

# Prep News



*“If nothing else, value the truth”*

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## SLUH mourns death of a legend, Richard Bailey, S.J.

**Scott Mueller, Charlie Landis**  
**Core Staff**

St. Louis U. High lost a piece of its soul Feb. 14 when Richard Bailey, S.J., died at the age of 78 in St. John’s Mercy hospital. Bailey died of an enlarged heart due to stress from kidney dialysis and diabetes. Although most current students have not heard of Bailey, he was perhaps one of the most influential figures in SLUH history, and had left an indelible mark on the fabric of the school.

Bailey was born in Kansas City on April 20, 1927, and graduated from Rockhurst Jesuit High School in 1945. He entered the Society of Jesus immediately out of high school, on Feb. 4, 1945 and was ordained on June 18, 1958.

Bailey served at SLUH from 1960 to 1990 as teacher, assistant principal, prin-

cipal, president, and Jesuit superior. From 1969-1971, Bailey held all three of these top positions at SLUH simultaneously. During his storied career, he also taught Latin, theology, philosophy, and literature. Besides his high administrative posts, Bailey is remembered mostly for his founding of three of the most distinguished programs at the school: Cashbah, the Alum Service Corps (ASC), and Senior Project.

“He’s one of the very few Jesuits I know who is considered a hero by other Jesuits,” theology teacher Tom Cummings, S.J. said. During his remarkable 30-year tenure, Bailey touched nearly everyone he interacted with because of his laid back personality and determination to help other people.

Chemistry teacher Charlie Busenhardt, who taught at SLUH under Bailey, commented on his relationship with Bailey: “Fr.

## Science considers AP course change

**Sean Kickham, Andrew Mueth**  
**Core Staff**

The St. Louis U. High science department has proposed changing the science curriculum by either adding a second lab period each week to the AP Physics and AP Biology courses, or dropping the AP designation and the extra lab period those classes involve and moving to “Advanced” science classes. The teachers and administrators involved have reached no agreement yet.

Currently, these classes meet six times—five lecture classes and one lab period—each week. The AP requirements state that the total time for said courses should be 330-390 minutes per week, but the current situation allows only 270 minutes per week, according to a memo by Science Department Chair Eric LaBoube. Now the science department has approached the administration requesting to change the current situation, either by adding a second lab period each week to the classes

or going to five period per week advanced classes.

“The issue is either more periods for labs or drop the AP program in Biology and Physics—we can’t do it justice basically, we’re not giving it enough time to do it right,” said LaBoube.

This issue arose this year because both AP Biology teacher Steve Kuensting and AP Physics teacher Paul Baudendistel approached LaBoube saying that the six-period format was not working and suggesting that something be done. LaBoube said that Kuensting has been coming to him requesting a change for “a number of years, and Baudendistel for a couple,” but that this year “they decided they couldn’t do it anymore, so we brought it to the administration, then the Instructional Council,” the group of department chairs.

“They came to me both telling me the same thing,” LaBoube said, so he decided  
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Bailey was always the type of individual who was very, very articulate (and) very compassionate. You always knew where you stood with him. He was always the type of individual that would be able to deal with (and) work with anybody (from) the lowest possible level to the highest possible level, whether you were talking about the richest person in the world or somebody of high authority or just an individual that you’d want to meet on the street. He was what you would consider intellectually and spiritually a very priestly-type person,” Busenhardt said.

“The reason he made you feel at ease is because everyone was important to him. It didn’t matter if you were a six-figure donor or a student who is on the verge of flunking out or a student who is constantly in trouble with the disciplinarian,” said DeSmet President  
**see BAILEY, 11**

## Forum discusses homosexuality and H.O.G.

**Tim Huether**  
**Editor in Chief**

Over 100 students gathered in the Joseph Schulte Theater on Tuesday to witness STUCO’s third quarterly forum. In addition, at least ten faculty members attended the forum.

This forum began differently than any previous forum, with Principal Mary Schenkenberg addressing the action St. Louis U. High has taken in addressing homosexuality over the last four years. STUCO scheduled the topic for discussion after many students at last quarter’s forum asked about the school’s approach to homosexuality.

After STUCO President Scott Rice introduced her, Schenkenberg led off by  
**see GOLF, 13**

# Malecek named Archbishop May award recipient

**Kyle Kloster**  
**Photography Editor**

The Archbishop May Service Award recognizes seniors who have acted as “witnesses to service” through their sacrifice of time and energy, according to community service director Colleen Rockers. This past Wednesday, St. Louis U. High’s pastoral department announced Tim Malecek as the 2006 recipient, and named Killian Hagen and Tony Bell as close runners-up.

Each of the 29 Catholic high schools in the St. Louis diocese chooses a senior in their school who they feel knows “what service really is,” Rockers said. Seniors must nominate themselves by filling out an application, listing their CSP experience, and answering a couple short essays. According to Rockers, the Archbishop May Service award is very prestigious, and SLUH’s selection committee thoroughly reviews each of the applicants before deciding.

“It was a very difficult decision, a decision come to by 12 people; some administra-

tors, some teachers, some counselors,” Rockers explained. The committee also consulted faculty involved with NHS because all the applicants are also NHS members, according to Rockers. After the whole committee reads over each application, the pastoral department looks at their recommendations and the applicants themselves and bases their final decision on the results. The decision calls for such a challenging selection process, Rockers explained, because all of the applicants qualify, and are deserving of recognition. She added that “approximately 15 (students) applied, and any one of them could have gotten it.”

After the pastoral department decided, Rockers informed Malecek of the selection, almost three weeks before the official announcement.

Malecek said, “Mrs. Rockers called me into her office and told me I won. I was really excited, but I had to keep quiet for two weeks. ... I was really excited to get it, but I felt kind of ... selfish, I suppose, because ... there are so many great people that applied

for it that were so much more deserving than me that I was shocked that I got it.”

Malecek has been involved with community service since before high school, he said, and has continued through various programs throughout high school. His first CSP experience with SLUH, Malecek recalled from his freshman year, involved the International Institute for foreign refugees.

“I ended up trying to help foreigners with math that was way over my head. That was interesting,” he mused. Since then, he has worked with Karen House, Habitat for Humanity, and Children’s Hospital, among others.

Explaining the roots of his service involvement he said, “I don’t know how I really started it, it was just sort of a little niche I chose to enter,” he added, “My mother set an excellent example for me. She was always at Immacolata, my grade school. She had sort of laid the foundation for me.”

He has continued with community service, he explained, because, “It was time I didn’t need to have, and I felt it was much  
**see MALECEK, 7**

# Father/Son Rec Bowl: a good time for fathers, sons

**Pete Mackowiak**  
**Reporter**

Where were you on Monday night? If you weren’t at SLUH, then you missed out. The Father’s Club hosted its 6<sup>th</sup> annual Father/Son Rec Bowl from 6:30 to 9:00 p.m. SLUH students and dads filled the gym, pool hall, and rifle range to take part in friendly competition in a wide variety of games.

The gym was a hotbed of activity as participants played basketball, volleyball, and tossed footballs throughout the night. There was also a baseball “pitch-off,” a contest to see who could hurl a ball the fastest. Dynamic duo Junior Gabe Pilla and his father Dave swept the father and son divisions, clocking in at 77 and 68 MPH, respectively.

In the Danis Lobby outside the gym, dads and lads played washers and putted golf balls across the carpet. Cookies and soda were also available at the concession stand.

“I thought that getting clocked while throwing the baseball was the best because it was fun to compete against your fellow students and to see how hard everyone can throw,” remarked freshman Dan Marklin.

Another participant added, “The Rec Bowl was a great way to end the long weekend. It was fun to play basketball against my dad.”

Not to be outdone, the pool hall and the rifle range were also open. Both were full for most of the night, a tribute to the event’s  
**see DADS & LADS, 16**



Sophomore Ed Nahlik shoots pool at the Father/Son Rec Bowl on Monday

PHOTO BY ANTHONY SKILLITO

# Cummings released from hospital; aims for March return

**Kevin Michniok**  
**Reporter**

English teacher Mark Cummings was released from the Barnes-Jewish Hospital this past Tuesday after recovering from his surgery for diverticulitis on Feb. 11.

Diverticulitis is a common disease in which pouches in the colon, or diverticula, become inflamed.

Cummings believes that he developed this disease because of his age and diet. “It developed from eating whatever I wanted as a child,” he commented.

Cummings has been out of the building since before Christmas, but hopes to be back at SLUH by late March or early April.

English teacher emeritus Joe Gavin has filled in for Cummings’s Satire classes, while film scholar Chris Boehm has taken over his fine arts classes until his return.

## LETTERS TO THE EDITORS

### Wilmsmeyer, '78, reflects on Fr. Bailey

To the editors:

How do you say goodbye to a man you've known since you can remember, who performed your wedding ceremony, baptized all three of your children, and who, owning nothing, inspired all of us to do greater things than we could imagine on our own?

Last Saturday, at St. Francis Xavier College Church, we said goodbye to Richard Bailey, S.J. The church was filled with hundreds of well-wishers, each of whom knew Fr. Bailey on a personal basis. Because that's who Fr. Bailey was: a man who was able to cultivate a personal relationship with everyone he met and challenge each person to use their unique skills to improve the lives of others.

Even if it had been a couple of years since you talked to Fr. Bailey, he would recall facts about your life and would listen with genuine interest as you updated him. Then, ever so subtly, he would offer advice and insight if necessary or suggest how you might be able to help someone else with a problem they were having. A conversation with him would always leave you energized and feeling more valuable as a human.

