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# Prep News

"If nothing else, value the truth"

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ST. LOUIS UNIVERSITY HIGH SCHOOL, FRIDAY, FEBRUARY 7, 2003

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## Repeat: Racquetball team takes State

**Chris Guilfooy**  
Reporter

At the state tournament on Saturday, Feb. 1, the Jr. Bills' racquetball team captured its sixth state title in the last seven years. In a complete team effort, the varsity squad racked up 520 total points and took first place by rolling past Vianney's all-senior squad. Vianney scored 465 points.

Junior and top seed Phil Mathews expressed his overall happiness with the team, saying, "Although we went undefeated in the season and won three previous tournaments, we went into Saturday knowing we still had something to prove."

The Jr. Bills proved themselves in the tournament, taking three first-place finishes, three second-place victories, and a third-place win.

In the state tournament, each player was seeded within his bracket according to his season record and how well he played in many of the tournaments at season's end. Without a player seeded lower than third in his bracket, the Jr. Bills had big expectations to meet. Knowing that the seeding really only helped in the initial rounds of the tournament, it was anyone's game and no one was assured an easy victory.

The doubles team, consisting of the powerhouse duo of Jon Mills and Tony Sneed, see CHAMPS, 9



Jon Mills and Tony Sneed embrace after the State win.

## Remains of James Carney, S.J., may be in Honduran jungle

**Nick Odem**  
Reporter

James Carney, S.J., '42, worked in Honduras for twenty years to improve the lives of those who lived in poverty. He disappeared in September of 1983 while in Honduras, but it is almost certain that remains recently found in the jungles of Honduras are his, according a January 30, 2003 article in *St. Louis Post-Dispatch*.

Carney was born on Oct. 28, 1924, in Chicago. After moving to Dayton and the Toledo, Ohio, his family moved to St. Louis for his senior year of high school. Carney was admitted as a SLUH student for the 1941-42 school year. The football coach, Jack Reilly, convinced the coach at St. Louis University to give Carney a football scholarship after Carney prac-

ticed with the Jr. Bill team.

In his autobiography, *To Be a Revolutionary*, Carney described his experience at SLUH. He spoke of a pressure to be a part of what he described as "high society." He also thought that the Jesuits at SLUH did not teach social consciousness.

After graduating from SLUH, Carney went to SLU on his football scholarship. Before he could complete his college education, he was drafted into the Army and fought in France. After his military service, Carney worked in a Ford plant in Detroit, Michigan. While working in Detroit, Carney pondered his vocation in life. He was becoming bored with his job at the Ford plant, and a future occupation as an engineer did not look promising. He see CARNEY, 10

## ACSA discusses dress code, off-campus policy

**Matt Hoffman**  
Editor in Chief

The Advisory Committee for Student Affairs, or as those who refuse to use phrases with more than three syllables have dubbed it, ACSA, met for the third time this school year Monday evening. The topics for discussion were dress code and off-campus policy.

"We have parents, students, and faculty who vary different degrees on the dress code," said Clark, adding, "I'm a firm believer in the dress code." Clark said that the cafeteria is quieter when students are in formal attire and louder on dress-down days. But, Clark still enter- see M-ACSA-MUM FORCE, 13

# Theology, science summer courses proposed

**Rico Bertucci**  
Staff

This summer, more and more students may return to these halls as three new summer courses have been proposed. The theology department has proposed two new summer courses, a sophomore Survey of the New Testament and a junior Faith course, while the science department has proposed a Natural History course. All of these courses will be worth one semester of credit.

"These courses give students an excellent chance to gain a different kind of learning experience," said theology teacher Matt Sciuto.

These classes will also give students a chance for more electives as underclassmen. "We hope that these classes will provide students with more time in the school year for fine arts," said theology department chair Allen Boedeker.

"We want to try and give the students options for flexibility," said Assistant Principal for Academics Mark Michalski.

The Survey of the New Testament is meant to cover exactly the same material that is covered in the first semester of sophomore theology during the school year. The Faith course will also cover much of the material studied in the first semester of junior theology. What will be different about these courses is teachers will have a greater opportunity to assimilate speakers and field trips into the course. It also provides an opportunity for students to concentrate on only one course at a time.

"We also hope at some point to explore coeducational opportunities as well," said Sciuto, but he noted that such opportunities are not in the current proposal.

Despite the possibilities, the courses will be of no use if students do not sign up for them. Added cost as well as unwillingness to sacrifice the time it takes to attend may discourage some students from enrolling. With this thought in mind, the theology department recently handed out a survey to freshmen and sophomores to gain some insight into interest in summer

courses.

Sciuto said, "We know that these classes are not for everybody, but the option should be kept available."

The science department is also trying to enter into the summer schedule. Either Steve Kuensting or Dan Shelburne will likely teach the Natural History course proposed by the science department. Natural History is the study of the flora and fauna of a region. It was a prominent course at SLUH in the past, but enrollment has faded in recent years. The course will spend several days of introduction in the school, but quickly the classroom will be moved outdoors.

"If you're going to learn Natural History, you have to be out there," said Kuensting. The course will probably entail both a backpacking trip in Missouri and then a trip to Rocky Mountain National Park. "It would be a very interesting comparison," noted Kuensting.

None of the proposals have yet been ruled on by the administration.

# Buchholz collection on display in library

**Timo Kim**  
Reporter

For the last two weeks, an odd assortment of objects has occupied the large glass display case opposite the copier in the library. Including items such as a basket made from the skin of an armadillo, several preserved insects from South America, and a Native American peace pipe, this exhibit was composed from the private collection of junior Erik Buchholz to allow other people to see the strange things he has gathered.

Fascinated by odd and unique trinkets at an early age, Buchholz has been amassing these items since kindergarten, steadily adding to the variety of objects every year. He bought most of his collection through antique malls and fossil exhibitions in various states, including Louisiana and Ohio. When buying, he often

had a hard time bargaining for prices because of either the item's rarity or the owner's attachment to it.

Although it may seem rather sizable, the display represents just a few highlights in Buchholz's collection. Besides the items shown, his collection includes fossils, coins, stamps, and model cars from a range of time periods. He hopes that exposing his classmates

to this sample of his hobby will interest some of them in collecting things they think are distinctive.



A dead snake in a display case

# LETTERS TO THE EDITOR

## Grier responds to mischaracterization in reflection

To the Editor:

As the *Prep News* comprises a continuing history of what is said and done at St. Louis U. High, I feel that I must lodge a response to a recent mischaracterization of my philosophy on racial difference. I thank the *Prep News* for the space in which to record this corrective and, I hope, curtail the circulation of an unflattering, untrue depiction of me.

In “My Dungeon Shook: Loyola Academy,” the author claims that I suggested that “(he) can’t understand some things about (my) experiences *just because* (he’s) white and (I’m) black” (italics mine). I was surprised to see this thought attributed to me: the author never interviewed me, has never been a student in my class nor participated in a club or team with which I work, and is not a frequent visitor who engages me in debate. He most recently heard me discussing cultural differences with another student several months ago. The vagaries of his memory (an unreliable witness, alas, in anyone) and the aforementioned unfamiliarity converge to create a picture of me I don’t recognize. Justifiably “mad” at what he *thinks* I said, he missed that I discuss cultural differences specifically to *create* and not to prohibit understanding. The resultant paraphrase, though not malicious, is an absolute misstatement of my views. I am not a person who delivers the unfortunate truth that white and black Americans are and will be permanent strangers *just because* of skin color.

