

The Seattle Prep Panther

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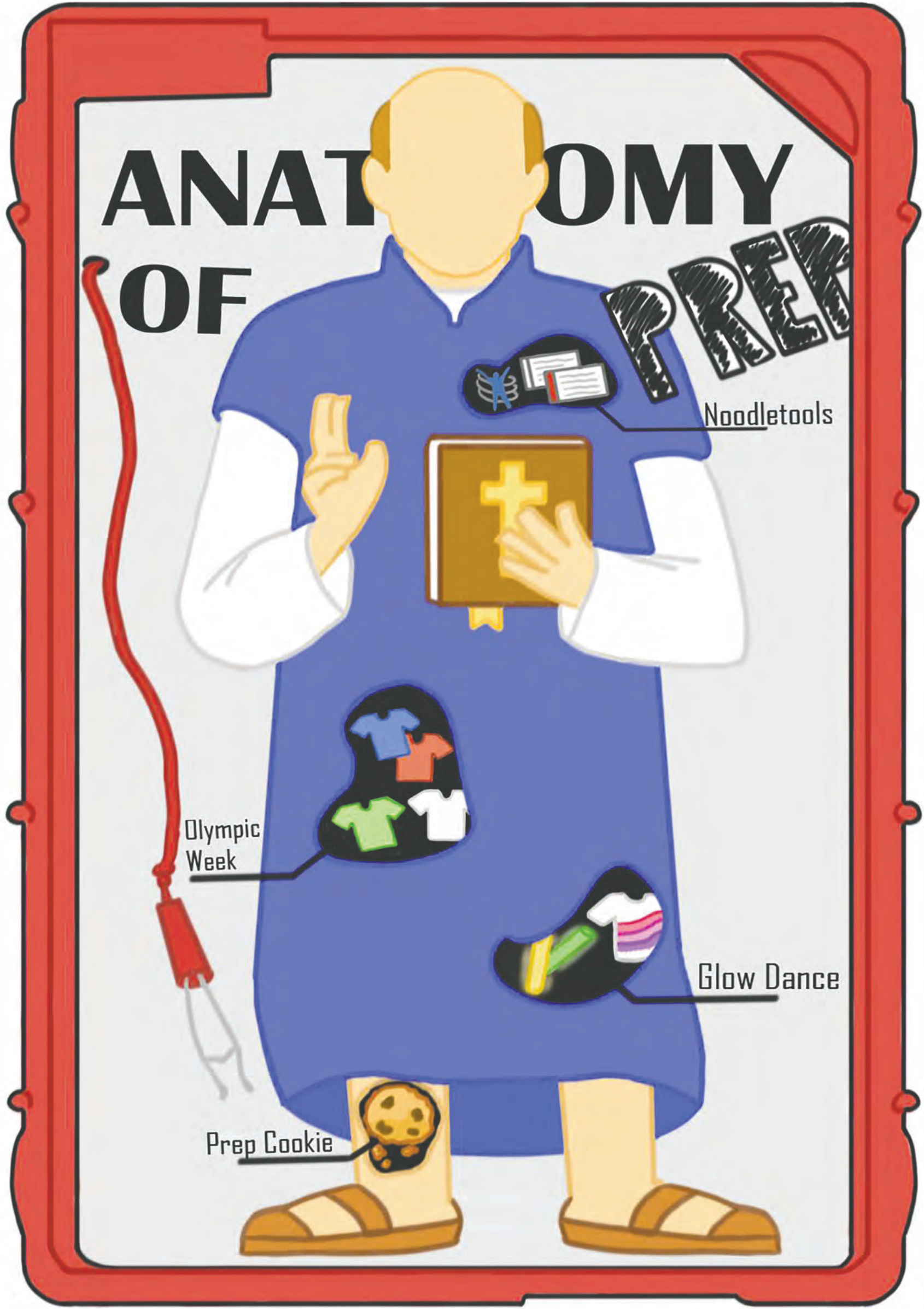


Illustration: HOBBS HEGEDUS '22

Seattle Prep is our home. As students, it is where we learn and form our relationships. For the faculty and staff, it is where some return to teach after being students themselves. For others, it is where they share their passions with their students and continue their careers. This past year has made it even more evident how special and important that home is to us. The Panther staff has worked hard to honor and investigate the various parts of Seattle Prep that makes it so special. We present the Anatomy of Prep: an in-depth look at Seattle Prep, from its architecture to its historical origins and the people behind the scenes.

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To contact The Panther:

C/O The Panther Newspaper
2400 11th Ave E.
Seattle, WA 98102

Email: seapreppanther@seaprep.org
Instagram: @seapreppanthers
Twitter: @seapreppanther

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Letters may be sent to the email address or physical address above. All letters must be signed, names will be published.

