

Prep News



"If nothing else, value the truth"

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ISSUE 20

Proposals for Vision 2K expansions progress

Brian Kane
Editor in Chief

St. Louis U. High Vice President for Advancement Thom Digman recently presented the current building proposals for a student life center. The student life center is a major element of the physical expansion outlined in SLUH's Vision 2000 campaign.

According to the current plans for the student life center, it will be located just south of the main school building. A bridge will connect it to the current cafeteria.

The proposed building will house four racquetball courts and at least two basketball courts, plus a third if SLUH

raises enough funds. In regards to the use of the basketball courts, Sheridan explained, "One would be dedicated to use by teams, but two would be dedicated to absolutely recreational purposes, and there won't be an invasion on that."

The second floor will consist of a new larger cafeteria, an alumni reception room, and a kitchen. The first floor will contain a wrestling room and a large commons area surrounded by offices for clubs like *Prep News*, STUCO, and yearbook.

If the building contains two basketball courts, it will have approximately 67,000 gross square feet. If a third court is installed, the student life center will have approximately 77,000 gross square feet.

These plans are still subject to change. "Those are the major components," Sheridan explained. "They can change as we get input again from the faculty with respect to what they might be looking at."

Practice fields, a soccer stadium with track, a baseball field, and tennis courts will also be constructed in addition to the student life center to increase the number of athletic facilities available on campus.

Under the proposed expansion, the school size will expand from approximately 15 to approximately 24 acres.

To replace the current student parking lot, a new lot will be built south of the Science Center. Though some construction plans had included a parking garage, see EXPANSION, 8

Chinese Exchange students arrive

Brian Fallon
Assistant Editor

Two new students arrived at St. Louis U. High this past Monday, from locales farther than Wildwood or Normandy. Sophomores Jash Guo and Emma Liu have traveled from Nanjing Foreign Language School in Nanjing, China, to participate in SLUH's Chinese exchange program, now in its seventh year. Guo and Liu will reside with three host families of SLUH students, each for a period of six weeks.

Guo and Liu arrived in the United States on Jan. 30, and they stayed in Los Angeles, Calif. for two days, visting sights such as Disneyland. Out of all the rides and features of the theme park, Liu said, "I (was) most interested in The Pirates of the Caribbean because I loved that movie." After boarding their flight from Los Angeles and a short layover in Phoenix,

Ariz., the students arrived with their chaperones in St. Louis on Sunday afternoon.

For the rest of the semester, Guo and Liu will be studying alongside SLUH students to get a feel for SLUH academics. In the seventh year of the exchange program, sophomores Guo and Liu were selected for the program because of their academic abilities at their school. The courses they will take include a computer course, geometry, biology, physics, English, history, and chorus. Both students have taken five years of English through their schooling, and Guo has had an additional four years of English outside of the classroom.

Physics and geometry do not seem that difficult according to Liu, but, she said, "English here is very difficult."

Both students commented on the differences between their school in Nanjing and SLUH. Liu talked of the food in see CHINESE, 4

La Mancha debuts next weekend

Sean Powers
Reporter

For the first time in director Joe Schulte's career here at St. Louis U. High, the *Dauphin Players* will perform the classic musical production, *Man of La Mancha*. Schulte said about this year's musical, "It's very realistic in its approach. I feel we have the right group of students to do the show."

The musical *Man of La Mancha*, written in 1959, is based on the classic Spanish novel *Don Quixote*, by Miguel de Cervantes. According to Schulte, "Condensing (*Don Quixote*) and putting it into a play or musical format is extremely difficult."

see LA MANCHA, 3

Hussung prepares for study at Globe Theater

A.W. Sciuto
Reporter

What do the plays *Julius Caesar*, *Hamlet*, *Macbeth*, *King Lear*, and *Hamlet* have in common? If you guessed that William Shakespeare wrote them, well, you would be technically right. More significantly, all were first performed at the Globe Theater in London, where English teacher Chuck Hussung will spend three weeks this summer.

The St. Louis branch of the English Speaking Union of the United States is giving Hussung a scholarship to cover all his costs for the three-week course at the Globe. The ESU, who also sponsored the Shakespeare contest in New York City last year in which Alan Naylor, '03, competed, would normally accept many applications for the scholarship. This year, however, the funds for the scholarship were given to the ESU late. But the ESU still wanted to give the scholarship this year, so the Union decided to give it to

Hussung without any competition.

Hussung believes the ESU selected him because he organized a Jan. 10 workshop for high school teachers led by Mike LoMonico, author of *Shakespeare 101* and the associative educational director of the ESU.

"Ordinarily, I think, the members of the ESU organize these conferences," Hussung said, "but in this case you just have a local teacher (organizing it). I worked with people from the Union. My guess is (that the woman who organized the scholarship) was looking for people for this scholarship and she mentioned it in the presence of the woman I was working with on this workshop."

The three-week course will focus on the performance of Shakespeare. The course will focus on *Othello*, *Much Ado About Nothing*, *Measure For Measure*, and a fourth play. "We get free groundling tickets...(Groundlings are) the people who stand out in the middle in the rain," Hussung explained. Hussung will also get

to meet the actors and the directors of the four plays. Hussung commented, "I hope that part of the training I get here is actor's training."

Hussung said, "Performance is already a part of how I teach Shakespeare. I try to teach plays that will show up on stage (in St. Louis) so my students can not only read and study the plays but also see them performed. I try to make that link as often as I can." Hussung hopes taking this course will help him to become a better performer of literature, specifically Shakespeare.

Hussung gave the specific example of performing *Hamlet* last year for his junior English class. "I memorized (the 'To be or not to be' soliloquy) and it altered significantly the dynamic of the teaching it. I did not have a book in my hand and I wasn't looking down (at it)."

In his personal essay for the application, Hussung stressed the difference between performance and reading. "It's just

see **HUSSUNG, 3**

Los Constables prepare for pivotal battle

David Mueller
Sports Editor

I want this concert to be a love letter to all the fans who have supported us and the bands we've played with...and ourselves," said keyboardist and vocalist of Los Constables Sam Weller, who will be performing with the band this Saturday at Mississippi Nights in a Battle of the Bands for what might be Weller's last show.