Fr. Bailey knew how to work with people at any level. He could dine with the most elite in St. Louis (usually working to secure a donation to SLUH or DeSmet). Yet, he always kept true to his Jesuit vow of poverty, living in quarters that were austere by any standard. After overhearing him comment about how he did not own an alarm clock, my parents bought him a simple clock radio. Several weeks later, while setting up for the Cashbah auction, I saw the same clock. The donation tag read "Friends of SLUH". He would deny himself the basic things of life in order to keep his perspective and focus on what really mattered: the education of young men.

## Michaelson addresses political divisiveness

To the editors:

According to the textbook used by the AP Comparative Government class, the stability of any democratic political system is directly related to whether political parties "have a reasonable amount of trust in each other and in the political system." Another political science text I often use in my classes refers to the "necessity of compromise" in democratic politics. Without the ability of opposing parties to reach reasonable compromises on important issues, the stability of the political system itself can be weakened.

What does this political science lesson have to do with student life at SLUH? And moreover, why is this a worthy topic for print in the *Prep News*? Over the past year, I have noticed that a virus which has infected our national political psyche has appeared in the halls of this institution and has caused resentment and anger among students. What is this contagion? The preferencing of partisanship over public service.

A few weeks ago, I was watching a biography of President Reagan on PBS and was struck by something I saw. During the  
see MICHAELSON, 7

Fr. Bailey founded two SLUH institutions: Senior Project and Cashbah. At the time, these were considered very risky. Can you imagine making the outrageous proposal to let 250 seniors skip school for a few weeks in order to serve the community? But Fr. Bailey made the Senior Project so successful that all Jesuit high schools in the U.S. (and most Catholic high schools) now have a senior service component. At SLUH alone, over 8,000 young men have experienced this potentially life-changing program, and hundreds of thousands of lives have been altered for the better all over the U.S. and in many other countries. He guided Cashbah to such success that most U.S. Catholic high schools now include an auction fundraiser. Fittingly, Cashbah still sets the standard. How many students over the years would have been unable to receive a Catholic high school education if not for Fr. Bailey's vision, risk-taking, and commitment?

Just two days before he died, my parents, aunt and uncle had breakfast with him. He remarked that he was tired and his heart condition kept him from doing any physical activity. However, he was still "reading 3 or 4 books a week." It was as if he knew his work on Earth was done, and he was just waiting to be called home. He was at peace with himself and his life's work. And isn't this what each of us really strives for in the end?

To those who knew Fr. Bailey personally, remembering him will always energize us. To others, he will serve as an inspiration that even a single man, owning nothing, can move mountains.

Doug Wilmsmeyer '78

## Kujawa objects to "So Taguchi" award

To the editors:

I'm writing to address a quote in "The People's Show" article that was in last week's *Prep News* (Volume LXX; Issue 21). Nick Wingbermuehle, one of the sports talk show anchors mentioned the "So Taguchi Award" that is presented, apparently at each broadcast, to the "most worthless athlete in the world of professional sports."

I realize that the show is a self-proclaimed "tongue-in-cheek" sports show, but how can anyone take a sports show seriously when it makes the accusation that So Taguchi is not only the most worthless player on the Cardinals, but on every other professional sports team in the entire world?

I know we are all entitled to our own opinions, but any knowledgeable sports fan would know that So Taguchi is not a worthless athlete. Try these numbers: 8, 53, .288. That's the number of home runs, RBIs, and batting average So had last year, respectively. The numbers are not flashy at first glance, but considering he was only in his fourth year of American baseball and has limited playing time, it was a show of not only progress but production. Using the

see KUJAWA, 8

## Zinn becomes FEMA certified SLUH delegates help to imagine U.N.'s future

**David Auffenberg**  
Reporter

Junior Mark Zinn received a letter last Tuesday informing him that he was officially certified as a member of the Federal Emergency Management Agency, or FEMA. Already a Level 2 SKYWARN Storm-spotter, president of the Meteorology Club, and the resident weatherman of St. Louis U. High's KUHI news, this achievement only added to Zinn's prestigious career in weather and meteorology.

In order to gain his certification, Zinn had to pass a national exam that was recommended in a letter he received from the St. Louis County Police. The exam, which consists of 58 questions covering subjects from weather situations to natural disasters, is intended to develop skills in weather as well as provide preparation for becoming an emergency manager. "The exam was surprisingly difficult, mainly because it

wasn't factual questions, but rather it dealt with scenarios and knowledge that had to be applied in any given situation," Zinn said.

To prepare for the exam, Zinn took a free online course offered by the government. He said, "I was really glad I took this course. At first, I thought it was just going to be some basic information, but it really went beyond that. It introduced me into emergency preparedness and how to respond during and after any given emergency."

Zinn said that he feels people have focused too much on FEMA's management of Hurricane Katrina and ignored other aspects of the agency. "I think there's more to FEMA than just what happened back then," he said. FEMA also offers classes and provides information about other disasters such as fires.

SLUH can now rest assured that it is in good hands if a weather problem ever arises during FEMA-certified Level 2 Storm-spotter Mark J. Zinn's attendance.

## Chessbills advance in playoffs

**Matt Angeli**  
Reporter

In their last regular season match of the year, the Rookbills clobbered the Alton High School chess club, shutting them out 30-0.

Chess president Matt Angeli mated the Alton High School chess club's strongest player in nine simple moves in the time it takes SLUH students to get from one class to another. In carrying out the quick attack, Angeli ditched his queen, giving his opponent a brief moment of joy before Angeli swiftly checkmated him.

Ben Geisman played board two and played a game in which the advantage seemed to change every couple of moves. Geisman, however, calculated an exchange in which he ended up with better materiel to win.

Sophomore Stephen Schumacher had the honor of his game on board three lasting just about two hours when his opponent ran out of time trying to figure out a win. Towards the end of his game and in some of the other player's games, there was a question of whether the clocks had been correctly set to time delay instead of regular countdown, but after watching the clocks, the chess moderators and spectators determined that

the clocks had been correctly set.

Sophomore Josh Dripps played board four for the Pawnbills where he gained a materiel advantage of a rook and forced his opponent into a definite losing endgame.

Jim Scariot played well as the momentum shifted back and forth, but in the endgame he held a queen advantage to slam his opponent's king into the side, providing a definite checkmate.

Despite securing a playoff spot, the Knightbills were a little worried about facing Belleville West, an opponent they had lost to twice in their regular season play. The club thought they could make it close at the top two boards, but they needed a win from one of the lower three to tip them over. The outcome was surprising, since the early key points came from two of the lower boards with the secure win coming from a win at board two.

Angeli played a long two-hour game at board one before dropping a pawn with both clocks showing a minute and a half remaining. He scrambled to try to force a draw, but he was forced into trading a rook for a pawn. On the verge of checkmate with his lone king versus a rook and king, Angeli resigned.

see TER ARTHUR, 15

**Anthony Keel**  
Reporter

Many SLUH students probably missed the little table at the activities fair with no fancy decorations and a sign reading "Model UN." Nevertheless, three SLUH students attended the annual Model United Nations conference last weekend at the Doubletree Hotel near the airport for a night of fun, games, and pretend world-altering decision-making.

The theme of this year's conference was "Re-inventing the United Nations." Delegates from schools all over the St. Louis area attended the overnight conference and represented certain nations in three mock UN committees, all with the aim of finding a way to reform the highly bureaucratic and somewhat ineffective current UN. The main goal of the conference is sharing the opinions of young minds to find solutions to the world's problems, foster global citizenship, make the world a better place, and have fun doing it.

Freshman Phillip Knapp represented France, and sophomore Mike Mulligan and senior Tony Keel represented Russia. The delegates debated Friday night until Saturday afternoon for solutions that would be in the best interests of both the common good and their respective nations. It wasn't all work, though: there was a karaoke party and a lot of free time Friday night.

The conference is organized and run by Civitas Associates, a non-profit organization promoting global awareness and active world citizenship.

"I'm really pleased with the work that was done," said Arthur Lieber, one of the heads of Civitas. "I think that a lot of ideas were brought forward, most of them in conflict with one another, and that's okay, because I think we went well beyond the ideas that are presented at the actual UN."

After much debating, resolutions were made from each committee on how to reorganize the voting system, the peacekeeping forces, and the UN infrastructure itself to

see UN, 15

## One and done: Basketbills' season ends with loss to Kirkwood

**Justin Rottger**  
Core Staff

Another miracle was not in store this season for the St. Louis U. High basketball team. After surprising the Kirkwood Pioneers in last year's district tournament with a three-pointer at the buzzer, SLUH could not answer the problems Kirkwood threw at them this time. The Jr. Bills were set to meet the Pioneers in the exact same situation on Wednesday—the district semifinals—but came up short in the 2006 version, 62-49.

In front of a surprisingly buzzing crowd for a week-night, the two rivals geared up for a hard-fought playoff game. Nick Riganti scored on the Jr. Bills' first possession before the Pioneers grabbed an early 10-4 lead midway through the first quarter.

Tempers flared with about two minutes left in the first when Eric Hunt, playing aggressive defense on the Pioneers' Jeremy



Pete Cooney drives to the hoop against Kirkwood.

Maclin, took a forearm to the chest from Maclin, who was charged with the offensive foul. However, Kirkwood led 14-8 at the end of the first quarter.

SLUH trailed by as much as twelve in the second quarter, and despite four three-pointers in the frame, two by junior Geno McNeil, the Jr. Bills were down by ten points at halftime, 33-23.

The second half offered two attempts for heroics by the Jr. Bills.

With 6:30 left in the third quarter, McNeil, who netted 24 points in the game, drove down the lane through an intimidating Pioneer defense and put up a shot after getting fouled. His shot attempt was good, and McNeil had an opportunity for the old-fashioned three-point play. McNeil's free throw attempt was also good, and Kirkwood's lead was down to seven, 35-28.

