practice.



SLUH offensive linemen work on their snaps.



To maintain distance, SLUH punt returners took punts next to the Field House.

# Students, alumni, and faculty comment on the past, present, and future of race at SLUH

(continued from page 1)

continued to come through the doors of Oakland Avenue, the numbers were relatively small.

"I would characterize that as an era of black courage and achievement but in small numbers," said Kovarik.

Upward Bound was created during this period in 1966 to prepare students, particularly those from disadvantaged backgrounds, for the college prep environment of SLUH.

While the numbers increased slowly, SLUH worked to reach out to students of color and generate a student body that more closely reflected the demographics of the city in which the school was located. In 1991, the board of trustees released the Minority Action Plan. The 6-page document had three areas of focus: reaffirm the school's dedication to Upward Bound; reaffirm the importance of the Organization of Black Achievement, which eventually became ACES; and recruit more minority faculty members.

"Over the past 30 years (since the Minority Action Plan), we have had modest efforts to create racial diversity equity and inclusion here," said Kovarik. "It hasn't been a steady upward trajectory but I think we have had modest efforts. We have had some successes, but also some periods of time where we have not had as much progress."

## Present

Following the unarmed deaths of Breonna Taylor, George Floyd, and Ahmaud Arbery—all African Americans—and the unrest that followed their deaths, it became

clear to Kovarik that something had to be done.

"The events of the last five or six years, some of the disciplinary issues we have had in recent years, and certainly the events of this past summer have been catalytic events that have kicked us into a new era of racial diversity equity and inclusion efforts here at SLUH," said Kovarik. "I certainly didn't feel like the response needed to be mine alone so I tried to bring together people to think about what SLUH's response could look like."

Kovarik's first step was mobilizing the faculty Committee on Diversity, Equity and Inclusion. Through their discussions, the summer incarnation of the Voices of SLUH series was born. However, instead of the traditional written medium, these reflections were all through video.

Voices of SLUH moderator Kate Toussaint was tapped to organize the project, and received help and input from other faculty members such as Kovarik, campus minister Simonie Anzalone, English teacher Adam Cruz, college counselor Daniel Shields, and Assistant Principal for Mission Jim Linhares. Linhares's son Will, '10, volunteered his video editing skills.

"We had this idea to have first person narratives, but it just sort of evolved from there," said Toussaint. "The great thing is that we let our students shine and show their voices."

The first reflection came from Ryan Hopkins, '16 who discussed the time he encountered a police officer at a park, only for the tense situation to be diffused by his SLUH hockey hoodie, and related that experience to a film he made.

The second video in the installment came from current juniors Xavier Jallow Turner and Ismael (Ish) Karim, who reflected on their run-in with a man who targeted them with racist statements. The third was a collaboration between current seniors Carter Fortman and Albert Harrold, who discussed their interracial friendship, and how white people can be allies. The fourth was from current senior Cory Lyles who discussed his hope for an improved future. The fifth featured Jack Callahan '18 who discussed his work with his fraternity to encourage The University of Alabama to acknowledge their prejudiced past. The sixth came from parent Chris Brooks who discussed two stories from his past where he was racially profiled. The seventh came from Daniel Heard, '04, who discussed action and education within the struggle for racial equality. In the final episode, Joshua Saleem, '02, discussed the acronym ALLY to explain the best way to be an ally with the movement.

The project was initially only supposed to last two weeks, but it ended up extending to two months.

"It was way better, way stronger, way more powerful than what I had personally envisioned," said Toussaint.

"As the Director (of Equity and Inclusion) I don't feel I have all the answers, I feel like my job is to solicit and bring together the voices of our community and help coordinate those efforts," said Kovarik. "The Voices of SLUH was a way for the community to process and think about, for people to tell their stories and to give students and families the chance to think about these things in a prayerful and

spiritual way."

An additional step that Kovarik took was to meet with the PACES (Parents Association for Cultural Enrichment at SLUH) to find out how they were feeling about the current events.