Los Constables, which consists of drummer Jake Bell, bassist Brian Heffernan, guitarist David Marek, guitarist and vocalist John Randall, and vocalist Weller, will have a 25-minute set in which they will perform six original songs.

What makes Saturday night so special to the band is that it may be the last time they ever play together. As Weller put it, the band has a three-fold goal on Saturday: "to give the crowd a good show, find some comfortable underpants, and save Sam."

Weller's parents are concerned about

the strain his vocal duties in the band put on his voice, considering that Weller wishes to sing in college.

"I respect their concern for me," said Weller, "but at the same time I want to be with the band and rock out." Weller and the rest of Los Constables hope that with a victory Saturday (and with it, twenty hours of recording time) Weller will get the go-ahead from the folks to proceed with his rocking career.

Fifty other bands will play Saturday, but Bell showed signs of confidence when asked if the band could win. He said, "There are like fifty bands total. So, given our past record, I'd say there's a one hundred percent chance of victory."

Los Constables maintain that the quality of their songs and the personalities of the band will ensure an apex in rock.

"My favorite song is always 'White Knuckle Rock,'" said Marek. "It's just a fun song, (there is) lots of energy, and it's got some roots in MC5."

Los Constables pride themselves on

being influenced by bands such as MC5, best know for their '70's classic *Kick Out the Jams*.

Bell agreed, "We're the most original band (at the battle), not just typical indie-rockers.... We have more influences than The Strokes."

Heffernan, who sports the flat-top life style better than anyone since Whitey Herzog, narrowly squeaking by Sinbad, seemed excited about scatting in an undisclosed song. "I love singing words that don't make sense," said Heffernan.

Randall, the calmest band member during his interview, said he is most excited about playing the "Man Song." "It's the first song we've ever played together as Los Constables. It's only four chords, but it's four chords of pure rock energy."

He continued, "If we don't win, we'll retire the song," claiming it wouldn't be the same without Weller.

The band tries to identify itself as a whole, with the members acting as them-

see **LOS CONSTABLES, 4**

COMMENTARY

The glory of television

Charlie Hall
Features Editor

I would like to applaud the recent decision to turn on the televisions in the cafeteria and tune them to ESPN during students' half hour lunch period.

For months, the two cafeteria televisions sat dormant, but finally they have been turned on, and the sooner the better. Not only can I catch all the scores from games I missed that were played between 7 a.m. and 12:30 p.m. each and every weekday afternoon, now I no longer have to look at or talk to those around me! And honestly, I've been waiting for an excuse for a long time. Let's face it, none of the guys I sit next to at lunch are even remotely attractive, and they're not exactly captivating conversationalists. It's like eating lunch at a nursing home, to be quite honest.

But now, all I have to do is turn my head and there, sitting high above me, is a glorious glowing screen filled with beautiful

LA MANCHA

(from 1)

According to Schulte, the musical is "a play within a play." It takes place inside a prison in Seville, Spain, where the writer Cervantes has been taken by the Catholic Church in the time of the Spanish Inquisition. Cervantes' fellow prisoners are about to dispose of his prized work, *Don Quixote*, when he convinces them not to lose it by performing the stories in the book.

These stories come to life when Cervantes, played by senior Peter Gosik, becomes Don Quixote, and the prisoners become other characters in the story. Throughout Cervantes' story, Quixote has an

assistant known as Sancho Panza, played by senior Sam Weller, who also plays the manservant in the prison scenes.

Other parts include Aldonza, played by St. Joseph's Academy senior Katlin Bundy; the innkeeper, played by senior Kevin O'Brien; Dr. Crasko, performed by

junior Paul Barker; and the Padre, played by senior Louis Reinoso.

Since the musical is a one-set performance, and doesn't require quick scenery

With a few props between scenes, "the prison can become a field, or a kitchen, or any other scene from the story," commented Schulte.

Along with the set design, the costumes add to the setting and "look like they belong to 16th century prisoners," commented Schulte.

This show is more realistic compared to previous musicals and contains quite a few combat scenes, which the actors have been training for and perfecting. About the musical, Schulte added, "This is a little more complex, has a little bit more meat to it, and is a show

of great ideas."

Man of La Mancha opens next weekend. Show dates are Feb. 12th, 13th, and 14th at 7:30 p.m. and Feb. 15th at 2:30 and 7:30 p.m. Presale tickets are \$5, and tickets are \$7 at the door.



The cast and crew of *Man of La Mancha* rehearse on Wednesday afternoon.

changes, the stage crew has created a large and impressive set. The SLUH stage crew has been rapidly working to transform the stage into a late 16th-century prison. The stage floor has been put on an incline and stairs appear up and down the set in front of a large wall located up stage.

PHOTO BY CHARLIE HALL

Indelicato part of Lewis & Clark opera

**Kyle Kloster
Reporter**

This weekend, you might want to celebrate the bicentennial of the Lewis and Clark expedition by experiencing the journey through *Dream of the Pacific*, an opera written by Elkanah Pulitzer with music composed by Stephen Mager. St. Louis U. High freshman Alex Indelicato is part of a cast that contains four professional singers and 24 high school and grade school students. *Dreams* premieres at the St. Louis Art Museum on Feb. 7.

The opera, which retraces the trek that Lewis, Clark, and their crew undertook 200 years ago, conveys their story through the voices and actions of 28 singers, four of them professionals. The 24 students—12 boys, who supply the voices of the 12 members of the U.S. corps that accompanied Lewis and Clark, and twelve girls, who create the sounds of nature such as water and wind—come from grade schools and high schools in the St. Louis area.

Indelicato, a baritone member of the corps, has been practicing his role for three hours daily, along with the other singers, since the auditions about six

months ago. His character, coincidentally named Alexander, is a hunter for the corps, and he sings with the chorus. The chorus' singing conveys the emotions of the exploring entourage to the audience, and their practices consist of learning those songs and finding the right way to establish the explorers' tone through their voices.