On the Jr. Bills next possession, Riganti was fouled on his way up under the basket. Riganti made both free throws, cutting the

**see CLOSING, 8**

## State meet ends season for wrestling trio

**Michael Doherty**  
Reporter

The St. Louis U. High wrestling team headed to Columbia for the State tournament at the new Mizzou Arena last weekend. Although the team only qualified three wrestlers, Eric Gass, Devin Austermann, and junior Andrew Mueth, head coach Tim Curdt also allowed the seniors who didn't qualify to make the trip as well.

Wrestling started on Thursday night, and Mueth (119 pounds) was the first to wrestle for SLUH. Mueth wrestled tough against the No. 1 seed from Parkway West but failed to score any points and was pinned in the third period.

Next up for the Jr. Bills, Austermann (160) wrestled Clarence Neely from Blue Springs and was also pinned before he could turn the match around.

Gass (189) came into his first round bout with a record of 35-7. However, Gass had to wrestle Ron Porter of Northwest House Springs, the runner up in last year's state tournament. Gass wrestled tough and had a one-point lead after two periods. Unfortunately, Porter caught Gass in his go-to move, the head and arm, and he was pinned with 1:06 left on the clock.

In the first round wrestlebacks, Mueth was eliminated from the tournament with a tech fall by Pat Kennedy of Howell Central. Mueth had a great year and will be a leader for next year's team.

After his match, Mueth said, "Wrestling in the state tournament this year as a junior only motivated me more for next year. My goal now is to win some matches and place next year."

Gass was also defeated and ended his career as a two-time state qualifier.

Austermann fared better in the second round when he faced John Lewis of Kirkwood. He got an early takedown and held on for a 5-3 victory, sending him to the next day.

In the second round wrestlebacks, Aus

**see GRAPPA, 8**

## Icebills fall to CBC to end sea-

**Matt Beezley**  
Reporter

The St. Louis U. High hockey club finished off its post-season series against in-conference rival Vianney last Friday. The Jr. Bills still carried the momentum from the previous 3-2 win over the Griffins, giving them a slight advantage going into the second game.

The Icebills came out strong from the first drop of the puck but could not find the net early on in the game. Fortunately, neither could the Griffins, and the first period ended in a stalemate, 0-0.

The second period was as much of a deadlock as the first until, with three minutes remaining in the period, sophomore Ryan Myers scored the first goal of the game. Junior A.J. Koller took a slap shot from the

Vianney blue line and Myers, tripped while crashing the net, slid the puck past the Griffin netminder to give the Jr. Bills a 1-0 lead.

With three minutes remaining in the second period, the Puckbills began to stall, intentionally losing mouthguards and taking their time to line up for a draw in hopes of keeping the Vianney coaches from requesting a sweep of the ice between periods. The strategy was effective, and the period ended in SLUH's favor.

The Griffins poured it on the Jr. Bills in the third period, but the Blueandwhitebills picked up their own play and managed to fend off the Vianney onslaught. Freshman Jack Berger scored an empty-netter in the third period, sealing the victory and giving goaltender Alex Effinger his second shutout of the playoffs. The Jr. Bills left the rink

**see CEREMONIES, 16**

## Cheneybills misfire, fall to Quincy again

**Zach Brooks**  
Reporter

The ever-dedicated Riflebills of St. Louis U. High returned to their beloved range this past Presidents' Day weekend to fire the NRA 3-P Air Rifle Sectional, as well as the International Air Sectional.

The varsity international air team, consisting of co-captains Joe Reinders and Bryan Carlin and junior Zach Brooks, put up a score of 1118 - 48X. This bested the JV Compressedairbills, made up of juniors Nate Komorowski, Joel Schmidt, and sophomore Sam Gall, who shot a 1103 - 38X, but failed to beat the Blue Devils from Quincy Senior High School.

The Blue Devils, without their star shooter, who was trying out a new rifle,

still managed a 1125 - 51X. This brought encouragement to the SLUH shooters; they had the scores necessary to beat their rivals. But the recent inconsistency of the members led to not all of the top three (Reinders, Brooks, and Schmidt) being chosen for this weekend's top team.

The past weekend also saw a 3-P Sectional Air Rifle Match, a varsity against junior varsity match that pitted teammates against teammates. The varsity Precisionbills featured Reinders, Carlin, Brooks, and Gall, who will be participating in the Junior Olympics during spring break. Their competitors



PHOTO BY ANTHONY SIGILLITO  
Jr. Nate Komorowski takes aim during the 3 position air rifle sectionals.

were the JV Anschutzbills squad, led by Pat Zelaya, and including Nate Komorowski, Anthony Sigillito, and Schmidt.

The varsity continued their success against their teammates with a 2292 - 120X to 2268 - 115X final score. Gall, Reinders, Brooks, and Carlin took first, second, third, and sixth, respectively, while Komorowski, Schmidt, Zelaya, and Sigillito placed fourth, fifth, seventh, and ninth, respectively. Junior Rob Perkins shot as an individual and took the eighth place finish.

The next match for the SLUH rifle  
see **QUAIL, 8**

## Swimbills reflect on Sinclair, '01; Twellman, '98, go international

**Tony Meyer**  
Reporter

Three months ago if you would have asked a member of the St. Louis U. High swimming and diving team if he would have a successful season, he probably would have responded with, "Well, at least I get to walk around in a speedo for the whole season."

Only the romantically optimistic Speedobills would have guessed that they would win both the JV and varsity MCC. But surely none of them would have said they would finish twelfth overall in state.

"All the MCC teams really improved since last year. I was surprised that we did so well," said Wes Going.

Exaggerations aside, the Broombills really did exceed expectations this year. They practiced hard and achieved their goals of qualifying a swimmer and diver in every event at state, having a best time for everyone on the team, and winning most of their touch-out races.

The Fopococobills faced difficult opponents and lost a high number of dual meets. Two exciting moments of the season came when the Swandivebills flashed their speed at the Marquette relays and DeSmet Invitational, finishing second in both meets.

When the MCC meets approached, the Silkysmoothlegs'bills' hopes were high after beating all the MCC teams in dual meet competition.

"It felt really nice to be able to hoist the MCC trophy again this year," said Matt Ampleman. The Backstrokin'bills have won the varsity MCC meet for four years in a row now.

Head coach Fritz Long was especially proud at the JV MCC

see **SPEEDONOMORE, 8**

**Andrew Schroeder**  
Sports Editor

Two St. Louis U. High alumni, Matt Sinclair, '01, and Taylor Twellman, '98, have hit it big on the international professional sports scene in the last few weeks. Sinclair, a football star in his time at SLUH, has signed with the Miami Dolphins and will play in NFL Europe starting next month. Twellman, who is making a bid for the United States World Cup team, has scored five goals in his last four international games.

Twellman scored his first goal for the U.S. in a World Cup Qualifying game back in October to help the U.S. to a 2-0 win. Then, on Jan. 29, Twellman had a break-out game as he scored three goals in an International Friendly against Norway. The performance was only the ninth hat trick ever recorded by a U.S. player in international soccer. Finally, exactly two weeks ago, Twellman scored to help the U.S. squeak past Japan, 3-2, in another International Friendly.

Sinclair is currently in Tampa, Fla. training with the other NFL players who are going to play in Europe. He will make the flight across the Atlantic on March 6. Five German teams, Cologne, Hamburg, Berlin, Rhine, and Frankfurt, and a team in Amsterdam, Netherlands make up the NFL Europe League. Sinclair will be playing for the Frankfurt Galaxy when the season begins on March 18.

Every year the NFL sends 230 players to Europe for the ten week campaign. Many of them are young players who go to get more playing experience, but there are plenty of players that have or are currently playing in the NFL that make the trip.

"It's a good chance to play some football. The level of competition is as good as it's gonna be," Sinclair said.

see **DOLPHIN PLAYER, 8**

## MICHAELSON

(from 3)

budget debate of 1981, the discussions were intense and the rhetoric divisive. In this, there was little difference between the politics of that era and those of today. However, when the debate was over, and President Reagan had pushed his budget through the House by getting just enough Democrats to break ranks and support him, then Speaker of the House Tip O'Neill called the President to congratulate him on a well-fought battle. He said "I didn't think you could do it, but you beat us. Congratulations Mr. President, and good luck on getting your program implemented." Speaker O'Neill put public service and the good of the country before his partisan interests. It is hard to imagine Nancy Pelosi or Harry Reid saying the same thing today in a call to President Bush. Partisanship has been placed before public service, and the country is suffering for it. Both sides of the political aisle are at fault as are the issues; how can you compromise on issues of conscience people on both sides ask as they debate abortion, gay marriage, the War in Iraq, terrorism, wiretapping of conversations, etc.

The conflict is apparent in our halls as well. Every year, I give my political science classes a survey of political attitudes at the beginning of the year and at the end of the first semester or end of the year, and every year the results show that the students' attitudes have moderated, until this year. The polarization of political attitudes at the national level has found its way into the attitudes of the students. This year, students showed a marked radicalization to the left and the right at the semester break. This fact has practical implications which can be felt outside of the political science classrooms as well.

For several years, Mrs. McCarthy, moderator of the Young Republicans Club, has been organizing debates between students in her club and students in the Father Harrison-moderated Young Democratic Socialists Club. Last year's debate was on the topic of the reelection of President Bush and was well attended and well-debated by students. This year we have already had one debate and have a second one scheduled.