In response to the killing of George Floyd, PACES held a virtual meeting to discuss what their members were feeling after the killing and also what PACES and SLUH can do as a whole to help the members in this difficult time.

"It was a really fantastic conversation," said parent Joycelyn Barnes "The people really expressed how serious this is, and the thought of what if this had happened to a loved one—a fear that this is still happening. I'm glad that we were able to provide that opportunity for a conversation amongst the parents."

## Future

Moving forward, Kovarik, PACES, and the faculty Committee on Diversity, Equity and Inclusion hope to use his momentum to improve diversity here at SLUH.

"Our goal is to have transparent conversations about racism and how it is a real sickness in our world and in our city and in our school," said Toussaint, who, along with moderating Voices of SLUH, will be moderating the Anti-Racist Coalition.

Three things that Kovarik sees need improvement are more minority representation within faculty, more minority representation in the student body, and continued refinement of the curriculum to improve the diversity.

"We have a relatively new subcommittee of the board of trustees that is dedicated

to Equity and Inclusion and that committee is working on a new vision and plan for DEI efforts at SLUH," said Kovarik. "I am excited about this being a marker of SLUH entering into the next chapter in its history which I hope will be a very positive one and one that sees a lot of needed changes that make SLUH more racially equitable and inclusive."

Minority enrollment has increased despite still falling short of the demographics of St. Louis City. Between 1946-1991, African American students, who are the most drastically underrepresented group, generally comprised between 1-2 percent of the total enrollment. Presently, they make up 7 percent of the student population despite making up 18 percent of the city population.

In comparison, white students make up 84% of the student body but just 77% of the city population. Hispanic students represent 3 percent of the student body and 4 percent of the city's population. Asian-American students represent 4 percent of the student body but 3 percent of the city population.

The divides are even more apparent with the faculty diversity. Ninety percent of faculty are white, just 3 percent are Black, 4 percent are Latinx, 2 percent are Asian-American and 1 percent are Middle Eastern.

Kovarik also hopes the SLUH community will make use of the Voices of SLUH series in the future.

"I would also like to challenge my colleagues and challenge myself as well to use things like our Voices of SLUH and other initiatives we have done here in our class-

rooms, to not just leave them on YouTube or on the internet but to make them living text that we can continue to learn from," said Kovarik.

The Voices of SLUH series gave Kovarik hope.

"I just was astounded by the range of perspectives, by the wisdom of our students and our parents and our faculty, and the resourcefulness of our community to be able to put something together and really respond in a way that honored the full complexity and the depth of the challenges that we as a school and we as a nation face in terms of racism and racial division," said Kovarik.

Toussaint hopes to see the movement extend past these turbulent times.

"As teachers and students we should be open to growth," said Toussaint. "This shouldn't just pop up because someone is murdered or is an election year. This should be something we are always talking about."

Senior Albert Harrold believes that the school still has a lot of work to do, especially in regards to educating the student body and engaging the students in these sometimes difficult topics.

"In the future I hope to see a SLUH that engages better with their student body," said Harrold. "SLUH needs to go against the culture of settling and actually try to educate the student body on many of the issues. A lot of the racist things that come up at SLUH have to do with people just being ignorant and I think that can be easily stopped if we just educate the student body."

## PN Vault September 11, 2001

### TERRORIST

(from 1)

nothing to do which was more important, yet I think very few of us felt or knew the magnitude of the situation. About ten minutes later, the south tower collapsed. I excused myself and made a brief search of the upper halls, trying to find any students or teachers upon whom I could impart the information. They needed to know. I could honestly think of nothing else besides relating the situation to anyone I could. I found Latin teacher Mary Lee McConaghy conversing with a sole student in her classroom.