The four professional singers participating in the opera portray the four main characters, Lewis, Clark, Sacagawea, and the lesser known Charles Floyd. Indelicato enjoys working with the professionals, saying, "They're always energetic, and very good with the younger kids."

Indelicato has been interested in singing since he participated in an Illinois music competition in eighth grade. After the competition, he began taking voice lessons. During the summer after eighth grade, he participated in a summer opera camp and, later that year, discovered the auditions for the opera.

In addition to lessons, Indelicato sings in class Masses, the SLUH chorus, and has participated in various plays.

Such lengthy practice for the opera has made school very tough, often causing him to arrive home late at night. However, his teachers and the administration

have been very supportive, according to Indelicato. Regardless of the stress from work and the burden of practice, Indelicato comments, "I enjoy it. I love it."

He fondly remembers one day when practice strayed from its regular discipline and order, when "(the expedition members) were sitting in a canoe that rests on a cradle four or five feet above the ground and rocks back and forth to simulate the water when one of the weights fell off and the canoe tipped over. The set is not as safe as it seems." No one was seriously injured in the fall.

The entire cast will dress in authentic, contemporary costumes. After the actors finish with their second and final showing of *Dream* at the Loretto Hilton in June, each of the 24 student singers gets his or her name stitched into his or her own costume, and the costumes retire from use thereafter.

For his performing future, Indelicato says that he would like to sing professionally if the possibility came to him, but for now he does not know.

In addition to his role in a major opera, Indelicato has been recognized with the Voice Award in the entertainment section of the St. Louis Young Achiever awards.

REAL MEN

(from 2)
selves, in hopes that five very different people can merge into a working ensemble for premium rockage.

Heffernan described his role in the band relationship as the bassist who wears the proverbial pants. "Typically that is the case," claimed Heffernan. "Just look at

CHINESE

(from 1)
SLUH's cafeteria and how it has been an adjustment. She said, "It's different from our food, so I don't know how much to eat. But I will get used to it fast."

Guo noted how SLUH students take fewer classes a week, and also have the freedom to select more electives than the students in Nanjing. He said that students from his school have up to 15 classes a week, compared to the six or seven that

the legendary bands like The Doors...."

Heffernan continued, "I just order the rest of the band around at my leisure. One time I ordered (Marek) to go get some Lays Mesquite BBQ chips, and he said, 'No,' but I was like, 'Yes,' and he cried and went and got them." Heffernan claims he also makes Marek carry his fifty

SLUH students have, and that they are only able to choose four electives out of 15 classes, compared to the four electives out of six that SLUH seniors have available.

Another difference that Guo and Liu have noticed is the roads in St. Louis compared to Nanjing. Guo noted, "I cannot see any bicycles, and the roads are very wide."

The weather is also different. Al-

pound amplifier around.

"It's a travesty," proclaimed Bell about the role of the drummer as just background in the band. "I'm actually starting my own band to be a guitarist," Bell said.

Weller, while dramatically flipping his hair out of his eyes, stated of Saturday, "We're putting our best effort out there."

though the temperature range is the same, Guo mentioned that when it snows in Nanjing, it never stays on the ground for such a long period of time.

Excited about the semester ahead, Guo expressed his thanks for the SLUH community when he said, "Thank you to students, teachers, and families. If you have any questions about China, come and talk with me."

Racquetball topples West, gears up for DeSmet

Phil Mathews
Reporter

With the state tournament less than three weeks away, the Racquetbills continued their undefeated season (9-0) with a solid victory over Parkway West. The Jr. Bills defeated the Longhorns 6-1, the lone loss due to the forfeiture of the ill senior Tom Carrow's number two spot.

Furthermore, the Racquetbills, represented by the three top seniors—Phil Mathews (first), Tom Carrow (second), and Eric Weber (third)—captured the Top Seed Tournament. After a tie with DeSmet last season, the Jr. Bills took this year's title decisively. Both Mathews and Weber won their brackets handily, while Carrow narrowly missed winning the final and produced a second place finish.

Fired up as usual, the doubles team of juniors Joe Lorenz and Pat Corcoran controlled their opponents 15-4, 15-5. Metaphorically summarizing their dominating performance, Lorenz commented, "They played us tougher than raw potatoes in the beginning, but by the end the victory was as sweet as though they were twice-baked taters."

With a performance comparable to the doubles team's, fifth-seeded junior Eric Durban hammered his opponent 15-3, 15-5. Explaining the simplicity of his



John Reagan prepares to return a Parkway West shot.

efforts, Durban declared, "I showed up to play, scouted my opponent, and decided to win."

With unbelievable stamina and an improved stroke technique thanks to hard

work during the off season, Durban has proved to be an invaluable asset to the team.

Number six seed junior Ryan Franklin, however, did not come by his eventual victory as easily as the doubles squad and Durban did. Frequently leaving the ball up for his opponent to put away, Franklin struggled through the first game, eventually winning 15-10. Initially, his second game did not fare much better, as he was down 6-11 at one point. "My anger got the best of me at first," admitted Franklin, "but once I calmed down and began to use my head, the game turned around."

Fortunately, Franklin was able to adjust in time to come back and win 15-12. His smarter style of play had paid off for him. The Racquetbills' ability to adjust their play in key situations is one of their most potent weapons, and could help lead them to another state championship.

Between now and the state tournament, only one opponent remains for the Racquetbills: their toughest opponent, DeSmet. While the Jr. Bills proved victorious against their biggest rival earlier in league play, DeSmet leads the tournament scenario, 2-1. Come and see the final match for the Jr. Bills next Friday, Feb. 13 at 5 p.m. at Vetta Sports Concord.

Rossbills lose to Jeff City, crush Gateway Tech

Kyle Poelker
Reporter

Coming off of their first conference and most important win of the year against CBC, the St. Louis U. High basketball team was looking to take the momentum to the state's capitol last Friday to face the Jefferson City Jays. Jeff City has traditionally been a competitive opponent for the Jr. Bills, who had split their last two meetings with the squad, but the Jr. Bills felt they could return home on their charter bus with victory in hand.