The first debate concerned the issue of the government's response to the Katrina disaster. For that debate, a group of students interested in articulating the Libertarian

viewpoint on the issue wanted to be involved. Mrs. McCarthy said she would allow this group to participate. The YDS group refused to participate on the grounds that they felt this would put them at a disadvantage because there would be two right-wing positions arguing against one left-wing position. On government response to natural disasters, there are at least three, if not four ideological positions to be considered: the libertarian viewpoint that the private sector should be the primary responder, the Conservative (Republican) viewpoint that the states and local government should be the first and primary responder and that the Federal government should only get involved at the request of the state and local governments, and ostensibly the Socialist or Democratic viewpoint that there should be an aggressive response to these disasters by the Federal government with or without request from the state and local governments. The first two viewpoints were well represented in the first debate, but alas, we will never know what the Social Democrats would have said because they did not choose to participate.

For our second debate of the year, the Young Republicans are balking at appearing. Some of these students have expressed concern that that they will be labeled fascists, warmongers, or worse if they defend the Administration's decision to allow wiretapping of conversations between residents of the United States and suspected terrorists overseas. The rhetoric has been so nasty in the national media and the atmosphere so poisoned, that these young conservatives are afraid to voice arguments in favor of the wiretapping program in front of the student body and faculty, especially in light of the inflammatory posters in opposition to the Iraq War which were posted by the Young Democratic Socialists. Some students on both sides have also said that they are unsure of their position on the issue of wiretapping because the Administration's position seems rather complicated from a legal standpoint and that they are not sure they can win an argument in which they don't know for sure where they stand.

This brings me to a point of advocacy on behalf of the debates. As I stated above, compromise and trust are essential to the life of a democracy. First of all, SLUH's Mission Statement states that "we strive to create in our students a devotion to lifelong

learning." That is one of the purposes of the debates—to encourage learning in issues which are complicated. Secondly, SLUH seeks to educate tomorrow's leaders for our community and country, and many SLUH grads have gone on to prominent positions of political and community leadership. These debates are designed to empower students to be able to advocate for and against particular positions of local or national interest now and in the future. Students should realize that if they are to become "men for others" they need to put service before winning in their political discussions with those with whom they disagree. If SLUH students cannot trust their political opponents within these walls now, how are they going to be able to forge a culture of political trust and compromise when they have positions of leadership in their professional lives?

In privately speaking with students on both sides of the political spectrum, I have discovered that there is a desire by both sides within our student body to have congenial discussions on a wide array of topics. Unfortunately, the bitterness of the culture war which rages outside of school makes it difficult for students inside the walls of SLUH to discuss hot-button issues free from fear of ridicule or social ostracizing. My classroom and the debates need to be safe places for these discussions to happen, and I encourage students from all political perspectives to get involved, to make a commitment to try to listen to the other side, and to respond with reason and rational arguments instead of with invective and harsh rhetoric.

Thanks,

Dr. Paul R. Michaelson

## MALECEK

(from 2)

better spent giving back to those people who needed it more than I did."

Rockers said of Malecek, "He's done a great deal of CSP, some difficult CSP. The kind of thing where you can't just jump in. He's the kind of guy ... when you ask, he delivers," she said, snapping her fingers.

She concluded, "We are so lucky to have so many students with an amazing commitment to service. ... They're all winners, they're really all winners."

## QUAIL

(from 6)

is the Mid-America Rifle Championship held in Quincy, Ill. This will be the seniors' final road match, and hopefully the Riflebills' sixth consecutive year winning both the smallbore and air rifle competitions. This will conversely be the freshmen's first road match, and it promises to be two days of rivalry, as well as a learning experience.

## DOLPHIN PLAYER

(from 6)

On his packing list, Sinclair included, as always, his SLUH agenda, Kairos cross, and Rosary. In fact, he called Athletic Director Dick Wehner a few weeks ago to ask him to send an agenda and a Kairos cross.

"Every year since I've graduated from SLUH, I've called Mr. Clark or Mr. Wehner, and I get the U. High agenda book. I don't want to go out and spend money on some generic looking thing at Walgreens. It keeps me attached to my roots, and I get to keep track of sporting events and stuff like that. It keeps me close to home I guess is how I feel about it," he said.

As for the Kairos cross, Sinclair said he has worn it ever since his Kairos retreat, but he took it off and accidentally left it at a hotel while he was training with the Baltimore Ravens.

Sinclair also commented on the Rosary. "It's always been a joke between Mr. Wehner and I because I've always carried a rosary in my pocket, and everytime he sees me, he shows me his and I show him mine. He didn't even have to send me that one, but he just wanted to make sure I had one."

After he returns from Europe this summer, Sinclair will attend the Dolphins' mini camps if they are still in session. He will then take most of the month of July off before suiting up for training camp at the end of July. If he does not make the team in Miami, other NFL teams will have the chance to sign him after they look at the game tapes from his play in Europe.

Be on the lookout for these two U. High athletes in the coming months. If Twellman is selected for Team USA, he will be in action this summer at the World Cup in Germany. If all goes well for Sinclair, he will be playing in the limelight on Sundays next fall.

## CLOSING

(from 5)

Kirkwood lead to just five with six minutes remaining in the third quarter.

However, that was as close as SLUH could get to the Pioneers, and Kirkwood built their lead back to ten at the end of three quarters, 44-34.

The Jr. Bills tried again to make the game interesting, this time with 5:30 left in the game. McNeil, who was red hot in the second half, nailed his third three of the game to make the SLUH deficit seven, 48-41.

With 4:25 left, Pete Cooney, fouled on a shot attempt, made his first free throw but missed the second. SLUH retained possession after the ball went off a Kirkwood hand. McNeil added two more points to cut the deficit to six, 52-46.

But that was the Jr. Bills' last gasp, as the Pioneers went on another small scoring run to put the game out of reach for SLUH, and another enjoyable season was over for the Jr. Bills.

"I thought we played hard, but we got to give it to them, they played real hard. They were just the better team last night," Riganti said.

"The thing is, we were still there. It was nip and tuck for most of the fourth quarter and then it sort of got out of hand," head coach John Ross said. Ross also commented about the work ethic of his players, which is one of several things that will be covered in a wrap-up of the 2005-2006 season.

Look for a wrap-up in next week's issue of the *Prep News*.

## KUJAWA

(from 3)

"worst" to describe Taguchi is a comparison, so let's compare Taguchi to some other Cardinals last year: Taguchi equaled the amount of home runs of 3 starters (Grudzielanek, Eckstein, and Molina), had one less RBI than Reggie Sanders (53) and one more than Larry Walker (52), and his .288 batting average was better than four regular starters in the lineup (Molina, Nunez, Sanders, and Edmonds). The Cardinals are considered the top team in the national league, and for Taguchi to be able to top several Cardinals starters from primarily the bench is an incredible feat. Taguchi is also known for his above average defense, and since we're talking about the world of professional sports, it is worth mentioning

## SPEEDONOMORE

(from 6)

meet, saying, "Everyone dropped time and we moved up from most of our seeds. It really shows what kind of team we'll have the next few years."

Long expressed that he has very high hopes for the team in the next few years, based on the hoards of underclassmen that swam in the state meet and the leadership exhibited by the junior class.

None of the Goinggoinggonebills knew what to expect at the state meet, but were elated over their twelfth place finish overall and especially proud of Going's seventh place finish in the backstroke and butterfly and Zach Berndsen's eighth-place finish in diving. Going said that he was glad that the Speedobills had such a big state team.

The championship teams, the teams for which SLUH has an assembly, are yet to come. Judging by the way the underclassmen performed this year, those teams are fast approaching.

## GRAPPA

(from 5)

termann was matched up against his district rival from Hazelwood East. Although he scored five points, it was not enough, and he ended his career with a 34-11 record.

Kansas City's Oak Park walked away with the team title easily after they sent nine wrestlers into the finals and came away with five state champs. The Wrestlingbills are intent on working hard over the off-season and expect to have much more success next year with a more experienced lineup.

that Taguchi while playing in Japan was the captain for both the Japan National team and the Orix Blue Wave of Japan and also an All-Star at the same level as superstar Ichiro Suzuki. Taguchi made only \$1 million last year and is still adapting to American culture, but has continued to be a valuable role player for the Cardinals. I know that my issue with "The People's Show" is somewhat small, but I think it needs to be brought to people's attention that while we regard a player like Taguchi as worthless, players such as Larry Walker, who made 13 times as much, are deemed superstars. If "The People's Show" wants to be for the people, perhaps it should check its facts first.

Bryan Kujawa, '07

# Senior Project '06: Litzsinger School

**Tim Malecek**  
Core Staff

The sliding doors flung open to Litzsinger School and thrust me into a world I had no idea existed. I walked past a girl yelling on the floor, hitting herself against the wall as the teacher shielded her head from her own blows. From down the hall, I heard screams of cuss words out of the voice of someone who must have been only eight or nine years old. As I walked outside after my brief meeting, past the girl still screaming on the floor, I specifically remember sighing and saying to myself, "I have no idea what I am doing."

My first day arrived, and after a more thorough orientation, I received my assignment – P.E. teacher. I had the opportunity to meet almost everyone in the school, but I worried that I wouldn't make a difference in anyone's life. I worried that I would never develop the in-depth relationships I felt senior project was designed to accomplish. In fact, I never did.

My first class of the day came in. The teacher introduced me, and they all waved or hugged me, except for one, Scott. Scott sat in his wheelchair, seemingly oblivious to his environment. He had a computer attached to his chair that he used to communicate, the teacher explained. That first day they participated in a school-wide walk to Kansas City. All I did was hand out popsicle sticks for each lap they walked or were pushed.