During my childhood, a T-shirt popular among black people announced to white passers-by, “It’s a Black Thing. You Wouldn’t Understand.” I never bought it. If this were my belief, I would feel constantly alone at SLUH, adrift on a sea of misunderstanding white students, parents, and colleagues. On the contrary, I have been blessed with wonderful relationships in my official roles as English teacher, Mock Trial moderator, tennis coach, and retreat leader (to say nothing of the unofficial roles of confidant, friend, and advisor). The article would suggest a far different reality. Neither white people who do not know me nor those of my friends who are white should have to suspect that I, with self-satisfaction, keep some part of myself hidden behind a door marked Colored Only Entrance.

I am many things: black, American, male, Catholic, Jesuit-educated, young, artistic, verbal, musical. In trying to communicate with others, I am always in but never limited by these parts of my identity. I delve into and work around, above, across, and through them—as does everyone who tries to converse. Between any two different people, there is no other process of communication than to familiarize as best we can that which is foreign simply because it is not of the self.

I am a student and teacher of English deeply fascinated with language—verbal, musical, physical. These forms of communication exist to overcome difference, to compensate for the fact that humans, though similar, neither perceive the world with the sense organs of one body nor reason with one brain. Our languages exist to coordinate the social body and to create moments of understanding. While unfamiliarity and fear certainly exist among people of different racial and ethnic groups, I would never assert that racial difference impedes communication any more than the fact that our

consciousness and our sense organs are individual—facts that, by themselves, make successful communication both difficult and miraculous.

In a 1979 letter to the *New York Times*, James Baldwin wrote: “A language comes into existence by means of brutal necessity.” He posits that, in a hostile environment in which they could be brutalized at will, black people found it an urgent necessity to create a language (by which I mean a way of speaking) to warn of threats in quick and effective codes. They further needed, inside their communities, an other way of speaking to refute law and custom that deemed their utterances inadmissible, untrustworthy, insane. Today, when evaluated by a teacher, considered by an employer, or accosted by police, I need a keen awareness of what my hair, speech, color, and demeanor say to observers of all backgrounds. I need to know, sometimes in an instant, if they perceive me as a threat, a joke, a simpleton, a curiosity, or a friend. The economic and social hierarchy of the U.S. makes it unlikely that a white man’s safety, livelihood, or self esteem will depend on understanding the varieties of black people’s responses to his appearance and behavior. (In a society where her physical appearance often determines a woman’s social and romantic worth, a woman of any color likely develops an awareness of males’ perceptions of her, even if she chooses to ignore them.)

The psycho-spiritual consequences of this ignorance, however, are alienation from one’s neighbors and oneself. In *The Fire Next Time*, Baldwin wrote: “Whatever whites do not know about Negroes reveals, precisely and inexorably, what they do not know about themselves.” On the one hand, he implies that there are misunderstandings between black and white Americans—much as there are when an American finds himself in a nation whose language, religion, and society are vastly (or even just slightly) different from her own. However, the more important implication is that when one assumes he is absolutely different from some other, he blocks himself from knowing himself fully. As a consequence, white people cannot understand black people until they find the black people within themselves—contradictory, pained, exuberant, resilient, bearing all the traits of humanity in the peculiar yet common way each person does.

The statement that we (Americans or humans) are the same is both an outrageous, deliberate falsehood and a subtle truth which, when grasped, can sustain our faith. When we realize that commonality enables a conversation which difference makes interesting and informative, we will then begin to build a language that will help us achieve the American amalgamation—or, perhaps, realize that we are already living in it. Nevertheless, the need for self-knowledge and integrity does not—and this is a sad but apparent fact—constitute a “brutal necessity” for most white people. Although these boundaries (along with those of class, gender, and sexuality) have existed for centuries, I do not doubt that two different people *can* come to an understanding. I wonder, however, if, in any way that grows from personal conversion to true social reconstruction, we *will*.

Miles Parks Grier

## School to practice lockdown

**Tim Huether**  
Reporter

On Monday, Feb. 10 the school will practice a lockdown situation.

At the end of second period and before activity period, an announcement will declare that the lockdown is beginning. All doors in the school will be locked. Students are to remain calm and in their classrooms during the lockdown.

Director of Security Charlie Clark and other administrators will walk through the school and assess problems.

A real-life lockdown would occur if an intruder entered the building or a gas or chemical leak occurred outside of the

building. It would only be used if it was determined that students would be safer inside the classrooms than outside.

Clark said it was the first lockdown during his tenure as Director of Security, and, "To my knowledge, it is the first lockdown in the school's history."

"The lockdown was pretty much the idea of the entire school administration," said Clark.

"It's good to practice safety in case of a real emergency," said junior Keith Reilly.

Freshman Andrew Guenther added, "[It's a] good idea, because it's always good to be prepared for bad things that may happen."

## Students attend Nerinx Hall's Peace and Justice Club meeting

**Patrick Stephens**  
Core Staff

Last Thursday night, approximately 90 high school students met at Nerinx to discuss the current situation regarding Iraq. Although the meeting, sponsored by Nerinx's Peace and Justice Club, was made up of mostly Nerinx students, students from other schools, including about ten from SLUH, were present. Mike Fagan, coordinator of the anti-terrorism task force in Missouri, spoke, followed by small group and large group discussions.

The night started with a presentation by Fagan, which included personal stories regarding the situation, advice to teens as they form their opinions, and ways for students to better inform themselves. So that his views wouldn't affect the students gathered there, Fagan started off by saying that he would only give advice and facts on the situation and try not to let his opinions on the matter surface.

Fagan stressed to the group to first of all be careful. He said that when people receive information, they should consider the source it comes from and the source's motives behind saying something before accepting it as truth. He cited the anti-war

group "Not in Our Names" as a group that doesn't always have the facts right and that teens have to be wary of everything they hear for this reason. Fagan also emphasized that when gathering for meetings or talks, people should be informed of their opponent's opinion so that discussions will be more productive and enlightening. He directed the crowd to various websites and groups to become more informed in their decision-making.

After Fagan gave his advice to the students, the participants broke up into six groups to have small group discussions. Club leaders passed around articles and statistics to spark interest.

The night came to a close with a 45-minute large group discussion. Some major points discussed were media distortion between the events surrounding Sept. 11 and Saddam Hussein, reasons why the Bush administration wants to invade Iraq, alternatives to war, and the U.S. practice of supplying foreign nations with weapons. The general opinion of the teens was against the war.

Although Fagan observed some misinformed statements and some students who had their facts wrong, he enjoyed the meeting. "I was impressed with the pas-

## LOCKDOWN PROCEDURE

\*Upon hearing Emergency Lockdown announcement, all teachers will immediately lock the doors to their classroom and move students away from the window and doors.

\*Students who are in the **bathroom** at the time of the announcement should remain inside and move away from the doors and windows.

\*Occupants of the **Pastoral-STUCO-Commons complex** should move into the Pastoral office and lock the doors.

\*Students in the **Cafeteria** should close the doors, which lock automatically, and move into the interior of the room.

\*Students or teachers in the **Danis Lobby** should move into the Theater and lock the doors. A teacher should call the main office from the backstage telephone and signal all is secure.

\*Teachers and students in the **gym** should close and lock the doors and move to the center of the gym. The supervising teacher should radio all is secure. A two-way radio will be kept in the concession area. \*All teachers and students who are on a **free period** should move to the nearest classroom and remain until the lockdown is completed.