"We were confident coming off our big win against CBC," said senior Andy Lowes.

Unfortunately, things didn't start out the way the Jr. Bills would have liked, and it was the game's first quarter that diminished the Jr. Bills' confidence the most.

The Jr. Bills have lacked strong starts all season, and the Jeff City game was no exception. Fighting the fatigue of travel and the sadness of having to leave school early, the Jr. Bills' first quarter was disastrous, a quarter in which they let Jeff City outscore them by 12.

For the rest of the game, the Jr. Bills had to play catch-up. In the unfriendly confines of Jeff City, their shots were not falling, and the score wasn't getting any closer. Though they cut the Jeff City lead in half at the break, thanks to the guard

tandem of sophomore Tim Garvey and junior Dave Goettelmann, the game would not get any closer than 6. The balanced stat sheet did nothing for the win-loss column of the Jr. Bills, and with heavy heart they returned to St. Louis with a 57-44 loss.

But never a team to stay down, the Jr. Bills looked to their game Tuesday against Gateway Tech for a chance to rebound and as an opportunity to gauge how they might do in district play. With St. Louis University coach Brad Soderberg in attendance to watch Gateway guard Cameron Murkey, a lot was on the line for the Jr. Bills, and they came through in a

see CONFIDENT, 7

Puckbills 22nd seed after 5-4 loss to Lindbergh

Dane Moody
Reporter

Saturday night, the St. Louis U. High hockey club brought its regular season to a close against a greatly-improved Lindbergh Flyers hockey team. The upcoming playoffs loomed large, and one of the biggest crowds of the season turned out to support the Jr. Bills in their final regular season game.

The game also had playoff implications. The winner of the Jr. Bills-Flyers matchup would take a higher seed in the playoffs; the loser would take a lower seed and draw a higher-ranked opponent in the first round of the playoffs.

Despite the drama surrounding the game, the Jr. Bills came out flat, as they often have this year. The Flyers outthrusted the Busiebills and took an early two-goal lead. The Hockeybills finally got their act together and began producing some offensive chances. Catching Lindbergh in the midst of a line change, senior Matt Pijut split the Flyers' defense and scored on a beautiful snap shot to close the lead to 2-1.

However, the Flyers kept their intensity and managed to put another shot past sophomore netminder Alex Primo to go on top by two once again.

As hockey analyst Barry Melrose often says, "A two-goal lead is the most dangerous lead in all of hockey." The third period proved Melrose correct as the Jr. Bills lured the Flyers into a false sense of security and waited for their moment to strike.

The moment arose three minutes into the third period when Pijut picked up a rebound from a shot by senior Colin Dowling and, with great patience, outwaited the Flyers goaltender and put another rocket over the goalie's shoulder to make it a one-goal game yet again. Only a few minutes later, sophomore Eddie Effinger buried a shot from the slot to tie the game.

With six minutes left in the game, an offensive flurry by the Jr. Bills forced a Lindbergh defenseman to take down junior Tom DiFranco and put the Mylecbills on the power play. Six seconds into the power play, Pijut threaded a pass to senior Dane Moody, who had sneaked into the

slot. Moody blasted a one-timer through the legs of the Flyers' goalie, putting coach Charlie Busenhart's squad on top for the first time in the game.

However, the Bauerbills' inability to finish games strong resurfaced yet again. The Flyers tied the score with four minutes left. Then, with the momentum built by their legion of loyal fans who turned out for Senior Night, the Flyers put the Jr. Bills away with a backhand that beat Primo to the short side.

The 5-4 loss was a tough one for the Jr. Bills to endure. Not only had they dropped a game that they should have won, but the loss dropped their final regular season record to 4-12-3, which gave them the 22nd seed in the playoffs, right behind the Lindbergh Flyers.

Playoffs begin for the Bluelinebills on Saturday night at 8:30 p.m. at the Affton Ice Arena against Rockwood Summit, whom the Hockeybills played to a 5-5 tie about a month ago. The second game of the series will be Sunday night at 8 p.m. at Affton Ice Rink. Come support the Jr. Bills as they begin their journey through the playoffs.

JV Swimbills fall short of conference championship

Kevin O'Neill
Reporter

Last Saturday, Jan. 31, the JV swim team of St. Louis U. High gathered at the Chaminade pool to compete in the third annual JV conference championships. Competing against CBC, DeSmet, and Chaminade, the Speedobills were prepared to swim their way to victory Saturday afternoon. Vianney did not send anyone to swim in the JV championship, preferring instead to save their strength for the varsity MCC championship. Going into the meet, Chaminade looked to be the Jr. Bills' main contenders as they had captured the JV conference title in both 2002 and 2003.

Head coach Fritz Long declared that winning the JV conference meet was one of the swim team's primary goals for the

year. Some swimmers were prepared to go to any extreme to achieve this goal. Juniors Kyle Ortmann and Denny Bosslet both shaved their heads in addition to the rest of their bodies. While some swimmers feel that shaving down for competition makes their body more aerodynamic in the water, the main purpose of shaving is to remove the thin layer of cells that coat the outer layer of skin. This process unveils more sensitive skin that gives the swimmer a heightened feel for the water, resulting in faster times.

Throughout the meet, the Speedobills posted best times, as they were able to place at the top of most events. In the 200-meter freestyle, freshman Jason Appelbaum and juniors Rick Bettger and Tim Lonergan all placed in the top 10. Showing the benefits of shaving, Bosslet placed first in the 50-yard freestyle with a

time of 24.86 seconds. In the same event, sophomore Max Grady came in fourth place with a time of 25.52 seconds.

In the 100-meter breaststroke, junior Andrew Schaeperkoetter won the event and set the meet record. Schaeperkoetter shattered the previous record of 1:15.44 when he posted a time of 1:14.29. Sophomore Mike Egan finished a close second behind Schaeperkoetter, swimming the 100-meter in 1:14.50. Schaeperkoetter attributed his record-setting swim to the tough competition he received from Egan in the race.