I felt so depressed that entire day. Who was this kid and why was he here? He didn't even know what was going on around him. I thought he would be better off in a hospital or an institution, because there isn't much he can learn at school. What in the world could I possibly do for this kid? I wrote in my journal that night, "It's hard for me to see Scott as a person."

On Friday, the teacher asked if I would like to push Scott's chair. Until then, I had largely written him off. I had decided to spend my time with the kids I felt I could really help, and he wasn't one of them. She said he didn't like it when others pushed his chair, so I shied away, but she insisted. Scott started crying when I walked behind him. It startled me because he recognized what happened.

We played an adapted form of baseball that day. One of the P.E. teachers, Lenny, helped him swing the bat at the small kickball on the tee and I pushed him around the bases. I started slowly, not wanting to hurt Scott or make him cry harder, but the teachers told me to go faster. I jogged around the bases quickly and beat the fielders to score a homerun. I leaned down and told him that he did a really great job. He smiled.

He moved his arm, and I watched as the cursor on his computer moved for the first time all week. He scrolled down to an icon of Thespian faces and with a jerky movement of his head selected it. Using his

elbow again, he scrolled over to a smiling face with the word "Happy" underneath it. "Happy," the computer announced, and he smiled and giggled. I leaned down again, smiled at him, and gave him thumbs up.

Scott allowed me to realize that everyone at Litzsinger has their own special abilities, even those that seem to offer nothing. But ultimately, Scott wasn't the only student I met during my four weeks. The other challenge I faced as a P.E. teacher, other than limited time with a single student, was that every half hour, a new class with new challenges entered the gym.

One of the most difficult classes to handle during project was a group of six 7<sup>th</sup> and 8<sup>th</sup> grade autistic students. They were dangerous and could definitely hurt me, so I was scared of them.

Of the six, a 7<sup>th</sup> grade girl, Maggie, gave me the most difficulty. In my entire four weeks there, I cannot remember hearing her utter a single, coherent word. She wandered around the gym in a perpetually lackadaisical state, occasionally breaking the usual silence in the class with loud, high-pitched outbursts. Her disconnection and noise

didn't bother me much. It was when she hit herself that I just couldn't understand her. She hit her wrists together and smacked her palms on her thighs with no warning. One day she lay down on gym floor and smacked her leg repeatedly against the tile. I was amazed she didn't break her hip. After class, I was walking alongside Lenny and he said, "I can understand when kids hit people or the wall, but I will never understand it when they hit themselves."

In the little time I spent there, I had made small improvements with the autistic class. I had helped teach a couple of them to walk on

a foot-wide balance beam and worked with them to spin a ribbon in a circle. Most of the students were completely oblivious to their accomplishments, but their successes transferred to my own happiness and satisfaction. However, I could never prevent Maggie from harming herself.

Near the end of project, a teacher was talking about a more advanced student, Anna, and her chances at finding a job. She thought Anna could probably find a job at McDonald's, but the rest of her class probably wouldn't be able to work in their lifetimes. I had always taken work as a necessity of life, but never did I once think that for some, it's a goal that is simply unachievable. For a good part of the students I worked with, they will never be able to get a job and always be in the care of their parents, a foster family, or institution. I looked around at the class. One student was deaf, another was non-ambulatory, and a third had severe autism. For the rest of project, I spent my time wondering what would happen to these kids after they left Litzsinger. For too many of them, there wasn't much to look forward to.

Going into project, I wanted to help these kids, a lot. Filled

see MALECEK, 10



Elizabeth, Ted, and Scott give hugs to Malecek on his last day of project.

(from 9)

with the passion of “Men for Others,” I rushed into a world where I taught them much less than I hoped. I was so focused upon using the short time I spent with each kid to help them, that I hardly realized everything the students had taught me. For four weeks, I became the student of sign language, patience, and compassion.

One boy in Scott’s class, Dan, taught me more than I could have ever imagined. He ran into gym class one day and stood right next to me. “Same,” he said. Bewildered, I looked to the teachers once again for advice. They laughed gleefully and explained they had learned the concept of “same” yesterday. Dan signed “same” by sticking out his two index fingers and touching them together. I looked down at us. I wore my gray Notre Dame sweatshirt and black snap-pants with white stripes down the sides. About two feet shorter, he matched perfectly in his black snap-pants and gray T-shirt.

For the remaining two weeks, we had an uncanny tendency to match. He walked into school one morning matching me perfectly again with gray athletic pants with red stripes. When he came to gym, he bounded at me and stopped when he ran into me. We stood in front of the class, and I pointed at our red stripes and signed “same” and then “red” by touching my chin with my index finger. The kids all laughed and looked at each other to see if they were wearing the same clothes.

Perhaps by fate, on my last day, we both wore the same outfit with our gray shirts and black pants. As we were saying our goodbyes, he gave me a hug, took a step back, and signed “same” while he said it. I smiled at him, ruffled his hair, and signed “same” back to him. I gave him a high-five, and he went away.

Dan allowed me to see myself in a whole new perspective. Everyday of project, he came in as excited and happy as always. Nothing in life bothered him. I felt selfish dwelling on my petty problems while Dan overcame his learning disabilities everyday with an attitude that put mine to shame.

Over the few weeks, I had grown really close to Dan and Scott’s class. They were the first class in the morning and always started my day with youthful energy and happiness.

Like Scott, the class had another young student bound to a wheelchair. Elizabeth was the first person I met at Litzsinger. The engineers at Wash U. had attached a license plate with her name onto the back of her chair and added neon lights to the bottom that she eagerly showed me on the first day.

Elizabeth offered me everything she had in life on the first day I met her. When I met her, she waved her arms open as far as they could stretch. They limped feebly in the air, her elbows not fully extended because of the tension in her tendons, ligaments, and muscles. I looked desperately at the teachers for directions. One of them whispered, “Give her a hug.” Awkwardly, I bent down to her in

her chair and put my arms around her and her chair. She closed her arms and held on to me until her teachers told her to let me go.

Over the next few weeks, Elizabeth became a girlfriend of sorts to me. I only saw her for the 30 minutes I had with her every morning in class and the few times we passed each other in the hallways. Every time she saw me, she smiled at me and held out her hand for me to grab. She giggled incessantly. One P.E. class, she couldn’t leave the gym because she couldn’t steer her electric wheelchair straight. She was laughing the whole way back to her class as I moved her joystick for her.

On the last day, she asked me for another hug by flailing her arms. I bent down and gave her the last hug of project. She held out her hand and I grabbed it and I walked her back to class. She controlled her wheelchair with her right hand and held my hand with her left. When we got back to her classroom, I promised her that I would visit.

In my time there, I had accomplished only a few short-term goals, and I had certainly made even fewer long-term achievements with the students. I worried I wouldn’t make any deep relationships with the students as a P.E. teacher, but ultimately, I found that my ten classes a day offered a myriad of simple experiences that I never expected could have changed me as much as an in-depth relationship with one student ever could. I realized that all the simple things that happened at Litzsinger—the “happy” face, the few steps on a balance beam, the tidbits of sign I picked up to communicate with the kids, and the feeble hugs—were what made life truly whole. Birthdays,

graduations, and careers matter little more than the many chance occasions I had at Litzsinger in such a short period of time.

I learned that life is not about looking at anyone’s disabilities, but about learning to accept and celebrate the achievements a person can accomplish. It was hard at first, to recognize Scott as the person he was, but gradually I learned that he, just like all the other kids at Litzsinger, had his own special abilities that changed me in some way, even though I had to work harder to find them.

When I visited last Friday, Litzsinger School carried on just the same as it had when I was there. Some of the students remembered me and waved at me, but others asked me my name as if meeting me for the first time. It made me doubt if my time there was actually well spent, as I had previously thought. I wondered if the four weeks I had spent there were a waste.

But then I walked Elizabeth to lunch. When she saw me, she started laughing and throwing her arms into the air. I walked over to give her a simple, feeble hug. And in that hug, she reaffirmed my prior beliefs. My time was well spent helping the kids at Litzsinger, but more than that, the kids offered me those little experiences that shake our opinions, and those experiences have forced me to reevaluate my own view of life.



Malecek and Dan show off their matching attire.

PHOTO COURTESY OF TIM MALECEK

**BAILEY**

(from 1)

John Arnold, S.J., in the homily he delivered at Bailey's funeral.

Bailey was also well known for his devotion to the welfare of the students he taught and guided. Theology teacher Ralph Houlihan, S.J. commented on Bailey's focus in helping students. "He tutored a lot of kids ... that were struggling in various things, and I know for a fact (that) Bailey didn't know a word of Spanish. He'd get the book and read ahead a chapter. He was a quick study. And then he'd help the kid wherever the kid was. He did a lot of that. (For) anybody that needed any kind of help like that he was always here," Houlihan said.

Bailey helped guide history teacher Jeff Harrison, S.J., in his formation as a Jesuit and a thinker. He taught Harrison different philosophies in one of his classes. "He really helped us ... in kind of asking questions because those aren't the usual Catholic kind of things. So here you have this priest saying (that) we should question what we believe so we believe it more, not just throw it out," Harrison said.

Bailey also directed Harrison's senior retreat, where Harrison decided to become a Jesuit, and was very influential in Harrison's decision to enter the priesthood.

"Fr. Bailey was first and foremost a teacher. I think that is the greatest compliment you can give an administrator. My guess is that he was probably his happiest teaching religion or Latin," said Arnold.

In addition to teaching, Bailey also coached freshman basketball and varsity golf. One of Bailey's players went on to become a professional golfer, Jay Delsing, '79.

Bob Staed, '80, had Bailey as a theology teacher and golf coach his senior year. "(He was) one of the best I ever had," he said of Bailey as a teacher. Staed also mentioned Bailey's down to earth, structured teaching style, saying, "He just didn't waste any time." Staed also mentioned that, "He was just like a regular guy that had as great sense of humor, but you always knew he was in charge."