As I entered her room, I told myself she had surely heard something; she had not. I spit out the information: hijacked planes...the Pentagon...the World Trade Center towers...one already fell... Then I said a word which has stood by itself on countless lips the last few days: "its..." I could not finish the thought. I finally said "ridiculous," then immediately realized my understatement. Soon we were back in Tychonievich's room. The second tower fell. The Pentagon was on fire. Lower Manhattan was a cloudy pile of rubble. Another attacking plane might be 25 minutes from Washington. All I could think of was precedent. I realized there was none.

I thought about the way the Great Depression reconfigured the mentality of one or two generations directly and changed the basics of the U.S. economic and federal banking system. I thought of the way World War II elevated the U.S. to the peak of a global pedestal, again, changing American mentality. Tychonievich was right in assessing the situation's gravity: things happened on Tuesday that had never happened in our nation's history. I realized I was living through a moment of before and after. Some of America's most prominent establishments—from industrial Manhattan to the view American have of their security—had been "All changed, changed utterly," as Yeats said in his poem "Easter 1916." He was talking about the

execution of 16 Irish nationals by English officers after an uprising in Dublin which transformed the men from questionable rebels into heroes and invoked fervent support for the Nationalist cause among the Irish. He knew the world after that action would be completely new and different. And so it is now.

As I watched the events unfold, I did not think of the casualties. I will admit that. The sheer awe the acts against the country inspired was what mainly drove my emotions on Tuesday. Now we live in a different world: the world after. Bush lived like a ghost on the evening news; political and military headlines on old newspapers in my room seemed completely unimportant. The gravity of the perceived and the palpable repercussions alone are too much for me to think of; such an utter change is too much to comprehend.

### CHEVERUD

(from 3)

remember there is such a thing as an Arab-American, a true patriot who happens to be of Arabic descent. A statement by Muslim and Arab Americans has been issued condemning the terrorist act "in no uncertain terms."

The only way to eradicate these blatant stereotypes is to challenge them and their baseless insinuations. Regardless of age, status, or background, if someone even utters a racial slur, do not let it slip by unnoticed. Racism begins with stereotypes and slurs, and evolves into discrimination and hatred. Do not let your rage blind you of the truths that this country was founded upon. We are all equal, for we are all human. Remember that.

Eirik Cheverud  
ACES Public Affairs Office

## COMMENTARY

### IVERS REFLECTS ON GRAVITY OF ATTACK

Andrew Ivers  
Editor in Chief

On Tuesday morning, I walked into my second period classroom—for Latin IV with Mark Tychonievich—worrying about the previous night's translation homework, which I had yet to complete. The television's corner was brighter than usual: I was taken aback. As we filed in, Tychonievich told us to sit down. This was the day's lesson. You want to go to school? Tychonievich asked in a realistic tone his friends know well. This is it. The twin towers of the World Trade Center looked like smoke stacks, as Tychonievich later observed.

We were watching because there was see **TERRORIST**, 4



## Rites of passage adapted for COVID, celebrate milestone over Summer



Matthew Wilmes signs class banner at the Junior Ring ceremony. (continued from page 1)

“But, we had to apply and be approved in order to have an event in the city, and with the capacity numbers that they were limiting us to, we realized that it was going to be very difficult to have there.”

SLUH organizers were aware that the outdoor environment would not be ideal for comfort, and tried to make the ceremonies as comfortable and enjoyable as possible given the circumstances. One decision that they chose was to make both senior gatherings evening affairs in order to avoid the summer heat and the sun.

“I thought the timing was perfect,” said Kesterson. “We tried to make it so when we started the ceremony that the sun was setting behind the Science Center.”

Graduate Peter Michalski was able to see the location and timing as a silver lining.

The timing, especially at the graduation ceremony, created a nice aesthetic with the fading sunlight reflecting off the white tuxedos of the graduates.

“It was a really cool thing that this was happening at sunset,” said Michalski. “It was a beautiful evening. The setting sun turned the sky orange, and it was just really cool to see all my classmates around me wearing these super nice white tuxedos with this magnificent sky in the background.”