After the 100-meter breaststroke, the final individual event of the championship meet, the officials paused the meet in order to tabulate the scores. As the Speedobills prepared to swim the 400-meter freestyle relay, the announcer re

see JAYVEE, 7

JAYVEE

(from 6)

ported that the Jr. Bills trailed the Chaminade Red Devils by a score of 159 to 160. In order to win the meet, the SpeedoBills would have to place higher than Chaminade in the final 400-meter freestyle relay. Unfortunately, the two Jr. Bill relay teams fell behind early in their races and came in last place in both of their heats. The JV team finished second in the conference championship, losing to Chaminade by 13 points.

Although the JV squad could not achieve victory in the MCC championships, most swimmers still felt the season was fairly successful.

Said freshman Paul Merrill, "I think we made some good successes and lowered our times."

Junior Kyle Ortmann felt the season was a mixture of fun and hard work, which led to an overall successful team effort in the pool.

Next year the JV SpeedoBills look forward to training hard and hopefully ending Chaminade's three-year streak.

As the JV swim season comes to a close, the varsity squad is preparing for their conference championships. Captain Nick Konczak feels that the biggest competition will be Chaminade, but the Jr. Bills will be able to pull out a victory in the end. The preliminary round of the MCC championship took place last night with the finals on Friday, Feb. 6. All fans are encouraged to attend the meet, which will be held at Chaminade.

CONFIDENT

(from 5)

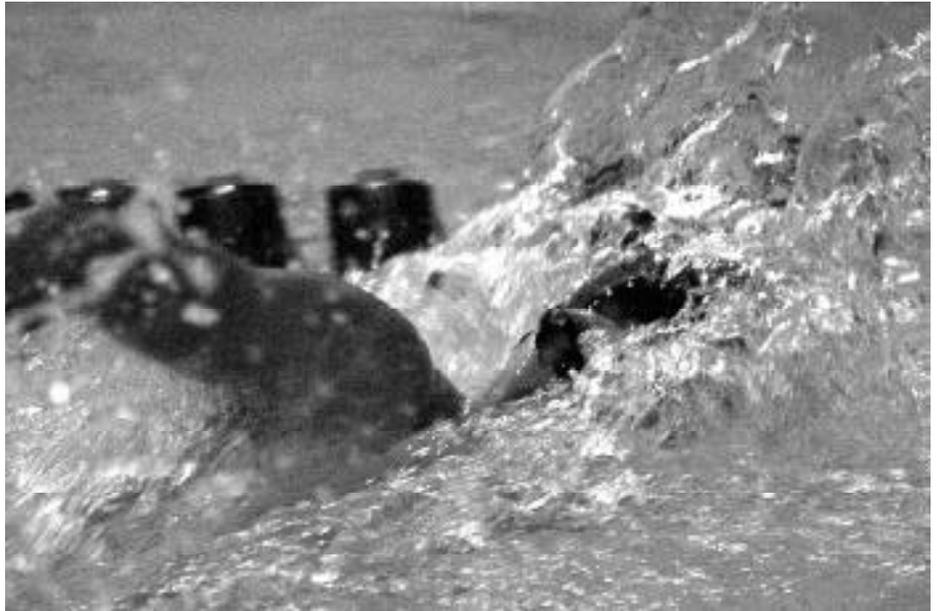
big way. Through a team effort against the smaller Gateway team, the Jr. Bills scored like they have not scored this whole season, and they got out to the hot start that they'd been looking for.

Up by 10 at the end of the first quarter, the Jr. Bills continued to roll and just keep scoring. An intentional foul and 2 technicals committed by Gateway in the second quarter allowed to Jr. Bills to go up by 20 at half-time, and there was no looking back from there.

In the SLUH barrage of scoring,

PN Swimming Nightbeat

AMPLEMAN, MEHAN COME THROUGH; JR. BILLS TO HAVE A STRONG SHOWING IN CONFERENCE FINAL



Senior Kurt Doll places first in the 100 meter freestyle at the District preliminaries Thursday evening.

Although this season has been one of good fortune for the St. Louis U. High swimming and diving team, it has been one of frustration for sophomore Matt Ampleman. Ampleman, who qualified for state in the 200 IM last year, has been trying to repeat his performance all season, but with no success until yesterday.

With the help of a buzzed head and a now-or-never attitude, Ampleman

dropped his time from 2:11.13 to 2:09.28. After the race, Appelbaum said, "It takes a huge weight off my shoulders."

Junior Chris Mehan narrowly qualified for the state meet in the 50 Free, dropping his time from 0:23.99 to 0:23.16. "I'm just glad that I finally did it," Chris remarked. The Jr. Bills will be heavily represented in the Conference Finals on Friday at Chaminade.

Wrestling Scorebox

Overall Record: 7-3

MCC Record: 3-1

SLUH Points vs. Opponent Points:
387-254

Tournament Place:

Ritenour 1st

Spartan (DeSmet) 4th

Vianney 7th

Rockwood Summit 1st

District championships @ SLUH Sat.,
Feb. 6

Goettlmann, along with the rest of the team, hit big shots, and the team registered a 74-37 win in which a running clock had to be used.

It was a big win, a momentum-builder for the Jr. Bills as they approach their last two weeks of the regular season. They travel to St. Mary's tonight, and then they look forward to next week when they face Mehlville and then conference rival Vianney. Come to support the Jr. Bills as the look to build steam to take on Chaminade and DeSmet and, eventually, to vie for the district championship.

(from 1) the current plans do not. The new lot will have approximately 670 spaces, and it will be possible to install a second level in the future if the need for more spaces arises. However, Digman stated that even without multiple levels, "It more than meets our high parking demand."

Currently, there are 89 spaces in the faculty lot and approximately 415 spaces in the student lot.

Digman also said that plans are in the works with the Science Center to create a third entity to control security procedures around both the SLUH campus and the Science Center property.

According to Sheridan, two St. Louis aldermen are helping the school with plans to vacate parts of Berthold, Wise, and East Avenue. When the streets are vacated, they will be converted into patio space which can also be used recreationally.

Sheridan explained that these expansions will mean that for the first time, SLUH will have an interior campus and the flow of people and activity will be contained within the student life center and the main school building.