\*All students and teachers in the **Chapel** should move to the Sacristy area and remain until the Lockdown is completed.

\*Once the classroom doors are locked teachers should allow any free period students into the classroom. Judgement should be used.

sion and depth of thought," he said. Fagan encouraged the students, saying, "I would like them to stay involved, be self-directed in acquiring facts, be analytical about those facts and...make intelligent conclusions."

SLUH senior Kevin Mills enjoyed the discussion, somberly noting, "My biggest concern is the next generation after this."

Nerinx Hall's Peace and Justice club is planning another open meeting to discuss similar issues on Feb. 27 at 7:30 p.m. All are welcome to attend and share their ideas.

# Students meet to discuss animal rights

**Matt Morris**  
Staff

On Jan. 24 and 31, sophomore Patrick Ivers hosted a showing of the People for the Ethical Treatment of Animals' (PETA) film *Meet Your Meat* in room 218c during activity period. The film showed the way cattle, chickens, and pigs were treated in slaughterhouses.

There was no music or narration in the film, only the sounds of a slaughterhouse. Through this technique, the film focused on the treatment of the animals. The film was broken into three parts: chickens (including egg-laying hens), cattle (including dairy cows), and pigs.

Statistics flashed across the bottom of the screen throughout the film, such as that hens that do not produce an egg when expected to are sometimes starved for 14 days to shock their bodies into producing an egg. The film included scenes of how cattle are castrated, have their horns cut off, and are branded (which often leads to the animal's skin catching on fire)—all without painkillers. In addition, cattle are sometimes skinned and dismembered while still conscious.

The video also showed pigs going insane when confined to pens without any stimulation for their entire lives. Baby pigs are castrated, have their ears mutilated, and have their tails cut off, often without painkillers. It is estimated that 400,000 pigs arrive at slaughterhouses each year unable to walk and that another 100,000 arrive dead. As for chickens, the video showed baby chicks having the tips of their beaks cut off by razors without painkillers.

After the video was over, the group formed a circle and had a discussion. It mainly focused on why people had become vegetarians or vegans (one who does not consume any product that came from an animal). In addition, history teacher Steve Aylward brought up the problems with small farms and large farms, comparing them to the problems with big businesses and small businesses.

Aylward said, "I thought (the discussion) went great."

Ivers said, "I showed the film so that people at SLUH would become more aware of animal rights." Ivers has been a vegetarian since eighth grade.

In the future, Ivers plans on asking for healthier options in the cafeteria. Healthier food includes vegetarian options because usually they have no animal fat.

Ivers also spoke about starting an animal rights club. The club would consist of discussions about animal rights, showing other movies, such as *Humans and Animals: Bridging the Gap*,

and possibly having vegetarian and vegan buffets.

Aylward said, "I could see myself (as the moderator) as long as (the club) is tempered in its approach."

During the large group discussion, junior Tim Friese thought of an interesting idea: a SLUH vegetarian cookbook. Friese is looking for any vegetarian recipes (it does not matter

if the recipe is submitted by a vegetarian or not). Friese encouraged all typed responses to be turned in to him.



Students discuss vegetarianism after Friday's video

## Speechbills capture 15 ribbons

**J.R. Strzelec**  
Reporter

Last Sunday morning, senior J.R. Strzelec won the Kathryn Whitaker Safe Driver award after being the first student to escort the SLUH speech team moderator to a meet without giving her a coronary.

And that was only the first of many awards received by members of the team that day. The third and final regular meet of the 2002-03 CISL (Catholic Interscholastic Speech League) season was hosted by Nerinx Hall, providing students from schools all around the metro area with a forum for demonstrating their speaking and acting prowess.

The SLUH team gave a usual strong showing, earning ribbons in all eight categories. Blue ribbons were in Duet Acting (senior Brian Cunningham/junior Peter Gosik, seniors Brandon Bieber/J.R. Strzelec), Poetry Reading (Bieber), Prose Reading (senior Alan Naylor), and Storytelling (junior Kevin O'Brien). Red

ribbons were in Prose Reading (senior Joe Thomas), Humorous/Serious Interpretation (Gosik and sophomore Marty Wilhelm), Storytelling (freshman Jack Cunningham), Original Oratory (Cunningham and junior John Berosky), Extemporaneous Speaking (junior Bobby Mudd), and Radio Broadcasting (junior James Erler).

Gosik, Bieber, and Cunningham the Elder were all double-entered in the competition, requiring them to move back and forth between their categories. Having more than one entry meant dividing attention between the two pieces, and, Cunningham said, "One of the pieces always ends up with less mental preparation than I would like it to have."

Despite many individual successes, SLUH still trails rival DeSmet in overall points. The team's last opportunity to triumph SLUH West will come at the Speech Finals in March. As far as progress towards a final victory is concerned, Whitaker asserts that, "We're looking good."

## CHAMPS

(from 1)

Sneed, definitely won the award for loudest fans on Saturday. During their conquest of first place over the doubles team of Vianney, a crowd of both friends and foes cheered them on.

In their first match, Mills and Sneed took on the doubles team of Parkway West. Starting slowly, they had a bit of trouble with their opponents, but the match was a good warmup for the remainder of the day; they won 15-5, 15-3.

The doubles team next took on Kirkwood. After a well-played first game, doubles lost the second game and appeared to have their win slipping away. However, after a few words of wisdom from coach Miller, Mills and Sneed entered the tie-breaker with stamina and came out strong.

Mills said of the Kirkwood match, "Coach Miller's pep talk really got me thinking. He told us how it was our senior year and that we had to end strong, win or lose."

Mills and Sneed took Miller's advice and pulled out an 11-4 win to enter the finals.

Sneed noted, "With it being senior year, I wasn't going to let anyone take (the win) away from me." So they entered the finals pumped, energized, and focused on the number-one-ranked Vianney team.

Mills said, "The finals match was awesome because we played better because we finally respected our opponents. Since we became good friends with (Fete and Grana), it was nice to just end our racquetball season having fun and entertaining our very loud friends."

The fans were quite impressed by the teams's performance. One such fan, Kevin Pape, enjoyed himself the most at State. Pape noted, "You had to fight really really hard to find a spot to see the match. It was just an awesome, fast-paced game that everyone should have come watch. Oh, and those seniors, Mills, Guilfoxy, and Sneed, man do those boys know how to play intense. Their

dives were amazing."

The fans enjoyed themselves; the doubles team enjoyed themselves; and the Jr. Bills brought home a victory.

The sixth seed, junior John Reagan, had a different type of state tournament this year. In his freshman and sophomore years, Reagan has taken home first place; however, that was because he played with his right hand. This past weekend, Reagan proved that athleticism is key to racquetball. After breaking his right thumb three weeks ago playing soccer, Reagan had to teach himself to play left-handed for State. Even though John took home third place this year, it is quite a feat for a righty to take third place playing left-handed. Reagan, with ambidexterity reminiscent of Inigo Montoya in *The Princess Bride*, won his first match against Chaminade, 11-9 in the tie-breaker.

Though the match was close after losing the first game, Reagan eventually won due to pure stamina. "I just wore the guy out, and then I won," Reagan said.

He then lost his second match to Nick Caruso of Desmet, 15-9, 15-12.