In another attempt to maximize comfort, the organizers also tried to streamline the ceremonies to help limit the amount of time that the graduates and their families were outside while also maintaining the spirit of the ceremonies. One particularly noticeable change was cutting the tradition of reading out student GPAs.

photo | SLUH Student Media

“We surely didn’t want to rush it, but we wanted to make sure that it was a comfortable night for people,” said Kesterson.

“They were very simple, but were two beautiful ceremonies,” said graduate Emmanuel Reyes. “I didn’t think that they were too long or too short.”

Despite all the alterations to these two senior traditions, these events were still memorable and meaningful.

“I was just really glad that they could put it on. Being there with everyone after not seeing them for a long time was very special to me. I thought it was a good way to say our last goodbyes,” said Reyes. “I was also really happy with the safety protocols in place. It is one of those things that you cannot take for granted.”

“For me, I think the Baccalaureate Mass was very spe-

cial. I had not been to a Mass in a while because of social distancing regulations and it was simply a beautiful Mass. I also got to see my classmates for the first time in a while,” said Michalski. “I don’t think the Mass lost any of its significance due to the changes that were made. I think SLUH did a nice job to maintain the spirit of these events while still abiding by health protocol.”

“I think these moments were quite special. If you think about it, these experiences are once in a lifetime moments and so unique,” said graduate Jameson Horvath. “We are the class of 2020 that graduated in the midst of a pandemic. I think this is always going to be something that I remember.”

In addition to the Baccalaureate Mass and Graduation ceremony, the Junior Ring ceremony also needed some adaptations in order to follow health protocols. Planning began in July, yet at first the planning committee members were unsure about how to format the Junior Ring ceremony.

“I didn’t always think that it was going to be in person,” said junior class moderator Tracy Lyons. “I think we talked about live streaming Mass and then having faculty members delivering rings or even having a smaller version ‘Driving of the Bills’ where Juniors could drive by, pick up their rings, and sign the ban-

ner.”

The committee ended up settling with the plan to host the ceremony in the Field House and limiting attendance to members of the junior class.

“The decision to be in person or not really hinged on how much capacity we had in the different spaces,” said Lyons. “We knew that it wasn’t going to work in the Commons, so we tried the Field House. Dr. Kesterson measured out the Field House, and we realized that both the students and parents wouldn’t fit in there, that only the students could.”

The organizing committee believed that this was the best way to deal with the circumstances that were given.

“We thought that we would try as hard as we could to create an in-person event. It certainly looked different than what people initially thought that it would be like,” said Lyons. “The fact that it is a big part of the tradition at SLUH, we wanted to try our best to make it happen, and we wanted to try our best to make it the most accessible and safe.”

Extensive safety protocol was put in place during the ceremony. Students had to maintain six feet at all times and wear masks, and during communion were not allowed to remove their masks until the Eucharistic Minister had moved on to the next person. No one touched the rings ex-

cept the individual student, and students received their own sharpie to sign the banner and keep. There was also only one cantor, and singing was not encouraged.

“I did feel safe,” said senior Bernie Kilcullen. “I was a little nervous being on campus with everybody, but it went smoothly and the safety protocols put in place really made me feel safe.”

“I felt like the organizers did a good job at minimizing the risk,” said senior Daniel Hogan. “I think all the protocols in place really made the ceremony safe and minimized the risk of the virus spreading.”

Overall, the Junior Ring ceremony offered students a unique take on this “passing of the torch” tradition while also limiting the potential spread of the virus.

“I was really happy that it was going to happen, and I thought that it went well,” said Kilcullen. “I was really excited that we got to receive our rings, and just be together as a class was very special and important to me.”

“It went as smoothly as I could have hoped,” said Lyons. “I think that it was nice. I thought that the parts we were able to save were the special parts, students getting their rings and Mass.”

## Coming together again: students return to building for hyflex

(continued from page 1)

Classes are longer, breaks less frequent, and many clubs and sports have come to a grinding halt.