Construction on the parking lot is estimated to be completed by December of 2004. In 2005, the baseball stadium, soccer stadium, track, and the first practice field will be installed. These fields

will be useable in 2006 after adequate grass has grown. The construction on the student life center is planned to begin in

\$5.9 million.

In 1998, drawings of the proposed developments were filtered through the faculty for ideas.

This happened again two years later, in early September 2000. "The faculty now have reviewed and had input into what the student life center might encompass and what we would do with the vacated space left behind by the new building," said Sheridan. Input from the third faculty review is due by Easter.

Digman explained that the student life center will improve two big issues that surfaced in terms of physical needs

during the development of Vision 2000. These issues were a lack of cafeteria space and recreational facilities.

"We had to provide an appropriate and accommodating space for students to have lunch because the cafeteria is just not meeting our needs," said Digman.

Digman added, "We only have one gymnasium in the school and it is imperative for us to provide recreational opportunities for our young men and we don't have the ability to accommodate that."

Sheridan said that the recreational facilities would be available for student use on Friday nights. During the weekend, they could be used for serious intramurals with a greater range of activities. He also said that, for part of the



The expansion proposals (includes existing structures): 1) Main building, 2) Theater, 3) Student Life Center, 4) Practice Fields, 5) Soccer Stadium, 6) Baseball Field, 7) Tennis Courts, 8) Parking Lot



The student lot, P.E. fields, and warehouses that will be replaced.

the winter of either 2007 or 2008. Construction will be completed a year later.

The estimated cost of the student life center construction is \$9.5 million. The costs for the additional recreational facilities and parking lot are estimated to be

PHOTO BY MACKENZIE MITCHELL ASSOCIATES

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SENIOR PROJECT

Eighteen Pairs of Eyes: Loyola Academy

Tom Fontana
Core Staff

On the first day of Senior Project, I walked into the common area at Loyola Academy with the five other seniors who would be working there to find a little over fifty kids, the entire student body, darting about the room preparing for lunch. A teacher approached me and asked me to help move some boxes of Christmas decorations over to a storage room in the auxiliary building. When I returned to the main building, the students had seated themselves and were intently focused on their lunches. The principal welcomed us and told us to find a seat at any lunch table. I froze.

I had hoped for at least some sort of introduction before being tossed into the fray. Now I had to compete for these kids' attention with a tray full of cafeteria spaghetti, and I was afraid of losing that battle. At that moment, I began to wish that I had signed up to work with much younger kids, the type who would have ensnared me in circulation-stopping bear hugs the second I walked through the front door. I do not meet new people my own age well, much less a group of preteens. I remember the preteen years as parts of a difficult time in my life, as I would imagine they were for many other people. The transition from childhood to adolescence is turbulent, often full of heated arguments and hurt feelings punctuated with an overzealous slamming of one's bedroom door.

I sat down in an empty chair, said hello, and introduced myself to the eight students at the table. They looked up at me with faces devoid of expression. Their eyes looked into mine momentarily before returning quickly to the spaghetti that lay before them. I only had three and a half weeks to cause even the slightest ripple in these kids' lives, and I was off to a particularly underwhelming start.

A sixth grader spoke up, asking me why I was there. It dawned on me then that the administrators and teachers had not said anything to the students about the next three and a half weeks, and as a sixth grader, this boy would not have had any prior experience with SLUH seniors on their projects. He asked if I had come for community service.

I admit I was quite taken aback at the frankness of his statement. As a sixth grader, I would never have assumed that any visitor to my school would have been looking to earn some service hours. I could never have imagined what it would feel like to be the subject of another person's community service project. Only later did I notice that Loyola had a relatively large transient

volunteer population. There always seemed to be different volunteers arriving and leaving after brief stints. I knew that I would have to work hard to differentiate myself from the many other outstretched hands that constantly surrounded the Loyola students.

I frantically scanned my brain, trying to come up with common ground upon which I could base some semblance of a normal human conversation. The only topic I could come up with was the Christmas break from which they and I had just returned. I told myself that I would have to do a lot better than that if I was going to connect with these kids on a meaningful level. After all, there are only so many holidays.

I spent much of my project struggling to define a role for

myself. I began by trying to establish myself, rather unsuccessfully, as a quasi-authority figure. Loyola's daily schedule was very rigid and structured, and I think that at the beginning of project I felt some sort of obligation to maintain the integrity of that daily routine. For the first few days, I was practically invisible in the classroom while a teacher was in the room, waiting for study hall to roll around so that I could begin tutoring kids and putting myself to some good use.

Thus, one day during the first week when a teacher left me alone in charge of the sixth graders, even for only ten or fifteen minutes, they saw me as a free pass to misbehave, because I had done

little of anything to warrant their respect. Small arguments broke out among groups of two or three people and gained strength as they spread across the room.

At one point, the students began arguing over which one of them had had the most suspensions at his previous school. I stood by and watched in surprise, never having been in an environment in which suspensions were taken as badges of honor. My attempts to quell the uproar were largely ignored.

Suddenly, Joe and Jamal had bolted out of their seats and raised their fists. Instinctively, I darted across the room and wedged myself in between them. Joe shouted at me to step aside because this disagreement did not concern me. I glared at him and told him that it did, in fact, concern me. I turned around and gave Jamal the same look, and they both sat down. That near-disastrous incident was one of the first major steps in winning the respect of the Loyola students.

The near-fight took place early in the project before I had a chance to work with each of the eighteen sixth graders individually. When I tutored these kids individually, they acted completely differently than when I had to deal with them as a group.

see **EMPTY CHAIR**, 10



EMPTY CHAIR

(from 9)

Working to establish a rapport with each student individually helped me earn more respect.

I got the opportunity to test my teaching and tutoring skills on the first day with a boy named Jason. He was typical of the majority of students I would tutor during my project. He was an intelligent boy, but his unwillingness to put forth his full effort hampered his success. Often he would give up and plead with me just to tell him the answers to his homework, but I refused. Eventually, I think after he saw that I wanted him to succeed, he committed himself to working harder to finish his assignments.