Reagan commented, "I just kept playing the same game, hitting even better shots, but I guess the fact that I am not Superman prevented me from winning." However, Reagan eventually won 15-0, 15-0 in the third place game, due to the forfeit of his CBC opponent. Apparently, his opponent did not know what time the match started.

Fifth-seeded junior Tom Carrow continued his strong season on Saturday. With a quick 15-0, 15-0 win over his non-existent opponent, Carrow made it into the semifinals without breaking a sweat. Playing a DeSmet opponent, he pulled out his usual game, starting strong with a 15-4 victory. After a shaky second game, he eventually won 15-14. With a win against DeSmet, Carrow was ready to avenge his previous loss to Vianney's Steve Willick in the finals.

Carrow began play quite well, jumping to a quick lead. However, his special

Wilson racquet broke in the first game against Willick, causing him to change his game. For the remainder of the final Carrow continued to fight, yet his opponent ended up to be too much for him, as he lost 15-14, 15-13 in a heart-breaker.

Carrow said of his finals, "Losing in the finals was tough, but, since our team won State, that definitely made up for it."

Senior year is definitely the best year for racquetball. Fourth seed Mike Brand enjoyed his entire season, especially his nearly perfect record, which was foiled by Vianney's Drew Finke. With his only loss of the season to Finke, Brand was ready for the state final Saturday. After a quick 15-0, 15-5 victory over his Parkway Central opponent, he was playing his game. His next competition was that of DeSmet's Repking, whom Brand took in two games, 15-7, 15-12. He was then ready for his long-awaited final against Finke.

By analyzing tape of a previous match with Finke, Brand was ready for his final high school State match. After losing the first game 13-15, Brand had to step his play up tremendously to fight off a loss. However, by smart shots and good passes, Brand defeated his opponent in the second game 15-10, thus winning his first game of the season against Finke and forcing a tie-breaker.

Fatigue wore into Brand's play in the tie-breaker, though he hit smart shots. Brand finally ended his season with a 6-11 loss.

Brand spoke of his second-place finish, saying, "Though I lost, my preparation did pay off, in that I did win one game this season off of Finke." He then spoke of the team as a whole, noting that through the success of the team, "Over the past four years, there were ups and downs, however, more ups for us. The reason for that was because of our smart play and preparations for our matches."

Junior third seed Eric Weber enjoyed his performance on Saturday also. With two quick wins over his Marquette and Kirkwood opponents, Weber was into his

see REPEAT, 9

# Basketbills lose to Jeff City, Gateway; fall to 7-15

**Kyle Poelker**  
Reporter

The Jr. Bills hosted the visiting Jefferson City Jays last Friday night, and hoped to repeat the success that they had last year against Jeff City in the state's capitol. But the Jr. Bills' desire largely went unquenched last Friday, and they certainly didn't bring their best game to the table.

The day started off well enough, though, with the Jr. Bills B-Team leading off the game day with a quadruple overtime 52-49 win over the Jays. Unfortunately, the varsity failed to match the success of their sophomore counterparts.

Things started to get bad for the Jr. Bills with 27 seconds left in the first quarter, when captain Phinney Troy confronted the referee and earned himself a technical foul, which awarded the Jays not only 2 free throws, but also the ball. At quarter's end, the Jr. Bills were doubled

up, losing 16-8.

Despite the poor first quarter, the Jr. Bills rebounded somewhat in the second, working their way back to a two-point deficit after an Andy Lowes dribble-drive and score. But it was also at this score where the Jr. Bills again suffered from misfortune. Junior Jeffrey Howenstein was hit up with another technical foul for his derogatory commentary about the game's officiating, or lack thereof.

After the technical, things never went

right for the Jr. Bills, and they were drowned by their own wrongs for the rest of the game. Throughout the third and fourth quarters the Jr. Bills were never

able to cut into the lead, and this grinding led to a 50-42 loss at the hands of the visiting capital city residents despite the balanced scoring attack of Troy, Pat Ostapowicz, and John Kaminski, who scored 10, 11, and 11 points respectively.

With an opportunity for the win, the team seemed to be dispirited by the loss. "We should have been able to do something to win it; we had the opportunity to win," said junior

see **TIPOFF, 9**



The Jr. Bills set up for tipoff against Jefferson City on Friday night.

# Riflebills go on road trip, win in KY, TN

**Chris Seals**  
Reporter

Two weeks ago the Riflebills embarked on their most grueling weekend matches yet, traveling to Martin, Tenn., to shoot an air rifle match that stated at 10 p.m. and ended at 12:30 a.m. Despite the late evening, the Jr. Bills shot extremely well, and Scott Isaak, expert marksman and team captain, shot an unbelievable score of 389 out of 400.

This score put him in second place overall, breaking the previous Jr. Bills' record, also set by Isaak. The Jr. Bills' varsity finished first of all junior teams. The team traveled back to Murray, Ky., to grab what sleep they could before getting up at 6 a.m. to go to the Roger Withrow Invitational, a collegiate rifle tournament held at Murray State University.

The shooters were told that several relays were open throughout the day, al-

lowing several shooters to return to the hotel for much needed sleep. Throughout the day, Jr. Bills shooters would shoot both a full course (120 shots) smallbore and an air rifle match identical to what the shooters shot the night before.

Scott Isaak shined once again, shooting an 1133 out of 1200 smallbore, breaking the record set by Adam Hilkenkamp a few weeks earlier.

The varsity team, made up of Isaak (1133), junior Chris Seals (1103), Hilkenkamp (1100), and gifted sophomore Kevin Witbrodt (1110), shot a score of 4446, coming in first among the high schools present in the match.

The JV team consisting of juniors Andrew Hrdlicka (1089), Kevin Gentsch (1090), Sophomore Brian Nienhaus (1036), and freshman Patrick Zelaya (1011) shot a 4226. Zelaya's 1011 breaks the freshmen record set by Witbrodt last year. In air rifle, varsity shot a score of

1496, while JV came up with a solid 1396.

This past weekend, the Riflebills went up against Missouri Military Academy, knowing a swift victory was at hand. The teams were not in the usual varsity/JV style, but instead split up to make the match more interesting and to allow for some competition between Jr. Bill shooters. Team A, made up of Isaak (563), Keith Reilly (518), Nienhaus (510), and Zelaya (501) shot a score of 2092, beating MMA's varsity score of 2063. Isaak's 563 set yet another record, beating the previous record of 561.

However, Isaak's record was broken in roughly two hours, after sophomore Kevin Witbrodt shot a 564. Team B, made up of Witbrodt (563), Seals (560), Hilkenkamp (560), and Hrdlicka (544) shot a new school record of 2228, dominating Missouri Military's Varsity team.

The RifleBills will travel to Highland, Ill., to take place in the NRA Junior Sectionals this Saturday.

# Swimming wins MCC Preliminaries

**Michael Leuchtman**  
**Reporter**

If you could have three wishes granted for you, what would you choose? Would your wishes be for a gazillion dollars, or for more wishes? Would you wish to be supreme ultimate controller of the universe or to meet Britney Spears?

Surely, on the top of everyone's list would have to be a 2003 Missouri State boys high school swimming title. It is definitely on the top of the Speedobills' list.

This past Saturday, Feb. 1, the Jr. Bills JV squad placed second to Chaminade in the MCC Championship, while that evening the varsity team beat out MICDS and Hickman in a quad-meet at St. Peters Rec-Plex. Wednesday, the Jr. Bills varsity had their own MCC Preliminary to determine the ranking for the Championships to be held tonight.