However, it’s hard to deny the satisfaction that comes with the ability to interact with other people again. Longer classes are more tolerable than over Zoom (the school’s primary means of distance learning) because students aren’t going through it alone anymore. Despite the many safety regulations, students as a whole seem to enjoy the chance to see their brothers again.

“Even though I could only see half of their face, it was awesome to see faces again,” said senior Alex Unseth. “Time away from people really makes life a difficult thing.”

Many teachers and other students agree with Unseth: it’s important to see people face-to-face, both from an educational standpoint and a psychological one.

“We’ve put a lot of resources into trying to have people together because I think there is a real value in human, relational contact, and I think it helps people’s mental health,” said SLUH president Alan Carruthers. “I think it helps teachers beyond the content piece. I think there’s a lot more we do in classes, formationally, that

can only be effective if done in an interpersonal way.”

When students trudged up to school last Thursday morning, they were greeted with donuts from a joyous troop of seniors, given a pick between either a chocolate or vanilla long john.

Before entering the building, students had their temperature checked by a new, touchless system and marked their attendance via the VisitU app, then received their trusty lanyards when they reached their first class of the day.

The halls buzzed with excitement during the passing periods, and the echoing sounds of chatter bounced off the walls as students shuffled to their next class. The school had a sort of energy about it.

“To see guys back in the building together was something I hadn’t seen for a while,” said Assistant Principal for Student Life Brock Kesterson. “When you see it again for the first time, you realize how special it is. You see it. You see the look on these guys’ faces when you talk to them. You see how valuable it is to them.”

“When I saw the boys here on the first day, I had a big grin on,” said President’s Office secretary Kim Walsh. “It brings some kind of normalcy to see everything back

in place.”

In general, the first two days went well. There were no major safety violations, and everyone followed the guidelines. The trick, according to Kesterson, is making sure it stays that way.

“What you have to understand is that if we don’t do this right, we’re not going to be able to stay here and do this,” said Kesterson. “For these first couple of days, I’ve been really happy that the guys are taking it seriously.”

As explained by Carruthers and Kesterson, the issue is not always about people staying safe at school, but so much as it’s about people staying safe outside of school. With students often breaking social distancing to attend parties and hang out with friends in public, the rate of infection for teenagers has been steadily increasing.

“I think there’s a collective responsibility as well as a school responsibility to make sure people are safe,” said Carruthers.

What’s evident about the SLUH experience with the coronavirus thus far is that there is no definite way to handle things. With situations constantly changing and new restrictions being put in place every day alongside more scientific breakthroughs in COVID



SLUH students have lunch behind plexiglass barriers.

photo | Giuseppe Vitellaro

research, it can be difficult to develop a single system to handle everything.

“We’ve added elements as science has improved—as we’ve learned more about the virus,” said Carruthers. “We have added elements as we learn more about how (students) are interacting and moving about the building. We are constantly reflecting before we act and analyzing whether we are making the right actions and whether things need to be adjusted, particularly as we add elements.”

As the school continues on its trek in mask-to-mask learning, students and teachers are hopeful for the year to come.

“I think it’s really neat—the tenacity,” said Walsh. “I think somehow we’re gonna find us being closer. I think we’ve come a long way, and I’m really proud of what

we’ve done as a school.”

“If SLUH continues to push a message of positivity and create a sense of happiness and pride for students and families, I think this could be the year where we look back and admire our pure strength,” said Unseth.

For Kesterson, it’s all about the mentality that students have going into the year and struggling with the hardships it brings. To him, we can’t expect the year to be the same experience as years prior; instead, we need to believe in something and build upon it.

“If you get too bogged down with all the details and with all the frustration of this, it’ll really wear you down,” said Kesterson. “It can lead to a lot of negativity. Try to keep your mind in a positive place. Rely on each other. I think we can really get to a point where we can

label it a success.”