One day during study hall, I was helping a kid named Jason with his analogies worksheet. He was having trouble with half of one of the analogies, which looked like this: "incur: debt." He wanted to know what "incur" meant. He said that he already knew the meaning of debt because his mother had plenty of it. I looked at him and saw that he was not joking. I did not know how to react or even if I should even react at all. The frankness of his statement struck me. I noticed that it did not seem to bother him too much that his mother was in debt.

I worked with students whose problems were the opposite of Jason's and those of students like him. During the second week, I helped Kenny with his math work. I could tell that Kenny, unlike Jason, was trying hard the whole time and did not resort to begging me for answers. Despite his hard work, Kenny still struggled to understand the math lesson, and it seemed that no matter how I changed my teaching approach, he still could not understand. I began to get frustrated and almost angry, though I did not really know what I was angry at. I certainly was not angry at Kenny, because I could see that he was trying hard. Finally, I realized I was really getting angry at myself. In my fervor to make the project successful or worthwhile in my own eyes, I entirely missed the point of serving others. Working with Kenny taught me an important lesson that would serve me well for the remainder of the project, and he did not even realize it.

Eventually, I was able to wrest myself from my teaching role, and I tried to appeal to the students on a more personal level. I discovered commonalities between us in some unexpected places. One day during study hall, I was talking to a boy named Bobby who had begun to ask me a lot of random questions. Though I sensed he was asking these questions, at least in part, to avoid doing his homework, I answered him anyway because the rigorous Loyola daily schedule did not offer much time to get to know the students on a personal level. I remembered from talking to him earlier that he was a car enthusiast, and before project was over I would consult him on what kind of car my mother should buy. (Sadly, the minivan she ended up with was not on the list Bobby and I came up with.) Bobby asked me if I had a car. When I told him that I did have a car, I was met with a gasp of amazement. I do not ever remember doubting that I would have a car, but to Bobby it seemed like a great achievement.

Next, he asked me what kind of car I drove. I answered that the dinged-up metallic seafoam green '93 Ford Taurus parked out

front was my car. He suddenly became much less interested. His questions got odder until, after staring at me for a couple of seconds, he asked me if I was Italian. I told him that indeed I was, about a quarter or so. Upon hearing my answer, he got very excited, and he told me that he was half Italian and half African-American. Of all the things to find common ground on, I never expected ethnicity to be one of them.

Before long, the final day of project had arrived. I spent my final class tutoring Daniel, a sixth-grader, in math for a half an hour. Daniel clearly did not enjoy math, and in his rush to be rid of the vexing problems as quickly as possible, he would often miss steps and get ahead of himself. However, I was able to slow him down and guide him through the problems one step at a time. Not only that, but Daniel's disposition seemed to brighten as well.

When we returned to class, Daniel began to raise his hand more often out of newfound confidence, and he began to come up with correct answers. The teacher took me aside in the hall, his face beaming with a smile, and he asked me if I noticed the change that had come over Daniel after working with him for little more than half an hour. I told him that I had noticed and that I was very pleased with Daniel's progress. He then slapped me on the back and told me that he had seen that change take place in each of the eighteen sixth-graders over the past three and a half weeks. Through working with me, the students had tapped into the confidence they needed to succeed with the intelligence and skills they already possessed.

However, I struggled to understand how I apparently had succeeded in an area that professional teachers seemed not to have. I really respected the Loyola faculty; they instill the students with fundamental concepts every day. However, private tutoring involves a deeper level of individual attention that some kids need but perhaps cannot receive from their regular teachers, who are busy all day helping the rest of the class. Perhaps the kids responded better to me during our tutoring sessions because we were closer in age and because over the last three and a half weeks they had come to think of me as a friend in addition to a tutor.

I wondered if I had left a lasting impression on the students and if I had somehow differentiated myself from the other volunteers who had gone before me and who will come after me. The words of Daniel's math teacher encouraged me. He had seen a marked improvement in Daniel after just half an hour of help, and that gave me some confidence that, after three and a half weeks of giving that same help to the students I encountered, I had made a positive impact.

When I walked out the door for the final time, eighteen pairs of eyes followed me. However, they were no longer simply eyes that belonged to random silent faces seated around a lunch table. Instead they belonged to eighteen individuals that I had come to know and like in a period of three and a half weeks. I felt I had succeeded despite my early misgivings. More importantly, I took one last look at eighteen faces that looked as though they shared that feeling.

V2K

(from 8)

weekend, the facilities would be devoted to activities with area youth in a Big Brother format.

Sheridan explained, "To me, St. Louis U. High is a family, and I'd rather have our kids relaxing on the weekend, particularly in the winter, at our place."

"We're not building to increase student population. We're building to nurture our students better," Sheridan assured. He explained, "The thrust of the student life center is really to make life far more nurturing for our students."

These physical expansions come after many academic developments in the past few years. According to Sheridan, 17 net new teaching positions have been added, and the curriculum dramatically expanded. "The first thing we did was academics," he explained.

Principal Mary Schenkenberg agreed, "That sort of re-emphasizes the emphasis SLUH has on excellence in education."

Sheridan also explained that the other elements of the Vision 2000 campaign have increased community service and deepened SLUH's relationships with city institutions like the Science Center and Forest Park Forever.

Sheridan thinks the centralization of club offices will increase unity in the school. "You could have the creation of a lot of synergism between the various activities if you have them all in one area," he said.

Intramurals Coordinator Dave Barton was optimistic about the new expansions. "If we had more space, we'd probably take advantage of that (for the intramurals program)," he said.