The JV team's final meet proved to be one of its best. The swimmers posted best times across the board, but their efforts were thwarted by Chaminade. The Red Devils gained the JV MCC Championship, followed by the Jr. Bills, the Vianney Griffins, the DeSmets Spartans, and the CBC Cadets.

## Icebills finish 14-4-2, ranked fourth for State

**Chris Wojcicki**  
**Reporter**

The Jr. Bills closed their regular season schedule Saturday with Senior Night against Vianney. Still closing in on a playoff berth, the game was key. A win could boost the team up to third place in the rankings; a loss, as far down as sixth.

The team came out with jump, converting an early power play on Tim Mudd's one-timer of freshman Eddie Effinger's pass into the back of the net. Just two minutes later, Mudd created another goal. Later, after being taken down in the offensive zone, junior Brad Naert slipped a shot by the Griffin goaltender.

The second period opened with the Puckbills extending their 3-0 lead by con-

verting another power play. This time, following an offensive face-off, Mike Hutchison ripped a slapshot from the blueline through a screen and into the goal. Coming right back down the ice, Hutchison blasted another slapshot, but this one was deflected by Phil Abram before reaching the net, again beating the goaltender. Within another few minutes, Tim Mudd struck again, converting a two-on-zero with Eddie Effinger.

Before the end of the period, the Jr. Bills allowed two goals to the Griffins, to bring the game to 6-2. However, the comeback was too little too late, with the Jr. Bills' stifling defense shutting down the Vianney attack in the third period.

After the conclusion of their regular season, the Jr. Bills finished with the

formance in the 100 Individual Medley. With all other meets out of the way, the Freestylebills looked ahead to the MCC Championship and State meets.

Wednesday, the Jr. Bills prepared to prove to everyone in their conference that they were for real. All the teams were plagued by false starts in the beginning of the meet, but the Fishbills recovered quickly. Junior Kurt Doll even set the 100 Freestyle record for the MCC Championship meet with a time of 49.32 seconds, .03 faster than the previous record.

Any swimming coach will tell you that MCC Preliminaries will say a lot about the following championship meet. This fact bids well for the Bubblebills, seeing as they finished first in every event except the 100 Butterfly for the relays, which are only swum in the final. The relays will swim tonight and, according to coach Jim Knapp, S.J., "They are strong." This puts the Jr. Bills in very good position for the MCC Championship title.

After giving up many hours of hard work and their own body hair, the team is hoping to bring home a MCC Championship win tonight and a big State title win. Captain Winslow Tandler had only one thing to say: "Bring it on. We're ready."

Receiving a first-round bye, the Jr. Bills scheduled a practice game against the Affton Americans, a Central States league club team. After falling behind 3-0, the Jr. Bills mounted a third period comeback.

Naert started with a deflection goal in front of the net. Following Naert's goal, sophomore Mike Tangaro and junior Matt Pijut tied the game against their own club team. Tangaro slammed home a loose puck in front of the Affton net, and Pijut put on a show, schooling the defenseman and beating the goalie on a one-on-one opportunity. However, it was not enough, as the Americans scored the winner with 11 seconds left.

The Jr. Bills will next face the winner of the game between #13 Fort Zumwalt South and #20 Lindbergh.

## Druids open season 2-0

The Druids rugby club opened its season this past week with a 30-0 victory over St. Charles. On Tuesday, they defeated Priory 10-7. The Druids team is made up of SLU, H, C, B, C, and Edwardsville students. The team encourages students to come cheer on the Druids tomorrow at 1:00 p.m. against DeSmet at the Jewel Box in Forest Park.



Druid Clark Taylor tackles a St. Charles player on Saturday as Nick Albrecht runs to the ball.

## REPEAT

(from 6)  
final against Charlie Hostman of DeSmet. Hostman and Weber have played close matches all year that have been very entertaining to watch. The match on Saturday was no different. Weber lost the first game, 8-15, yet he pulled his game together and won the second game, 15-9.

Going into the tie-breaker, Weber gave it his all. After a quick 8-2 lead, it looked as if he had the win. However, after his opponent called a smart timeout, the lead slipped out of Weber's hands. Hostman rolled out many shots, and eventually won 11-9.

Even though Weber lost, his placing second was still good points for the team. Said Weber, "I was disappointed, but I did help the team."

Playing in his third year on varsity, Chris Guilfooy finally figured out how to win State. After an undefeated season in league and a first place in Top Seed, Guilfooy grabbed the first seed in his bracket.

After a quick 15-2, 15-3 win over his Parkway Central opponent, Guilfooy faced Evan Oxenhandler of MICDS in the semi-final. By playing his best game since nationals last year, Guilfooy's dives and touch shots definitely confused his opponent, earning him the 15-12, 15-4 win.

Guilfooy's final was a match to see.

His opponent, Eric Becker of DeSmet, was definitely one of the more aggressive players in the league. However, due to chronic ankle problems, Becker's speed was lacking in the finals. Guilfooy took advantage and made his opponent run. With many talented dives, Guilfooy conquered his opponent and won State.

After watching Guilfooy's performance and hearing that it was his turn to play in his final, top seed Phil Mathews followed in the senior's footsteps.

With two easy victories against Voss of Ladue and Jeremy Gogel of MICDS, Mathews took the court to avenge his loss in the finals of Top Seed last weekend to Joe Hostman of DeSmet. Mathews' game plan was quite simple: Win.

"After losing to (Hostman) last week, I knew that winning would not be easy. So I played aggressively and came out on top," he said.

Mathews did come out on top after a strong performance, winning 15-7, 15-9. He passed his opponent and played his hard ball game. By ending the match with a beautiful rollout pinch, Mathews leapt for joy as he won his first top-seed State title.

With all the hard work, dedication, and support of the team, the Jr. Bills won yet another state championship.

Said Sneed, "What it comes down to

## TIPOFF

(from 7)

center Chris Luth. And with metro-area top five Gateway next on the slate, things weren't getting any easier.

But things started off better than expected for the Jr. Bills last Tuesday, as they traded baskets with the Jaguars for much of the first quarter. The Jr. Bills even recorded five steals in the game's first three minutes, allowing them to stay in the game. But this early success was not to be had for the rest of the game, and a 13-point run in the second quarter put the Jaguars up for good. The remainder of the game was played without vigor, spirit, or enthusiasm, and the score reflected as much, with the game ending in a 71-41 defeat.

Though Gateway held a commanding lead for much of the game, many of the Jr. Bills players felt that Gateway had no respect for them, talking to their friends in the stands during the game. Of course, the Jr. Bills had no such opportunity to do so, considering that the number of non-parent fans at the game could be counted on a single finger. Regardless of this lack of fan support, or passionate play for that matter, the Jr. Bills still need to come together as a team if there is any hope for them to win any of their remaining three MCC games. Hopefully, the team will be able to regroup after these two tough losses and, with a week off, come out with a strong game at Mehlville on Tuesday.

is who wanted to win more and how hard you would run head-first into the wall for it."

Coach Joe Koestner noted, "We came out on top over stiff challenges, and our ability to keep cool under pressure brought us another state championship."

Another important championship was the State win for the junior varsity and the JV III teams, a great sign for next year's season because many younger players will need to step up and fill the open varsity positions.