Through the Years: Prep Campus Evolution from 1891 to Present

HANNAH DEGROOT '23
Staff Writer

In 1891, Seattle Preparatory School was founded. But how has the campus changed since then? It all started on September 27th, 1891, when the Immaculate Conception School was founded in a rented space at St. Francis Hall in Seattle. It was located on the corner of 6th Avenue and Spring Street. In 1894, It was then moved to a building on Madison and Broadway, and in 1998, the Immaculate Conception School was renamed "Seattle College." Eight years later, the school moved again to its current address.

The original Adelpia Hall was built in 1905 and housed the Jesuits. The building was initially built as an academic building for a Swedish Baptist Seminary. This building stood where Rudolph Playfield currently is, and served as Prep's primary academic building from 1919-2013.

The next significant change to the Prep Campus was the construction and opening of Garrigan Gym in 1929. It was dedicated to William A. Garrigan, a popular St. Joseph parish priest. When it was built, it was considered the best gym in the entire city. Mr. Scott, who is the Director of Diversity and attended Prep as a student, has seen many of these campus changes happen. Mr. Scott said, "At the grand opening of Garrigan Gym, it was such a big deal, and people from Hollywood even came up to see it!" Though it is relatively small compared to Prep's current gym, it was the biggest city at its time. The

gym was so tiny that Prep did not really host home games there at all.

In 1952, Prep added a south wing to the gym, which housed a chapel, six classrooms, a locker-room, and a cafeteria. The two buildings were connected to each other. This wing is known as "Christy L". The building received that name because of its L-shape and because it is named after Fr. Christopher "Christy" McDonnell. About thirty years later, the south wing was renovated and became what we now know as McDonnell Hall.

In 1966, a façade was built in front of Adelpia Hall and the roof of it was flattened. The façade was taken down shortly after, and the large cement wall of McDonnell Hall is where it used to be. The gymnasium's front wall is synonymous with Seattle Prep, as it proudly displays the school's name and features the ever-changing ivy.

Another significant change to Prep's campus happened in 1979 when the Jesuit residence became part of the Prep campus, which was named Peyton Hall.

This hall got its name because it was named after a family of donors to the school who sold farmland to support Prep. Now that Peyton Hall is AMH, they named the Peyton Plaza in recognition of them. Peyton Hall stood precisely where the current Adelpia Hall is. Peyton Hall was demolished in the construction of Adelpia hall in 2014.

Garrigan Gym stood until 1983 when the McHugh Gymnasium opened up and is still used as Prep's primary gym. The old gym eventually was turned into the Healy Chapel and Theater.

Also, 1999 was a big year for the Prep campus. The underground parking garage and the St. Ignatius building both opened that year, which is primarily used for Collegio and theology classes. Also, St. Ignatius statue was installed in the plaza. Iggy is only 22 years old! The Mary and child statues would come later in 2015.

From 2007 to 2015 is when the campus became what it is today. During those eight years, Adelpia Hall was renovated, and the Healy Chapel and Theater, Rudolph Playfield, the Lee Family Arts Center, the Ohno Field at Montlake, and the Our Lady of Montserrat Chapel were built. Liz Brennan, the Director of Development at Prep, has fundraised for these campaigns. She loves our campus, especially Our Lady of Montserrat Chapel. She said, "Of my legacy at Seattle Prep, I am most proud of being a part of building the chapel." With plans to add another building to Prep, who knows what's in store for the future of Prep's campus.



The Seattle Prep Campus in the Mid 1990s. The area that is now the plaza was used as a parking lot.

What's Up With the Prep Greenhouse?

ABBY WILWERDING '22
Staff Writer

One overlooked feature of Prep is its greenhouse, located on the third floor of McDonnell Hall. Built in 1984, it has been used by students and faculty alike for numerous educational and practical purposes. When the science floor in the old Adelpia building was totally redone, the greenhouse was installed.

"It was included in the plans during that renovation to be available to biology classes that were working with plants and other such botany investigations" explained science teacher, Mr. Niggemeyer.

Mr. Meza, also a science teacher, remarked that the "greenhouse was used regularly as part of our Biology curriculum. We had students actively working on Bio labs involving plant growth. Most labs were student-designed, & class time was given for students to record data."

It was used for several years for the "Plant Project" during sophomore biology. However, the science teachers agreed that it wasn't used as much as they hoped.

Niggemeyer explained that the greenhouse often got too hot for "optimum plant growth" especially in late spring and summer.