Carruthers believes that the best course of action for right now to have a good year is to keep things low-stress and focus on things like education, formation, and compassion.

“It won’t be the greatest year of all time,” said Carruthers. “We need to come to grips with the fact that the time for perfection is not now. You have to go from an Apollo 11 mission, where you’re looking to walk on the moon and do all these firsts, to an Apollo 13 mission, where you’re just trying to land the ship safely and get everybody home. My hope is to get through this safely, to learn, to continue to grow as a community.”

## Conversation: the many impacts of Chadwick Boseman

(continued from page 10)

in grade school and the main trait I associated with him was a strong, silent type who took a lot of harsh stuff from people. Boseman portrayed him on screen as someone who was frustrated with the racism and hatred that was thrown towards him. The more humane, realistic aspects of being an African-American was something I really related to with Boseman's performances.

**ST:** People who knew Chadwick best said that he was one of the most kind, hard working, professional, and inspirational people they have ever worked with. He carried himself and his career with a profound sense of responsibility and he knew how important portraying real life black icons was. Could you see his understanding of what these icons meant to the audience in the work he produced?

**OO:** Definitely. I remember after "Black Panther" came out I did a lot of research for the prep work Boseman put into this role of portraying an African character. I myself come from African descent and my parents are both Nigerian, and the amount of work and thought he put into that role even before the movie became a huge deal I think showed how he really understood the influence of his role and the effect it could have on the black and african community.

**ST:** Going off that, the director of "Black Panther" Ryan Coogler said that during a screen test of Boseman for "Captain America: Civil War", he was blown away by how Boseman worked alongside African actor John Kani with such depth, and how he spoke his lines perfectly in the Xhosa language, which he learned on the day of filming. Did the way he took on that history of the character, of African people, and perfecting that Native tongue mean anything special to you, and was it something you could relate to?

**OO:** There were a lot of elements of tribal African culture in "Black Panther", and Boseman especially portrayed that really well: his accent was spot on, the way he carried himself and all of the small details really brought that character's roots and the African community to life. The way he portrayed that character development of starting out with Wakanda as an untouched African country, to seeing the rest of the world and all of the Africans and Black people struggling, and then wanting to help and support Black people across the world was really inspiring to me, and the way that he portrayed that was perfect.

**ST:** While accepting an award, Boseman once spoke

on Black Panther's impact on the film industry and what it meant for Black talent. He said: "To be young, gifted and Black... We know what it's like to be told that there's not a screen for you to be featured on," he said, "We knew we had something special that we wanted to give the world." As a young and gifted Black man yourself, what does this speech, and what Chadwick stood for, mean to you?

Black person or every person of color in America who may not feel like they have a place to shine.

**ST:** What do you think Chadwick's role and performance as Black Panther cemented in the film industry, and what do you hope/expect to come from its success, appreciation, and social importance?

does his hard work and success while overcoming tragedy inspire you in any way, or make you reconsider his performances as The Black Panther?

**OO:** Of course. I feel like this makes his portrayal of T'Challa all the more realistic, and makes his personality and the connection between the two all the more authentic. This gives him even more

as heroic as the people he portrayed on screen. I think that might have been one of the reasons he was able to portray those roles so well: the defining characteristics of those icons and heroes are also ones that Boseman himself portrayed in real life.

**ST:** Boseman played some of the most important heroes in recent films, but do you think he was a hero in real

brutality incident happens, but Boseman spoke out before it was common, and before it was something for popularity in some cases. He was already on the ball there, already raising awareness and risking his career to talk about these issues. Being so active and risking his own public status to talk about making a change, for the safety, wellbeing, and institution of justice for everybody, was very heroic.

**ST:** Speaking of heroics, Boseman was set up to be a leader and main figure of the Marvel Cinematic Universe going forward in future Black Panther and Avengers films. His status was even on-par with the likes of Robert Downey Jr. as Iron Man and Chris Evans as Captain America. Many Marvel fans spoke out at the time of Boseman's death to ask Marvel to not replace him in the role, to honor both his character and Boseman as an actor. What do you think is the right thing to do to honor the character of T'Challa and preserve Boseman's legacy?