Said JV-17 star Mike Grosch, "Even though we'll have some amazing seniors gone next season, I know that the strength of the JV teams will take it all the way to state next year."

## CARNEY

(from 1)

also realized that if God existed, God was more important than anything on the Earth, including himself.

So Carney decided that he would dedicate his life to God as a priest if he could conclude that God existed. Carney decided that despite the fact that he was not positive about God's existence, he would enter the Jesuits to look for God. If he realized that God existed, he would remain in the Jesuits. If not, he would leave immediately. He began reading Catholic magazines and was inspired by the articles on Jesuit missions in China. To his dismay, the Jesuits were expelled or imprisoned in China due to Communist rule. He wanted to minister in Honduras, so, in August 1948, Carney entered the St. Stanislaus Jesuit Seminary in Florissant.

Carney was ordained in 1961, and assigned to work at the Progreso mission in Honduras in 1964. This mission is located in a fertile region of Honduras where the United Fruit Company and powerful cattlemen control the land.

Therefore, the thousands of campesinos, or poor farmers, had no land to farm: 90 percent of these farmers owned no land, and the 10 percent who did owned only a couple of acres. These campesinos lived in shacks constructed of palm leaves, vines, and mud plastered to the walls. Their diet consisted of rice, beans, tortillas, and coffee. Tuberculosis, contaminated water, lack of hygiene, malnutrition, and anemia all contributed to their poor health.

In 1980, the average annual income of a campesino was \$90. Carney concluded that the American economy was to blame for this poverty. Honduras, a country blessed with resources, has amazing poverty. For example, bananas are a chief export of Honduras. For every dollar of income from American consumers, only 17 cents end up back in Honduras, including taxes. The other 83 cents are used to transport the goods, advertise, and increase shareholders' profits. To remedy this situation, Carney decided to go to Panama to learn how the Gospel was

spread there. The Jesuits in Panama would have parishes read Bible passages that described humanity as a united brotherhood, also stating that injustice and selfishness were not part of God's plan for humanity.

After noting the success in Panama, Carney brought this method of spreading the Gospel to Honduras. Eventually, the Jesuits began promoting a more concrete method of solving economic problems in Central America a new system known as "Christian Socialism." Under this system, land and resources would be more equally distributed to the citizens of Honduras, instead of being owned by corporate executives. The poor would also have access to a good education and better healthcare. This plan would call for organization of the campesinos and community development, but not violence. Carney taught it for almost a decade.

At the beginning of his autobiography, Carney notes, "I love the poor of Honduras, especially the campesino. I want to live their life as fully as possible."

Carney was eventually exiled from Honduras for his teachings against the exploitation of the Hondurans. In a letter to the Hondurans, Carney asserted that the leaders of Honduras were selling out their country for their own benefit. He also stated that he desired peace in Honduras.

Despite his exile, Carney illegally returned to Honduras. On August 5, 1983, American forces parachuted into the jungles where Carney and his followers were located. A month later, the troops encountered Carney and his band of peasants. Everyone was arrested, and the peasants were sent to prison camps run by the CIA. According to the *Post-Dispatch*, a Honduran sergeant said that Carney was "tossed out of a helicopter in the jungle." What are thought to be his remains have finally been found 19 years later.

Since his disappearance, Carney's brother-in-law and sister, Joseph and Eileen Connolly, have searched for the answers to what happened to Carney. Joseph Connolly currently lives in Clayton,

and he is still searching for the truth, and working to create awareness of what happened.

He described Carney as "absolutely dedicated to building God's kingdom here on Earth." Connolly also said that Carney "looked at the world (from) the perspective of the poor." Connolly considered it an "honor" and "privilege" to investigate what has happened. Connolly has interviewed Honduran Military Officials, as well as ex-CIA operatives. He said, "Graduates of (The School of Americas) had involvement."

## ANNOUNCEMENTS

The Cashbah Travel Raffle has begun. Students will be sent home with one book of tickets today. Tickets sell for \$500 a ticket, or \$25 for six chances to win \$3000 of travel money. Students are encouraged to sell six tickets, but four tickets will allow a student's name to be entered into a Friday raffle to win a cash award. If a student sells six, his name is entered twice. The more tickets you sell, the more chances you have to win. On Feb. 28, the student from each class that sells the most tickets will win a free pass to their class dance. In addition, seniors will be awarded free tuxedo rental for prom, prom tickets, and tickets to Senior Follies. The Cashbah committee reminds students that this is the only time they are asked to sell anything, and Cashbah contributes so much to the financial needs of the school.

Juniors: You are invited to participate in Economics for Leaders camp, a weeklong residential program that provides students who have just completed their junior year in high school with an exceptional opportunity to develop important leadership skills. You will learn both economics and leadership while engaging in games and simulations. You arrange your own transportation to various college sites, and then your room and board is free for a week. Interested juniors can talk with Mrs. Pride in the Social Studies office. Deadline is March 14, 2003.

# Working with the elderly: Brooking Park

Dan Sinnett  
Staff

*Editor's note: This feature is the second in a series of Senior Project reflections. The names have been changed, but the story has not.*

My time at Brooking Park Retirement Center and Nursing Home was shaped by a question Matt Hoffman, another senior on project, asked me on the first week of our work: "Do you want to end up like this? I don't." By "like this," I assumed Matt meant old and helpless. The question seemed almost as if it were not worth answering. If I had the choice to live a long life, would I take it?

If I were to name one lesson that I learned while at Brooking Park, it would be this: every person is worth something and capable of something great up until their final days. It is this fact, this truth, that I discovered that led me to believe that I would choose a long life.

Sam Kowert, a local celebrity, was a resident in the Skilled Nursing section of Brooking Park. He had suffered a stroke and required help to perform very basic human functions. On Friday, Jan. 17, I was helping Jennifer, the musical therapist, run a session. The musical therapy sessions consisted of Jennifer and her guitar. She would sing songs from the 1940s, when the residents were about my age. During this particular session, Mr. Kowert attended, and I led a song. When I began singing "I Want to be Happy," Mr. Kowert woke up and began singing with me. He had a strong singing voice and sang the whole song with me, and by the end of it, he had a big smile on his face. He laughed and told the group that he remembered that song from when he was a young kid.

Later that day, Mr. Kowert was sitting at the piano, his fingers gliding effortlessly to a ragtime tune as they had for years while he was leading a band. Working on the piano was helping Mr. Kowert regain the use of his left arm. When Mr. Kowert was in his room, he was helpless and didn't look capable of much. Playing the baby grand in Brooking Park's lobby, however, he was skilled, knowledgeable, and capable. Three days later, Mr. Kowert died. I never knew Mr. Kowert personally. We never talked. What I knew about Mr. Kowert is that, after a stroke and many years of retirement, he could still play the piano as he did fifty years ago.

Every resident at Brooking Park had an ability or skill that they held onto until it was all that they had. They also had a disability that hindered things we take for granted. Mr. Herndon couldn't walk. From the waist down, his body didn't have the muscles necessary to support him. Once I got to know Mr. Herndon, I learned that he was an entertaining storyteller who has had an amazing life.

When Mr. Herndon would talk about life at Brooking Park,

he was much like other residents. He didn't like the food; the nurses weren't always nice; or he was sick. But if he started talking about his past, like when he helped raise a boy who had polio because his parents didn't want to, when he adopted a Cuban boy because he was looking for refuge in America, or when he traveled to Vietnam as a civilian to teach English to the Vietnamese, he was humorous, entertaining, and happy. Mr. Herndon's skill, his "comfort zone," was telling stories. Matt and I spent hours talking to Mr. Herndon about a time when his life was great.