It's currently not being used by any science classes, but instead by Campus Security Monitor and well-known favorite of Prep, Mr. Chism.

When asked what inspired him to start using the greenhouse, Chism explained how his grandfather was a farmer in Aylett Virginia, just outside of Richmond. He grew tobacco and a variety of vegetables. Reminiscing about his great memories of spending his summers in the fields with him, he decided to keep it up.

"Besides, there's nothing better than fresh vegetables or the smell of sliced crispy cucumber in the house" he added.

The best thing he's planted is zucchini, "when it starts growing you can't eat it fast enough."

In successful years, he's even been able to share his harvest with his neighbors. He encourages anyone to try gardening, because of the rewarding



Photo: ABBY WILWERDING

The greenhouse on the third floor of McDonnell was originally built to house plants for student biology projects.

process of watching plants go from start to finish.

Aside from Chism, the past janitorial staff has used it to grow plants and herbs. It was also used to help start plants that would later be moved out onto the prep campus once they grew. Clearly, the greenhouse has been enjoyed by the Prep community, and will be continued to be cherished in the future.

Found on
Campus!

Uncovering the Ideology Behind AP Classes at Prep

GABBY STUART '22

Staff Writer

AP, advanced placement. The premise of these classes is widely known, although, at Prep they are only taught to juniors and seniors. The purpose of AP classes is to introduce students to the rigor of college classes and give students the opportunity to earn a college credit. With the exclusion of AP Computer Science, AP Sciences, and AP Math that require prerequisites, Seattle Prep offers majority of the AP classes senior year. But, why is this the case?

The main reason why most AP classes are provided solely senior year is because Prep strives to educate students, as Vice Principal of Academics Ms. Kheriaty noted, “in the Jesuit tradition.”

This means teaching the person rather than just providing a course for college credit. As Kheriaty said, “we strive to teach students how to think, and focus on the process of learning and growing.”

Going through high school is about more than simply taking hard classes. Prep wants to help students stretch their minds, so they are ready to expand into a college curriculum after graduation. To exemplify these values, Kheriaty notes, “freshmen, sophomores, and junior English and Social Studies curriculum is taught through our carefully designed, integrated Collegio classes.”

Collegio is a key representation of what it means to go to Prep. By mixing multiple subjects together, connections are formed. These connections incite analysis and a deeper understanding of history and English subjects. Collegio also plays a role in the graduation requirements of a Seattle Prep student. When referring to the

graduation requirements at Prep Kheriaty described, “There is little wiggle room in their schedules to take elective courses and ensure that they meet the requirements both of Seattle Prep and Washington State.”

Kheriaty said, “students do begin taking APs sophomore year when it is an appropriate fit.” This includes science classes, math classes, and other electives that fit

teacher Mrs. McCorriston describes that the path towards AP Chem is especially helpful because “you can take regular chemistry as a sophomore and it is harder in chemistry to skip a year.”

AP Chemistry expands upon topics taught in honors chemistry and in turn the chemistry course is transformed into a two-year class. McCorriston believes that hav-

cause according to the College Board this is a semester long course but Prep and lots of other high schools offer it over a year.”

The purpose of offering this class over a year is to go into greater depth on the topics. Healy described how it may be possible for students to take this class along with the standard Collegio class: “it could be possible but it would really depend on the ways in which this course builds upon some themes from junior Collegio.”

AP Government, along with a lot of the history-based AP classes, expands upon topics and ideas discussed in the Collegio class. The ability to take AP government also depends on a student’s schedule and the courses that they are already taking. Time management is a key factor in taking AP classes and is a skill that needs to be established before taking on the challenge.

When describing the rigor of AP Government, including the homework load and complexity of topics, senior Bobby Larson said, “it is a lot like a Collegio class in terms of workload, this means 30-45 minutes of work a night.”

AP Government is a manageable class for many students and is often described as “not overwhelming” and “fun!” Senior Natty Poppe also noted that, “the information is straight forward.”

Lastly, Senior Cate McNett said that she enjoys AP Government because, “everything is happening here and now.”

As for what the future of AP classes at Prep looks like, Kheriaty said, “we are currently working on a plan which will allow for a bit more flexibility in student schedules, and we are also considering whether we should add new AP courses.”



Photo: MAYA SHIELDS
Students in AP Environmental Science

within a student’s schedule and meet their needs as a scholar. The rigor of Prep is based upon more than just classes, it is about in depth understanding and the creation of learning habits that will last a lifetime.

AP Chemistry is one of the AP classes that can be taken during Junior year after the completion of honors chemistry and at least a 90% in the class. AP Chemistry

ing AP chemistry as an option for juniors is critical to establishing a solid understanding of chemistry and helps students develop scientific skills that easily translate to college.