The Provincial of the Missouri Jesuit Province, Timothy McMahon, related one of his experiences while in Bailey's class: "When I was a senior he had all of us write a 30-page paper as part of our senior year, ... which was a little bit daunting for all of us and kind of a challenge that we were

very grateful for when we got to college, because we really knew how to do research papers."

McMahon continued, "He was a very effective teacher. He was very creative. He was fairly demanding. He was very professional but also very attentive. He was a very good teacher."

Harrison went on to describe Bailey's personality. "He was a great hands-on kind of guy. Someone would say 'Where is the president?' and you'd point and they'd say 'Where is he?' and, well, he's over there scrubbing the floors. He was that kind of a person, very down to earth," he said.

Bailey was also a motivated priest. He counseled married couples, bought groceries for the elderly, constantly helped the poor, and said numerous Masses each day. "I must say as a priest (at DeSmet) the question was how many Masses did he not say each day," said theology and Latin teacher Michael Marchlewski, S.J. Bailey would frequently say two to four Masses every day. He even said Mass the day before he died.

"He never turned down an opportunity to celebrate the Eucharist, never turned down an opportunity to hear confessions or be with people. He was just (an) incredibly generous and holy Jesuit," said McMahon.

"He made time for every type of person in any kind of difficulty, whether it was the church, their spouse, with studies, with money. He was the complete Jesuit in the sense he had no defined role," said Marchlewski.

He continued, "(Bailey) was always even-tempered. He was easy to deal with. And that's not always what the case is with the Jesuits; we're all individualist curmudgeons, but not him. And his beauty was that he could get along with almost anybody. If you couldn't, there's something the matter with you." Marchlewski added, "He was a great role model. I miss him. He was a man who had great wisdom."

One of Bailey's most important contributions to SLUH was his invention of the school's biggest fundraiser, Cashbah, in 1969. The auction coincided perfectly with Bailey's interests in antiques and furniture. Bailey was an avid antique fan, and he also learned to upholster furniture to create more items for the auction.

Often, Bailey would search throughout the region to find the right piece to sell for

Cashbah. "He'd go anywhere. (It) didn't matter how far he had to travel (if) he thought he could get a unique item for the auction," Houlihan said.

Often, Bailey would try to pre-sell auction items while he was at benefactors' houses by hinting that a certain item would look good in their house. He also would attempt to convince benefactors to donate certain items to the auction. "He tried to steal my great-grandmother's bedroom set out of my great-grandmother's basement for the auction," Harrison commented. After leaving SLUH in 1990, Bailey helped to start up his own version of Cashbah at DeSmet. The Cashbah tradition continues today and remains a major fundraiser for SLUH thanks to Bailey's intuition and persistence.

Director of Maintenance Ray Manker told a story about Bailey during the times he would have to come in to school early to shovel snow: "We'd walk by and he'd be in (the furniture) stripping room, 4:00, 4:30 in the morning, stripping furniture. He'd go up, and he'd teach a class or two, come back down, strip furniture, refinish it, go back up to teach a class or two. It was just amazing how hard he worked and everything."

Bailey was also a gourmet chef. "He did a lot of dinners for Cashbah," said secretary Helen Klenklen.

Besides Cashbah, Bailey was also well known for his talent of raising money through benefactors. While at SLUH, Bailey often played bridge with the Alberici family, who eventually donated a large sum of money to DeSmet, becoming the namesake of the school's memorial. "He made a lot of friends that way," Houlihan said.

"He just was Mr. Cashbah and always will be. I hope they do something nice, some kind of mention for him this year," said Manker.

Bailey was also instrumental in organizing perhaps his most lasting impact on SLUH and the community, Senior Project. In 1971, Bailey, along with STUCO president Joe Castellano, '71, organized the mandatory service project for SLUH seniors. The service project still remains a core part of SLUH's curriculum and has spread to other schools in the area and other Jesuit high schools across the country.

"If his starting (Senior Project) caused  
see SOUL, 12

(from 11)

other people at other schools, especially in the public arena, to do that type of service-oriented thing to make a student more than just a student but part of the community, if he caused that to happen, that would be his (most) lasting (contribution) to the community that he started here," said Busenhart.

The ASC was another one of Bailey's great contributions to SLUH and other Jesuit high schools. "He was key in developing the Alum Service Corps," said Cummings. Cummings summed up the point of the ASC, saying, "Now that there's fewer Jesuits, rather than young Jesuit scholastics coming in, we have these gifted young (lay) men and women come in to serve for a year in the various schools." The ASC has given SLUH great young teachers since its founding in 1991.

In 1990, Bailey was assigned to become the fourth president of DeSmet Jesuit High School. "The hardest sacrifice of his life was the command of obedience," said Cummings on Bailey being ordered to DeSmet. Cummings continued, "His whole life, 30 years, his whole active ministry as a priest was at St. Louis U. High. So to ask him to leave and to take on the presidency at DeSmet, he told me was the toughest command of obedience in his life and he didn't know if he could adjust. But what I admire the most about him was his total freedom ... in response to this call of obedience. He transferred all the vision and passion that he felt for SLUH over to DeSmet."

At DeSmet, Bailey virtually saved the school. When he arrived at DeSmet, the enrollment was approximately 650 students and on the decline. The school's finances were also going downhill and rumors were swirling that the school might close down.

Under Bailey, the football field at DeSmet was built into a stadium, with lights, a track, and permanent seating. In addition, the Thomas Hunter Jr. Theater was built and the school was air-conditioned. DeSmet is currently the largest private school in Missouri.

Bailey also helped to start DeSmet's annual auction in the mirror image of Cashbah. Arnold mentioned Bailey's involvement with the DeSmet auction: "(Bailey) was a strong mover, with especially the auction, because Rich had the knack at seeing value in stuff. In other words, he could look at a piece of

furniture and say, 'Boy, you know if I strip that and clean it up and do this kind of stuff, it's going to be worth something,' and he would then obtain it for our auction."

Arnold continued, "(Bailey) put the auction up to a different level, kick it up to a higher level. I think that very much would have been one of Rich's legacies that he's left here to the school."

While at DeSmet, Bailey did not lose touch with his friends at SLUH. "After he left back in '90 or '91, I talked to him two or three times a week. He'd just call up and see how things were going. He was just very kind, and he's going to be really missed," said Manker.

"DeSmet ought to have a memorial in (Bailey's) honor for saving that school from, I think, certain financial ruin," said Marchlewski.

McMahon acknowledged Bailey's accomplishments at both SLUH and DeSmet, but felt that his greatest accomplishment was not specifically related to St. Louis, saying, "I think his bigger accomplishment is on the national level, he had a huge influence on the development of the documents for the JSEA. So he really was a very important voice in developing the future of Jesuit secondary education in the United States."

McMahon continued, "Fr. Bailey was very instrumental in giving a lot of direction to the way Jesuit high school education would go in the future."

On the national, local, and personal level, Bailey touched the lives of thousands. English teacher Jim Raterman remembers Bailey helping him and his wife furnish their house. "He took us to an auction; we got this really nice piece of antique furniture; actually it's a little cupboard. We put our hats and stuff in (it). He really helped us. We needed furniture," said Raterman.

Raterman, Manker, and Staed all took note of Bailey's driving ability. Raterman said, "He was the wildest driver I've ever been in a car with. ... He knew that the Lord was with him and so he defied time and space."

"He was what we considered, or what anybody considered a very reckless driver. He really had a lead foot on him," said Manker. "So we would go out and pick something up and his foot was pedal to the metal, and that darn thing (the truck) would start swaying back and forth. And he had a habit of driving

somewhere, and he's talking to you, well he's looking at you there, and there's the road, and that dang thing was rocking backwards and forwards and stuff like that. We were all white-knuckling it. We were grabbing everything in the vehicle ... and didn't want to say anything, didn't want to act like we were afraid. Well, he knew we were and he (would) laugh at us, and he just kept on talking. That's the way he was. He's a great guy."

Manker told a story about Bailey's love for animals: "He liked the horses and the dogs, and we went to the racetrack with him quite often, for the horses over there at Fairmount Park. ... We also would go to West Memphis, Arkansas every once in a while. He had a good friend that was a kennel owner. ... He'd call her up before we left, and we go down there, and she have her room and her suite in the hotel was real close to the race track."

Bailey even used his influence as SLUH president to change the admissions policy at the University of Missouri. By getting the *St. Louis Globe-Democrat* to do a full-page story on a bright SLUH student with low class rank, Bailey, along with Houlihan (at DeSmet) brought about a more lenient stance in the University's admissions policy based on low class ranking.

Bailey gave 61 years of his life to the Society of Jesus, 30 years of his life to SLUH, and 16 years to DeSmet. Perhaps no man has given more to the Jesuit community in St. Louis than Bailey.

Bailey is survived by his nephew, Mark, in Springfield, Va., and his sister-in-law, Joyce.

The loving Bailey fittingly died of an enlarged heart on Valentines Day. Said Cummings, "Because of this enlarged heart in daily dealings with others, he truly became a legend to all the parents, students, alumni and staff of both St. Louis Jesuit schools."

**The Robotics Club is sponsoring a Robotics Challenge Obstacle Course today in the Danis Lobby during Activity Period to celebrate Engineers' Week. All students are welcome to test their skill driving the radio-controlled robot through the maze.**

## GOLF

(from 1)

establishing the various responsibilities the school had in dealing with the issue of homosexuality, including responsibilities to homosexual students themselves, to all students, to parents, Jesuits, and to the Catholic Church.