Mr. Bradley talked to practically no one before Matt and I began playing checkers with him. Jennifer always tried to get him to listen to her play her guitar, but he would never do it. He would wheel himself away and sit alone in his room, or just stare outside the activity room in the hallway. Mr. Bradley and I never shared long conversations like Mr. Herndon and I did. We just played checkers.

Mr. Bradley and I played checkers ten or twelve times throughout the month. I only beat him once. One game, Mr. Bradley beat me without even getting "jumped." I will never claim to be the best checkers player in the world, but I know that

Mr. Bradley could play. He would take about ten minutes sometimes to make his move, and I would think that he was an old, forgetful man. But it took so long for him to move because he was planning the whole game; he had foresight. I learned not to take Mr. Bradley for granted. He was a smart guy. Checkers gave me a way into Mr. Bradley's life. While he

was acting crotchety to the nurses and other employees, when he saw Matt or me, he smiled and waved like we were long time buddies.

My favorite aspect about working with the elderly was the universality of their need. It costs a resident of Brooking Park about \$200 a day to live there. I was surrounded by former doctors, chemistry professors, federal judges, and business owners, but they still needed me. They needed someone to talk to, to play checkers with, someone to appreciate them for their goodness. The residents had been financially privileged for their whole lives. They didn't need me to help their financial status, and I couldn't if they did. What the Brooking Park residents needed was my time. They needed a void of loneliness filled. That is something I could help with. I could talk to them. I could sing with them. I could play checkers.

I used to think that the greatest gift I could give to people was money. Money was always asked of me by different charities. It was always all I gave. Senior Project was different because it asked that I give myself completely to Brooking Park. The onus was on me to help the elderly. Through the experience, I found that they wanted nothing but my time. They needed to know that someone cared.

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*They needed a void of loneliness filled.  
That is something I could help with. I  
could talk to them. I could sing with  
them. I could play checkers.*

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# Overkamp studies Chinese, earns high marks

**Charlie Hall  
Reporter**

For the past two and a half years, a middle-aged man with a grandfatherly beard has occupied the far right-hand corner desk in Chinese classroom M221, asking questions, handing in homework on time, and taking each test and exam. This man does not get a grade or receive academic credit, nor does he complain about the difficulty of a test or copy a classmate's homework. Bob Overkamp chooses to learn for the sake of learning itself.

Overkamp taught a variety of mathematics classes at SLUH before he became computer manager and an assistant wrestling coach. He has studied many languages, including Russian, Latin, and Swahili, and recently decided to learn Mandarin Chinese.

In 2001, after a seventh period was added to the class day, former principal Robert Bannister advised teachers to do something that was different from their day-to-day work during their newly-opened free period.

"I knew just what to put in that spot," Overkamp says.

Overkamp cites several reasons for deciding to study Chinese at SLUH. One reason is his admiration of Chinese teacher Ching-Ling Tai. One of the first things he noticed about Tai was her handwriting, "which I think is stunning," Overkamp said. "Here is a person who understands what's happening between that writing instrument and that paper," Overkamp said of Tai. "It's always been a thrill to watch that."

Positive feedback from Tai's former Chinese students also factored into Overkamp's decision. "The students were saying things that I find are said of good teachers," he said. After expressing an interest in Chinese, Tai asked Overkamp if he would like to travel to China with the class. Overkamp replied that he would love to go to China, "if only I could read the signs."

In 2001, Overkamp felt he had "all the ingredients needed to study Chinese," but because Tai went on sabbatical during that year's first semester, he decided to wait until she would be present to teach the class. "It wasn't so much that I wanted to study Chinese," Overkamp recalled. "I wanted to study Chinese with Dr. Tai."

Tai felt that Overkamp's knowledge of mathematics would help him grasp the complexities of the Chinese language. "Language and mathematics are both abstract studies, and to some extent, math concepts are relevant and can be helpful in learning

Chinese," she said.

Overkamp is now in his third year of Chinese. Although he admits to sometimes having trouble keeping up with the workload, he feels comfortable enough with the language to make the trip to China this summer. And, according to Tai, "He does his homework." She added, "He even does extra until there's no room left on the page."

Compared to his teenaged classmates, Overkamp feels disadvantaged in the memorization aspect of learning Chinese, but he does feel that attending class voluntarily gives him advantages that students coerced into studying a language do not have. "There's never a feeling of being captured," Overkamp said. Age

and experience, he believes, also provide advantages: "The more things you have accomplished in your life, the more strategies you have for accomplishing new things."

Overkamp distinguishes learning in a high school from actually being a high school student, and feels that his questions often sound very different from his classmates': "I'm certainly not trying to be a kid; I'm not trying to fit in that way, although I



**Bob Overkamp, Chinese student and computer technician.**

am trying to be a student."

Tai enjoys having Overkamp in her class. "He is more self-motivated and generally asks more prudent questions than the average student," she said.

His classmates also have positive feelings toward Overkamp's presence in the classroom. "He's really dedicated to learning, and he's helpful to the other students," said junior Ed Bulliner. Overkamp reflected Bulliner's sentiments, saying of his classmates, "I like (these) guys."

Overkamp has no regrets about taking Chinese; he only wishes he had started taking the class sooner. "Although," he insists, "I might not have had the time to spend with my classmates if I already passed (through Chinese), and that may be enough compensation."

Junior Sam Weller feels that, at times, Overkamp's "knowledge and patience can be a little intimidating...but that's what you'd expect from the Renaissance man."

## M-ACSA-MUM FORCE

(from 1)

tains discussion on dress code every year at the ACSA meetings. Before the discussion, Clark reminded the committee, "We are going to have standards."

Linda Howenstein broke Tom Queathem's streak of starting off discussions. "I'm a little concerned that we're losing those formal dress days," she said, referring to students' being allowed to wear sweaters on formal attire days. Howenstein also cited open-heeled sandals as a concern: "I have a problem with that."

Clark pointed out that while open-heeled sandals are allowed, many students don't wear the heel strap on sandals that have them. According to Clark, sandals without heel straps are not allowed because of safety concerns. "We had a young man who fell down the stairs and he had sandals (without heel straps)." After the accident, the student's parents threatened to sue. "We were at fault because all stairs didn't have that tread," said Clark. After the incident, Clark outlawed sandals without backstraps. However, Clark allowed sandals with backstraps because "some sandals do look nice." Since all stairs now have the tread, Clark reinstated open-backed sandals.

After Howenstein's comment, the discussion turned to the tennis shoe policy. "If you say that some sandals look nice, some could say that some tennis shoes look nice," said senior Matt Hoffman.

Clark countered, "The more you wear (tennis shoes), the more worn they get."

Senior Sean McKittrick delivered a prepared argument supporting tennis shoes in the dress code. He felt that dress shoes may prepare students for jobs and make students look professional. However, he said, "We will be going to college, which won't have a dress code." Preempting the argument that a dress code is part of the Jesuit tradition, McKittrick said, "We would all be wearing suits and ties (if the tradition were upheld)." McKittrick added that dress shoes are not comfortable, and some students have to walk a lot during and after the school day, saying, "These shoes aren't made for walking." He plans to start a petition which will be taken to

the administration to change what he cites as "the least noticeable part of the dress code."