**OO:** I definitely don't think he should be recast or replaced by a new character. I think that passing the Black Panther mantle down to his sister Shuri in the movie is the perfect way to preserve his legacy as the original Black Panther, and to respect all of the work he put into portraying the character so well and so thoughtfully. I also think that it would maintain the spirit of that first Black Panther movie by opening the door for a new type of activism and representation in Marvel—and in Hollywood—for Black women. Marvel should definitely consider this for the sequel and find an honorable closing for Boseman.

**ST:** Chadwick had many performances as iconic, legendary figures. Do you think he already is, or will become, a legend himself?

**OO:** I think that Boseman definitely is a legend already. If you think about how many of the glass ceilings he broke through in the industry—especially in something as big as the Marvel Universe—it's outstanding. Sadly, I think that Boseman passed before his time. There was so much more that he could have and would have done. I foresaw Boseman's Black Panther becoming the next Iron Man: the head figure of the MCU. It makes me feel sad for myself and so many other fans that we are now missing out on that role and that representation.



Art | Jack Janson

**OO:** I think that Boseman's portrayal of The Black Panther really opened a new door for Black actors and raised awareness of the disparity in Hollywood for African-Americans. I think that not only has that recognition done a lot of good for us as people of color here in America, but it's also showed that there is still a lot more work to be done for representation in all fields, and this was a big step in the right direction.

**ST:** Knowing that he was diagnosed with and fought cancer during the height of his career, especially while he was cast as T'Challa and then having portrayed him in the Marvel Cinematic Universe,

credit for all the work he had to put in, all the hiding he had to do, and the strength of character he had to show to keep his secret from everybody and maintain normalcy. I think that Boseman developed a lot of selflessness while fighting his battle with cancer. What's most inspiring to me was his resolve to keep fighting on and off screen, to keep acting and working while fighting his own personal battle and what must have been a very painful time in his life. To keep not only portraying heroes on screen, but to stay true to himself and move forward with his activism and fighting for the rights of others really cements him as just as good, just as kind, and just

life and off the screen as well?

**OO:** I think so. Whether it was on or off the set, the way Boseman carried himself and the way he spoke to fans and his fellow actors was a really positive representation of the Black community. He was one of those guys that you would hear about and he seemed so kind, so normal, and such an outstanding guy. At awards shows and at public events, Boseman never missed a moment to speak out and use the platform he had gained to bring awareness to issues that were important in the United States. Nowadays it's a bit more mainstream for a celebrity to post when a nationwide outcry of a police

# Scenes from this week's return to campus



Students have a conversation through the newly installed plexiglass while they eat lunch.



President Alan Carruthers welcomes students on their first day back to in-person learning.



Students line up to mark their attendance via the Visitu app.



Outside, students wait to receive their daily temperature check before school begins.



Students pause to have their temperature checked by a new touchless system.

## Around the Hallways

### Senior and Junior Class Mass

On Monday and Tuesday, the Seniors gathered in their separate cohorts to celebrate the first class Masses of the year during eighth period. Both Masses were celebrated by newly-ordained priest the Rev. Matt Stewart, S.J., who graduated from SLUH in 1998. Next week, the junior class cohorts will celebrate their class Masses on Monday and Tuesday.

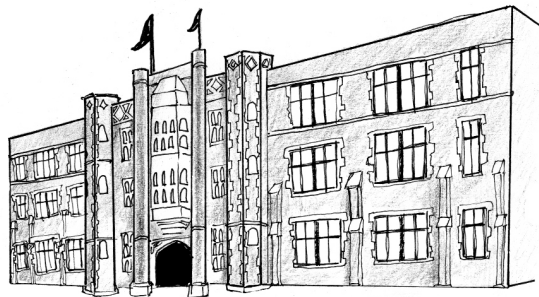
### Back to School Night

This Thursday, SLUH parents will login to their son's Canvas page to check out this year's Back to School Night.