According to Schenkenberg, the school's responsibilities to students include, among other things, to provide a safe environment, physically and psychologically, to help students articulate what is acceptable language and behavior around this issue, and to protect the privacy of each student. The responsibilities to parents include to protect student and family privacy and to provide resources and support for families whose sons are gay. Finally, according to Schenkenberg, SLUH's responsibility to the Church is "to accurately reflect the Church's teaching on homosexuality."

Over the past four years, the school has attempted to reach out to students, families, and faculty about this issue, according to Schenkenberg. These efforts have included faculty meetings with a Jesuit psychologist, the institution of student groups like Safe Space and Diversity Team, the collection of library and counseling materials, and the examination of school policies and curricula for clarity and compassion regarding homosexuality.

Opening up the forum for questions, senior Cliff Leek began by expressing his complete ignorance of the Safe Space program, which appeared to surprise Schenkenberg. She replied, "Really? Well, now you know. I know we wrote a letter home to parents about it, and in fact repeated (it) each year, so that families are aware of it."

Senior Seth Clampett then asked a similar question, jumping off of Leek's remark: "How does the school plan to distribute some of this information about this kind of stuff because, as Cliff (Leek) said, some of us don't know about Safe Space? Also, you mentioned changing student language and behavior, how is it that the school plans to do things like this?"

Schenkenberg said, "We kind of look to, at this point, Diversity Team to help us with that, faculty moderators to help us with that, students to step out. I know that (Assistant Principal for Student Affairs H. Eric) Clark

mentions every year at the beginning of the year, our commitment to language that's not hurtful, and talks particularly about some of the hurtful language with this issue, but also with women and other areas as well."

Addressing the somewhat low-profile nature of Safe Space, history teacher Jeff Harrison, S.J., said, "There is a low profile in the sense that, we don't want to put on an announcement, 'Come to the gay meeting.' And then you have a lot of people come to see who's coming. But certainly everyone's welcome. There are considerations of, many of you, most of the school are minors. So we have to be mindful of how that works, parents have to be informed. ... But all the counselors, most of the teachers know about it, so its more of a referral kind of program."

STUCO Vice President Max Magee asked Schenkenberg to explain the school's dance policy.

"We decided, primarily, (dances are) to give you an opportunity to socialize with young women in a formal situation. ... We also talked with the students for a little bit at that time about whether they would prefer to have more of a mixer-like event, where you don't come with dates, you just come with a friend. And students didn't really want that, they wanted the date dance and they wanted the formal aspect to it. And with those two things in mind, we created a policy that did change somewhat in that students can come without an escort if they prefer, but we encourage them to bring a young woman and have an enjoyable evening, and I think that's important regardless of your sexual orientation."

After all questions regarding SLUH's homosexuality policies were answered, Rice introduced the next issue up for discussion, Magee talking about the House of Governors (HOG). Magee announced the date for the second HOG meeting of the year, set for April 1. The agenda for the meeting includes instructing clubs in setting up club websites, going through Internet policies, outlining club finances through the third floor, and a talk by Assistant STUCO Moderator Mike Herman about the best way for seniors to leave their mark on their club and to effectively turn over leadership to juniors, followed by an open forum for club leaders.

Sophomore Will Hartzler asked Magee

about the progress of a club calendar, complete with dates of club meetings, that the HOG suggested creating.

Magee said, "I think that's going to take a lot of effort, and the clubs, especially the leaders, are going to have to come to me. I know I haven't put in as much effort as I should have, but I can't go out and search out everybody and say 'When are your meetings?' ... But one of the big problems was meetings on the same day for big clubs like STUCO and National Honors Society, (we) always had meetings on the same day. Well, we just fixed that because of the last (HOG) meeting."

Rice then announced the open forum part of the meeting.

Clampett began, "I'd like to bring up the issue of the eligibility policy. I wanted to know why student input wasn't really included in that, and how maybe we could talk about (eligibility) ourselves. ... I think that some of the proposed ideas are good, but I also question (items in) the current policy."

Addressing student input, Assistant Principal for Academics Mark Michalski said, "The students who are a part of the Academic Affairs Committee will be invited to be a part of that conversation and bring student input. But also once we have something down on paper we're going to ask for (greater student input)."

Clampett asked how students might get to be involved with something like the Academic Affairs Committee.

Michalski replied, "Those (students) were selected, they were invited to be a part of it. ... We have two students active at this point on the Academic Affairs Committee, and they're invited by the committee."

Leek wondered why only two students were represented on the committee, a seemingly small representation of the student body.

Michalski replied, "We've tried to have a junior and a senior on the committee, so that there's continuity so the junior will move on and be a part of it as a senior, so he's on it for two years. There are, simply, practical space limitations. You don't want (the committee) to grow too big. But, where did the number two come from? Honestly, I don't know."

see 4UM2, 15

(from 1)

“something should be done. And I hope something will be done.”

LaBoube’s personal preference regarding the solution is to “try to give (the teachers of the AP classes) time to try to teach it right, to give them a seven-period course,” but noted that his opinion differs somewhat from AP Physics teacher Paul Baudendistel’s and more from AP Biology teacher Steve Kuensting’s.

“I don’t think it’s right to call it AP Physics if we’re not covering the AP curriculum,” said Baudendistel, who said that he only covers all the AP material in time for the AP test because of extra meeting times outside of class. He does not think that the class meets the AP requirements in terms of the official number of hours spent, however.

Baudendistel does think that a change is needed: “The argument that our students are doing well on this AP test and therefore we should keep the status quo ... I don’t think that’s a valid goal because if that’s our goal, just doing well on the AP test, I think we’re missing out. We’re trying to teach students to be lifelong learners, not learners for one test. ... We want them to know it ... to enjoy it, to be passionate about it.”

Baudendistel has no overwhelming preference, but feels a need to get something done and “stop this charade” of having a six-period week that is called an AP course and decide either way on what to do. His personal preference as a teacher is to go to the five-period system, but his professional preference for the interests of the students is to move to the seven-period course.

“The biggest problem with the way we do it now is with six periods per week, our students don’t get to do science. They get to hear about science, they get to learn about science, but it’s rare they get to do science,” Baudendistel said, referring to the limited lab time with only six periods per week. “But that’s what science is all about: doing, experimenting. And the way the AP class is structured, we don’t get to do that, and as an award for being among our best science students, you get to do less science. You get to ‘learn’ more science, but you don’t get to do more science, and that’s a disservice to our students,” regretted Baudendistel.

Kuensting agreed: “Science courses should be both investigation and content,

and the class is (currently) mostly content. It is very little investigation.”

However, SLUH’s AP test results for these classes are well above national averages, with the overwhelming majority of Baudendistel and Kuensting’s students passing with threes, fours, or five out of five.

In light of the scores, Principal Mary Schenkenberg suggested one reason why the program is undergoing investigation now. “If it’s not broke, why fix it? Well, I think part of the answer is that the AP itself is doing an audit of various schools, and I think they’ve come out with some very specific check-off points that they want science departments to look at so it may be within that context that this has arisen, ... but I think it would be hard to say that St. Louis U. High doesn’t provide an outstanding AP science program—their results are amazing.”

When the school instituted the AP Physics and AP Biology courses four years ago, Baudendistel and Kuensting, requested a seven-period class schedule, “but it became six (periods),” according to Baudendistel.

Most schools, according to LaBoube’s memo as well as Baudendistel, teach AP Physics over two years, with an introductory physics class junior year, followed by the AP Physics B or C class senior year.

Margaret Bahe, chair of the Science Department at John Burroughs, said that the advanced junior physics class they teach is called “Honors Physics” and is taught like all of the other science classes, from freshman to junior year in seven periods per week. They do not call the class “AP” because they do not cover approximately two chapters that an AP course should, but still offer review sessions for those two chapters. Nearly all of the class’s students take the Physics AP test, and she said that while the test results for this class are not quite as high as those for the senior elective AP Biology and AP Chemistry results, a full 85-plus percent pass the test with threes, fours, or fives.

John Burroughs’ method, a more typical approach to teaching advanced physics, is similar to the solution proposed at SLUH.

Baudendistel agreed that the current system needs improvement. “Six is not the right number. If we truly want to teach the AP curriculum ... we should be meeting at least seven periods a week. And if we’re not willing to do that, fine, let’s go back to five

periods per week, call it ‘Advanced Physics’ or ‘Advanced Biology’ and we won’t try to cover the entire AP curriculum, and won’t call it ‘AP Physics’ or ‘AP Biology,’” Baudendistel said, also noting that a college class would involve three hours of lab time per week. “If we’re teaching a college course, we should be offering comparable lab time for that.”

Kuensting prefers dropping the label on both the advanced physics and biology classes, and going to five periods weekly, because “I believe I could serve more students in advanced biology in a good biology curriculum without the AP designation.” He opposes a shift to seven meeting times weekly because “that does put a serious hardship on a student who’s trying to take other classes like fine arts.” He even thinks that, in the current six-period structure, “it really is difficult for a student to do that,” because that sixth weekly class invades a second period of the day, limiting a student’s ability to take a five-period per week course.

The *Prep News* surveyed 42 AP Physics students on their views of the situation. 29 supported changing the class into a seven-period class, while thirteen opposed the change. Only two students supported changing the class into a five-period class and dropping the AP label, while 39 opposed it and one was undecided.

Nearly all students who supported adding a seventh period stated the reason as being more time for classwork, discussion, and labs, or a slower pace. Also, most who opposed dropping the AP thought that the AP test and label are important.

When asked about whether they spend seven periods worth of work finishing labs and classwork, a simple majority of 26 agreed, while 16 disagreed.

The administration does not plan to remove the AP labels, however.