Theology teacher Paul Spitzmueller offered his unique view of dress codes, having attended a school with a more lenient dress code. "I found (my other school) to be no more chaotic than SLUH," he said. "Tennis shoes would give students a greater sense of freedom, comfort."

Junior Chris Seals pointed out that limitations on tennis shoes could be implemented. "It wouldn't be such a problem," he said.

"I don't want to see tennis shoes," argued Jon Mills. "Dress shoes set us apart." Mills did not see any good arguments to wear tennis shoes, commenting, "Eventually we will be wearing bath slippers."

Senior Dan Riley agreed with Mills: "The current dress code is great. We put an image that is positive. Tennis shoes look messier." He added, "My dress shoes are dress shoes, and they're comfortable."

Senior Casey Barrale commented that the dress code now creates a good learning environment. However, he said, "If it's all about comfort, tennis shoes are the way to go." Barrale cited times he almost slipped because of bad tread on dress shoes.

Clark ended the discussion after about forty-five minutes. "Dress code will always be a topic. I still am a firm believer behavior is contingent on the way one dresses."

Following the discussion on dress code, Clark tossed up the off-campus policy. He noted that Nerinx and Rosati Kain both have an open campus policy, which means that while students are not in class, they do not have to be at school. "That's something we can think about. We would have to survey the parents," he said. He added, "One concern that some administrators and some parents have is the safety of the young men when they're off campus."

"If you're letting (seniors) leave for lunch, why not let them leave for anything?" asked senior J.C. Pleban.

Riley thought it might be a good idea,

but he said, "It should be a privilege." Riley suggested requiring students to have a certain GPA and conduct background to be allowed to go off-campus. He also sees some benefits to staying on campus during free time. "It gives you a chance to make new friends and strengthen the friendships you have," he added.

Most attendees agreed that off-campus privileges should be extended only to seniors who meet academic and conduct requirements, although junior Pat Felling thought juniors should receive them as well.

Sarah Pleban said the decision should be parental, adding, "(Off-campus privilege) has the potential of getting 18 year-olds ready for college. That's giving (them) a taste of what college would be like."

However, politics teacher Steve Casey said, "I don't think a 45-minute free period would have helped me or anyone I know make a smooth transition into college."

Some members brought up safety concerns. "There are some brutally scary things that go on a mile around us," said James Junker.

Many students thought that letting seniors with seventh period free would give them more time to do homework, sleep, or help with younger sibling's carpools. "I find it hard to do work at school," said Barrale. "When I'm at home and it's just me, I can."

Some teachers don't trust all students to behave while off-campus. "(Some) guys would come back stoned," said Brock Kesterson.

"From an administrator's point of view, this is a trust thing," said Paul Baudendistel. According to Baudendistel, the administration shouldn't necessarily trust students.

Clark ended the discussion at 8:30, saying, "(Off-campus policy) does have pros, and it does have cons. I have no doubt that, when students go off campus, they are drinking...There are bad apples that spoil it for everyone else. Administratively, it's a nightmare. I worry when you guys go off campus. I consider you guys my responsibility."

by Nick Odem

## Calendar

Feb. 7 - Feb. 14

**FRIDAY, FEB. 7**

Schedule R

College Visits:

Truman State University @ AP

Senior Project Reports Due

All-Star Basketball vs Sophomores

V SW @ Chaminade TBA

Funnel Cake &amp; Lil' Charlies

**SATURDAY, FEB. 8**

ACT Exam

V WR @ District Tournament @ TBA

**SUNDAY, FEB. 9**

Upward Bound Admissions Test

Father/Son Banquet @ 6 pm

**MONDAY, FEB. 10**

Schedule R

Curly Fries &amp; Club Wraps

**TUESDAY, FEB. 11**

Schedule B

V/B BB @ Mehlville @ 7/5:30 pm

Fiestada &amp; Crispitos

**WEDNESDAY, FEB. 12**

Schedule B

Morning Department Mtgs

Hot Chicken Strips w/ Fries

**THURSDAY, FEB. 13**

Schedule R

Sophomore Class Liturgy @ AP

Dauphin Players present *Kiss Me Kate*  
@ 7:30 pm

Pretzels &amp; Papa Johns

**FRIDAY, FEB. 14**

Schedule R

Dauphin Players present *Kiss Me Kate*  
@ 7:30 pm

V/B BB vs. Vianney @ 5:30/4 pm

V SW @ State @ Rec Plex @ TBA

Fries &amp; Pizza

## Brandy Celebrates 50th Wedding Anniversary

**Brian Fallon**

**Core Staff**

Many people who work and learn at SLUH tend to be so busy that they often overlook the people involved behind the scenes. One of these people is Tom Brandy, who has spent much of his working life at SLUH, painting walls and touching up areas which need a fresh coat from exposure to the SLUH community. Brandy has recently celebrated his fiftieth wedding anniversary to his wife, Fannie.

Tom and Fannie Brandy were married on January 22, 1953, and have had seven children.

"We were childhood sweethearts, and we got married and have been together ever since," recalled Brandy.

Soon after their marriage, Brandy was drafted into the military in 1953. After serving in the Korean War, he returned to work at SLUH in 1955.

Facilities Director Patrick Zarrick talked about Brandy's contribution to SLUH over the years, saying, "What's neat about Tom is that (he) is a very easy-going person, very friendly and says 'hi' to everybody. He takes a lot of pride in his work."

Brandy began working here when he was a youth, painting after school and on

weekends. "They didn't know that I was as young as I was," said Brandy, who explained that the child labor laws prohibited him from working the hours he did. Still, he continued to work at SLUH over the summer, touching up and painting walls.

After attending local grade schools, he attended Washington Technical School. "I was always very interested in doing things with my hands, so I went to trade school," said Brandy.

"I pretty much raised my family here," Brandy said. After marrying Fannie, he continued to work at SLUH until 1962, when he took other work as a welder for 20 years. When the company closed down, Brandy decided to come back to work at SLUH.

Vice President of Administration Brian Sweeney showed his appreciation for Brandy's effort over the many years he has worked here. "Mr. Brandy is a very dedicated employee," said Sweeney. "He's a very valuable member of the SLUH community."

Zarrick said, "He's kind of like the Energizer Bunny: he keeps going and going."

Among the many jobs that Brandy has been involved with is the sprinkler incident that occurred in the band hallway

two weeks ago.

"Tom was instrumental in helping us get the hallway cleaned up," said Zarrick.

Continued Zarrick, "In our times, there's the fact that half the marriages might not make it anyway, much less staying married and doing it successful for fifty years. That's really quite an accomplishment."

### 4 SPORTS SIGNINGS

On Feb. 5th, four SLUH students signed letters of intent to play Division I collegiate sports: Matt Kreikemeier, Phineas Troy, Pat Ferrell, and Rob Nahlik.

Kreikemeier signed a letter of intent with Michigan State to play soccer. This past season, Kreikemeier scored nine goals and had 13 assists for the Jr. Bills.

Kreikemeier's teammate Pat Ferrell signed a letter of intent to play soccer with DePaul University. Throughout the season Ferrell played a dominating presence in the Jr. Bills backfield.

Troy, who was a force on both sides of the football for SLUH, signed a letter of intent with the University of Missouri. Troy ended the season with 34 receptions for 418 yards, 75 tackles, and three sacks.

In October, Rob Nahlik signed a letter of intent to wrestle for Truman State.