"I haven't spent a whole lot of time dreaming about it since it's so far into the future," Barton explained, but he said,

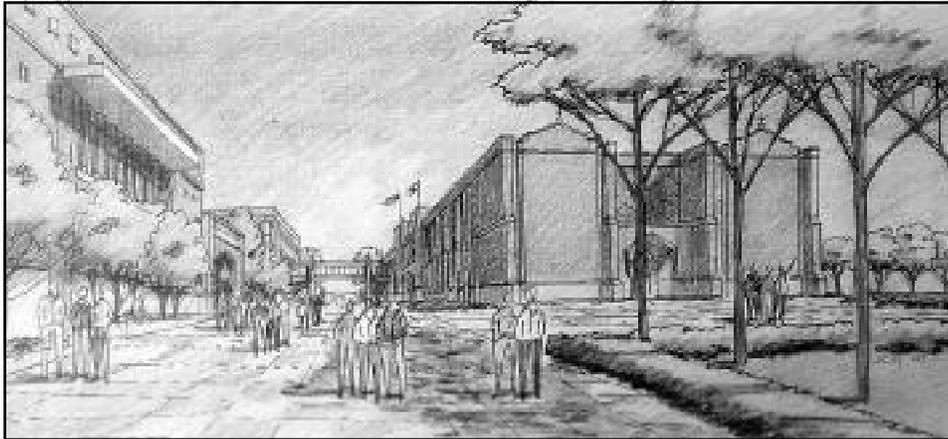
"There's a lot of potential there."

Schenkenberg commented on the recent presentation. "I think the faculty were pleased to have the opportunity to hear what the plans were and to be part of the

faculty-student interaction would be lessened, and we don't want that to happen."

There is also some concern about the location of the administration in relation to the student body. Said Schenkenberg,

"If we have a building where a lot of the student organizations are housed, which is one of the ideas, that is separate from this building, then either the administrative team is going to have to move closer...or we'd have to have an administrator in



A view of the theater entrance (left) and the student life center (right) from Berthold Ave.

process, and they are part of the process," she said.

Departments have been asked to consider their current needs in terms of space, because a good deal of space in the current school building will be vacated when the student life center is built. These assessments will be completed at the department meetings on Feb. 19.

Schenkenberg explained some of the concerns with the new expansions. "(Teachers) don't want to get too far away from the students. The faculty-student interaction is highly valued here," she said. "There's a little bit of a concern that

that building."

Art teacher Joan Bugnitz expressed some concerns about the proposals. "I worry about all the activities being taken out of the main building," she said. "In design, form follows function. In this case, function seems to be following form."

Earlier this week, at Assistant Principal Eric Clark's Student Advisory Committee, Digman planned on presenting the proposals to the students and parents, but the meeting was cancelled due to snow. The meeting has been rescheduled to March 1. "It probably would be a good idea to have as many students see it as would like to," Schenkenberg said.

HUSSUNG

(from 2)

different to look at somebody in the face and talk about the 'heartache and the thousand natural shocks that flesh is heir to' than it is to look in a book and repeat 'The heartache, and the thousand natural shocks that flesh is heir to.' When it's absolute eye to eye contact with nothing interrupting it, it's a more intense experience."

He continued, "I try to read sensitively, but I think you can do it better when it's in your head. I felt like our discussion of what the (passage) meant

had a richness that it never had before because I memorized it."

Hussung hopes that even if the actors, directors, and teachers cannot improve his rhetorical skills, he will still be able to describe to students what it was like to perform and spectate at the Globe. "I can say, 'The Globe theater is like this, or when you're standing there in the globe here's the angle you see the action from, or here's what it looks like from the (upper levels).' I expect (the course) to do good things."

by Tim Huether

Calendar

Feb. 5-Feb.13

THURSDAY, FEBRUARY 5

Schedule L
Emergency Drill (Random Time)
V BB @ St. Mary's @ 6pm
B BB @ St. Mary's @ 4:30pm
Cookies and Taco Salad

FRIDAY, FEBRUARY 6

No Classes

SATURDAY, FEBRUARY 7

ACT Exam
V WR @ District Wrestling Tournament
@ SLUH

SUNDAY, FEBRUARY 8

Mother/Son Mass and Brunch

MONDAY, FEBRUARY 9

Schedule R
Junior Class Lit.

IM Senior Movie Trivia
Latin Club Mtg.
Senior Proj. Reports Due
Seasoned Fries and Pizza

TUESDAY, FEBRUARY 10

Schedule R
Debate in Theater
IM All Movie Trivia
National Math Contest
V BB vs. Mehlville @ SLUH @ 6pm
B BB vs. Mehlville @ SLUH @ 4:30pm
Pretzels, Mostaccioli, and Garlic Bread

WEDNESDAY, FEBRUARY 11

Schedule R
Fr. Eng. Tutorial
IM All Hot Shot
Papa John's and Tater Tots

THURSDAY, FEBRUARY 12

Schedule H
State Soccer Team Celebration in Gym
The Dauphin Players present: *Man of La Mancha* @ 7:30pm
Funnel Cakes and Burgers

FRIDAY, FEBRUARY 13

Schedule R
IM All Movie Trivia
Wellness Club Mtg.
The Dauphin Players present: *Man of La Mancha* @ 7:30pm
V SW @ State Meet @ Rec Plex thru 2-14
V RAC vs. DeSmet @ Concord @ 3:30pm
V BB vs. Vianney @ SLUH @ 5:30pm
B BB vs. Vianney @ SLUH @ 4pm
Cheese Garlic Bread and Chicken Nuggets

Prep News

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"FAILED PRESIDENTIAL HOPEFULS" CREDITS

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Juniors set to debate

Tuesday, February 10, 2004, Paul Barker and Paul Niehaus are set to debate in the theater at activity period.

Topic: Is the American Civil Liberties Union (ACLU) helpful or harmful to America today?

SAC Meeting Rescheduled

Assistant Principal for Student Affairs Eric Clark canceled the Student Advisory Committee scheduled for last Monday, Feb. 2, due to inclement weather. The meeting has been changed to Monday, March 1.

"I wanted to give parents enough forewarning," said Clark. He explained that parents often have their calendars booked weeks at a time.

"I figured a month was enough time in advance for scheduling purposes," explained Clark.

Quote of the Week

"When Chekhov saw the long winter, he saw a winter bleak and dark and bereft of hope. Yet we know that winter is just another step in the cycle of life. But standing here amongst the people of Punxsutawney and basking in the warmth of their hearths and hearts, I couldn't imagine a better fate than a long and lustrous winter."

—Bill Murray, *Groundhog Day*