Like most things in today's world, Back to School Night will look very different this year. Each teacher has created a video introduction to and overview of their courses, and parents can visit each video at the time and in the order they wish.

### Virtual Activity Fair

Last Tuesday, students had the ability to participate in this year's activity fair. Due to the new safety rules put into place, students could not gather outside by the turnaround like in years past. Instead, clubs were encouraged to create a video and presentation explaining what their



club does. Each club's presentation was then placed into a large powerpoint presentation which was then sent out to the whole student body with links where interested students could sign up.

—Compiled by  
Jack Figge

## Calendar

### Wednesday, September 16 Faber Day Schedule

Food Drive  
4:30-6:00PM C Team Soccer vs CBC  
5:00-7:30PM NIE Evening with Jesuit Community  
Ignatius 1-4 (A-L)

### Thursday, September 17

Food Drive  
Back to School Activity for Parents  
2:45-5:15PM Freshman Service

### Friday, September 18

Xavier 1-4 (M-Z)

Food Drive  
Football Week 4 - Home  
Saturday, September 19  
Food Drive

### Sunday, September 20

Schedule R

Food Drive

### Monday, September 21

Ignatius 5-7 (A-L)

Food Drive  
Release of Fall Sports District Assignments  
9:00-4:00PM Senior Pictures  
1:50-2:50PM Junior Class Mass  
2:30-3:15PM Confessions and Adoration in the SLUH Chapel  
2:35-3:15PM NHS Induction  
2:45-5:15PM Freshman Service

### Tuesday, September 22

Xavier 5-7 (M-Z)

Food Drive  
Art Retreat - Toddhall  
9:00-4:00PM Senior Pictures  
1:50-2:50PM Junior Class Mass  
2:30-3:15PM Confessions and Adoration in the SLUH Chapel  
2:35-3:15PM NHS Induction

## SLUH tweets of the week: Alan Carruthers

@sluhpresident

Our Class of 2021 banner says it all! Tents were a big hit at lunch today (pics from this morning). The Class of 2024 members I spoke with seem to be having a great day. Life and energy returns to Backer Memorial Campus #Blessedtoback#AMDG



## Congrats to National Merit Semi-Finalists

Aidan Byrne  
Michael Krausz  
Thomas Matyiko  
John McClelland

Luke Missey  
Brendan McLaughlin  
James Morefield  
Alexander Thro

## Crossword Winners

Congrats to senior Andrei Chura and sophomore Luke Duffy on being the first two to solve the crossword for 85.01!

## Prep News Volume 85, Issue 2

## Credits "What's your hoodie?"

### Editor in Chief

Carter "Declaration of Independence" Fortman

### News Editors

Jacob "Houston Sprockets" Sprock  
Noah "NASA" Apprill-Sokol

### Sports Editor

Luke "For the Brand" Altier

### Features Editor

Sam "Gotham City PD" Tarter

### Core Staff

Jack "Crucifix" Figge  
Nathan "Ex\$pen\$ive Hoodie" Rich  
Jack "Rifle Team" Rybak

### Staff

Louis "Pittsburgh Steelers" Cornett  
Luke "Polaroid" Duffy

### Reporters

Jackson "SLUH Hockey Hoodie" Cooper  
Bernie "McDonalds" Kilcullen  
Joey "I Love NY" Knese  
Louis "Priory" Miller  
Declan "Union Jack" Richards  
Michael "Chaminade" Robinson  
Coby "St. Louis Cardinals" Spratte  
Carter "Sisyphus" Spence

### Artist

Jack "21artistry" Janson

### Contributing Photographers

Mrs. Kathy "Periodic Table" Chott

### Advisor

Mr. Giuseppe "Hyflex" Vitellaro

### Moderator

Mr. Steve "You're on mute" Missey