“To the best interest of the student body, we would never (drop the AP courses). We are committed to the AP program, and our students have done very well in those courses, so there’s no reason we wouldn’t offer that opportunity for them,” said Assistant Principal for Staff Development Tom Becvar.

“The proposal is not to (drop the AP labels),” according to Assistant Principal for Academics Mark Michalski. “The actual  
**see 6.022E(23), 15**

4UM2

(from 13)

Leek addressed student-administration communication in general: "We're finding out about all of these committees and things that there is a little student participation in, and that the student body as a whole doesn't really know about. And I was just wondering if there was any way that the student body as a whole could find out more about these things that are going on that do affect us, that we're just kind of finding out little bit by little bit."

Schenkenberg said, "I certainly think that one of the things that this forum was created to do was increase communication between students and administration. ... I think we can try to grow in terms of, going back to the Safe Space, it's a very sensitive issue ... but I don't think there's the intention to hide things. I hear what you're saying about student participation, and I'd love to see it increase. I'd love to see us have more student input on issues."

With that, the clock hit 10:20 a.m., and Rice closed discussion at the third forum of the year.

The forum was exceptionally well attended, perhaps because of the action STUCO took to inform students better. STUCO felt that the most successful part of the forum was that so many students felt compelled to weigh in.

"I was really most happy with whoever brought up the eligibility factor. There was a lot of talk, and even after the forum, a lot of talk, because, where Mr. Michalski said there were only two guys on the academic committee, that sounded a little bit like the students were way underrepresented," said Rice.

Magee concluded, "I thought it was one of the more productive (forums) since I've been here. We can still do better, where it's getting more people out there, learning how to run (the forums) better, the action afterwards: what steps are we going to take after we discuss these problems? That's the most important thing, really."

TER ARTHUR

(from 4)

Geisman defeated his opponent at board two to boost the SLUH team's score up seven points, tipping them over for the win. Geisman's opponent fell into deep time pressure where he made mistakes, allowing Geisman to capitalize and secure the win.

Dripps won at board three, giving the SLUH Pawnbills an early six-point lead. His win was even more amazing because he usually plays at board four and hadn't had much success against the Belleville powerhouse. His quick win bolstered the hopes of the team when the outcome was still very unclear.

Dripps later commented, "I was surprised to beat him because this was the fourth time I faced him and I lost the last three matches to him."

The wise but not foolish sophomore at board four, Schumacher, outplayed his opponent through most of his game. Towards the end with a slight time advantage, his opponent offered a draw. Realizing that his decision could greatly affect the outcome, Schumacher took three minutes to consider the positions on the remaining boards and decided that if he played on, he would most likely get into a blitz endgame where the first player to make a mistake would lose. Not wanting to get into a precarious situation, especially with the continuation of the playoffs at stake, Schumacher figured out that the draw on top of Dripps's early win at board three would add up to 8.5 points, which would require the SLUH team to either win at one of the top boards or draw at both.

Schumacher's decision paid off when Geisman won his game at board two, securing the win and allowing Angeli's tight but high eight-point game to mean nothing for the Belleville West High School chess team. Schumacher later said, "I was stunned because before we had never scored more than seven points against them."

Next Wednesday, the Rookbills play chess powerhouse Belleville East High School at Belleville East High School for the East Conference Championship.

6.022E(23)

(from 4)

proposal on the table is to add additional lab time to the classes."

Schenkenberg concurred, saying, "I don't (support dropping the AP labels). I would have to be convinced," of the value of that solution.

Interestingly, Kuensting questioned the value of AP credit: "The colleges don't give our kids AP credit for the AP fives that they get because if they're going to major in biology they make them take the biology over anyway. That's what really kills me," and the same goes for 1818 credit, he said.

On his survey, junior Kevin Stephenson said that "The arguments for both sides—(dropping the AP or adding a period)—are strong," because with five, more students enroll in the class, but seven allow "more learning, (but) for less kids: (a) great class." For Stephenson, "Six (classes a week) is wrong."

Whatever the administration and teachers decide, Michalski said, "Our goal is to provide high quality classes ... in both of those fields. Number one, so that we can be providing the best education that we can to our students, and number two, because we also do want to prepare them as well as we can for the AP exams."

UN

(from 4)

make it more effective.

Students began preparing for the conference in early January, meeting most weekends at Crossroads High School near the Missouri History Museum.

"The next step (after the conference) is to ... see how other people outside of this conference respond to these ideas, and then see if we ... can move forward and as time goes on see if the UN can make appropriate changes to be a responsible organization in the future," explained Lieber.

If anyone is interested in joining the action in Model UN, please talk to a current member, moderator Bob O'Connell, or visit the Civitas website at [www.civitas-stl.com](http://www.civitas-stl.com) for more information.

Quote of the Week

"The gratifying feeling that our duty has been done."

— William Schwenk Gilbert

by Jim Santel

## Calendar

Dec. 2 - Dec. 9

**FRIDAY, FEBRUARY 24**

Schedule R  
 Robotics Challenge  
 IM Basketball (Juniors vs. Faculty)  
 Junior Round Table  
 Fiestada, Taco Salad

**SUNDAY, FEBRUARY 26**

Family Mass, 9:30am  
 Father/Son Banquet

**MONDAY, FEBRUARY 27**

Schedule R  
 Spring Sports Practice Begins  
 IM Bashball (Sophs/Seniors)  
 Freshman Class Meeting  
 Seasoned Fries, Pizza

**TUESDAY, FEBRUARY 28**

Schedule L  
 Happy Mardi Gras!  
 Homeroom @ 8:50  
 Mothers' Club Faculty/Staff Breakfast  
 Chorus In-House Fieldtrip  
 BBQ Pork & Brats

**WEDNESDAY, MARCH 1**

Schedule M  
 Ash Wednesday Liturgy—Formal Attire

**THURSDAY, MARCH 2**

Schedule R  
 Wrestling Banquet

**FRIDAY, MARCH 3**

Schedule R  
 STUCO Sno-Ball

**CEREMONIES**

(from 3)  
 the chant "We want CB" from the student section.

"Whenever you can shut out a team in the playoffs, it shows that the (winning) team is well prepared," stated head coach Charlie Busenhart.

Three days later, SLUH faced off against the CBC Cadets in the quarterfinals. The Jr. Bills came out from the get-go, scoring on their third shift on a shot from Jack Berger. The Icebills' momentum proved too short-lived, however, and CBC evened the score with six minutes left in the first period.

Although shots on goal were relatively even throughout the game, the Cadets scored four unanswered goals before the Jr. Bills responded, this time on a slap shot from freshman Connor Quinn early in the third period. CBC scored three more goals before the game was over, and the first game of the series went to the Cadets.

"Our second and third lines played very well, but CBC's excellent defense bottled up our first line, preventing them from scoring," commented Busenhart.

The next night, the Jr. Bills played the Cadets again, facing elimination for the first time in the post-season. Once again, the Hockeybills came out strong, getting numerous scoring chances, including a few breakaways, but could not put the puck past the superior CBC goaltender.

Despite not scoring, the Jr. Bills never gave up, and the physical play increased, causing an skate injury to junior Chris Place, who had to receive 26 stitches to sew the gash in his lower back. Despite the pain,

Place overcame the injury and returned to play in the second period.

Although SLUH netminder Alex Effinger had an exceptional game between the pipes, the game finally broke open late in the second period when the Cadets scored on a scrum in front of the net.

The second period also proved to be a scoreless one for the Jr. Bills, who were unable to contain the powerful CBC offense. SLUH ended the period down 4-0.

The Jr. Bills entered the third period trying to outscore CBC in the last fifteen minutes of the game, and they did just that. With eight minutes left to play in the third period, the Icebills switched to an all-senior rotation, giving them a chance to play together one last time at St. Louis U. High. Mark Abram scored SLUH's only goal with 2:00 remaining in the final period, a satisfactory finish for the U. High team, who gave their best effort and never gave up during the entire season.

The CCMbills went down with both grace and class, two qualities that CBC did not uphold in the series. Late in the period, the Cadets began to get chippier and cheaper, including late hits, illegal elbows, and cross-checks. The 2005-2006 U. High hockey team finished their last game of the season with a 4-1 loss.

The Jr. Bills outscored their opponents in the playoffs 24-15 with a final record of 13-9-4, quite a feat considering the tough MCC conference, who fielded the Nos. 1, 2, 6, 8, and 9 seeds.

"We accomplished more than anyone thought we could, (and) making the quar-

terfinals made the season worthwhile," commented Busenhart.

This year's seniors include: Mark Abram, Steve Beck, Evan Boff, Dave Bosch, Eddie Effinger, Josh Englebrecht, Austin Fitzgerald, Alex Luebbert, Clint Mohs, and Alex Primo.

**DADS&LADS**

(from 2)  
 for most of the night, a tribute to the event's success. Groups of people even waited in line for a chance to play pool, table tennis, and foosball.

Rec room supervisor Tom Broekelmann observed that despite the dense crowd, "the students were much better behaved with their dads around. There were fewer nickel offenses."

This was President David Laughlin's first Father-Son Rec Bowl at SLUH. He stated, "The Father-Son Rec Bowl was a fun night with lots of activity. It was great to see so many fathers and sons enjoying themselves." When asked about the event's future, he said, "I think the success of this year's event will provide momentum towards next year's Rec Bowl."

**FAMILY MASS**

There will be a Rosary at 9:00 a.m. in the Chapel this Sunday, followed by a Family Mass at 9:30 a.m.

**2006 VARSITY FOOTBALL CAPTAINS**

Tyler Caldwell  
 Niko Mafuli  
 Kaelan Mayfield  
 Willie Shipp