AP Government is an AP class solely offered to seniors. When referring to the work load of her class, AP Government teacher Ms. Healy said, “the work load for AP Government is more manageable be-

Origins of the Grad at Grad

document and are an integral part of Jesuit education at many different high schools. “It is incredibly exciting to share that mission with over 80 Jesuit schools across North America,” said Principal Dr. Luby.

The Grad at Grad characteristics are built directly into the curriculum and teachings at Prep. From school retreats like Urban Plunge to the theology classes students take each year at Prep, the five different characteristics can be found in almost every aspect of life at Prep. “All of Prep’s programs are designed and implemented to promote our mission of forming discerning, transformational leaders who embody the

Grad at Grad values,” said Luby.

One aspect of the Grad at Grad teaching that sets Seattle Prep apart from other Jesuit schools is the collegio model. Prep is one of the only (if not the only) schools in the country that offers Collegio. The class combines history, theology and literature and promotes each of the five Grad at Grad characteristics through projects like United Nations and theological debates and discussions. “Prep students uniquely are encouraged to be intellectually competent by forming connections across disciplines, which is inherent in the Collegio model,” said Father Rallanka.

But it is not only the classes at Prep that are tailored to these Grad at Grad characteristics. “Every teacher at Prep, to the best of their ability, strives to integrate, teach, and embody all five of the characteristics of the Grad at Grad in their teaching,” shared Father Rallanka.

By the time each Prep student reaches the end of their senior year, their four years at Prep will have shaped them into people who are not only intellectually competent, but open to growth, spiritually alive, loving and committed to justice.

CARA WEIGAND '21

Staff Writer

The “Grad at Grad” characteristics are an integral part of life at Prep.

The five characteristics—Open to Growth, Intellectually Competent, Spiritually Alive, Loving and Committed to Justice—were originally created in the early 1980s by a small group of international Jesuits and lay colleagues. The group came together and created a document entitled “The Characteristics of Jesuit Education” in order to explicitly state the unique qualities that make a Jesuit education what it is. The Grad at Grad characteristics come from this

Registrar, Ms. Andrews, Explains Prep’s Scheduling Process

PAIGE STANLEY '21

Editor-in-Chief

Often, students focus on the front end of Seattle Prep – their teachers, classmates, coaches, etc. – but what goes on behind the scenes? Registrar and Assistant to the Academics Office, Mrs. Elizabeth Andrews (Prep Class of '97), has a large impact on students’ everyday lives at Prep.

When asked to describe her responsibilities as registrar, Andrews said, “I organize the grades and transcripts, coordinate testing such as AP Exams, PSAT, and Final exams, and help schedule classes.”

Building schedules is the longest process of the year for Andrews. She starts the process in December and finalizes student schedules in July. Starting in winter, teachers provide class recommendations, and students turn in their course requests. Next, Andrews explained, “we work out a huge puzzle of placing the classes into the right day and time to try and get the students

as many of their first-choice classes as possible.”

Andrews feels a lot of satisfaction when schedules finalize, and students are happy with their schedules for the following school year. However, schedules are not the only long-term project that the registrar’s job entails. During the year, she also coordinates back-to-school nights, PSAT testing, Semester 1 finals, AP exams, re-enrollment, and working with incoming freshmen placement testing. With the many events needed to be scheduled, accommodating requests for class changes, building schedules, and conveying information to students, Andrews is “pretty busy most of the year!”

As an alumnus, Andrews enjoys seeing the similarities and differences of what Prep was like when she attended in the late '90s. Another favorite part of her duties is “hearing from alumni who need their transcripts for new jobs or education opportunities.” This part of her job allows her to have a long-lasting impact on the students

of Seattle Prep and gives her an insight into the success of alumni. Andrews also enjoys the collaborative aspect of her big projects through managing all data in Veracross with other members of the administration staff and business office.

One administrator Ms. Andrews works closely with is the Assistant Principal for Academics, Ms. Kheriaty. They meet regularly to work on big projects together, including the master schedule, testing, events, class changes, etc. Overall, they “collaborate on the systems and processes we have in place to help support all academic programs, classes, and teachers at Prep” (Kheriaty).

Kheriaty also explained the administrative support Ms. Andrews provides as Assistant to the Academics Office. She said, “Ms. Andrews supports my work in many areas, including managing Academics Office communications, JotForms for things like course selections, appeals, course applications, AP exams, and graduation data,

and she coordinates academic calendars and schedules.”

Like other faculty who are Prep alumni, the Prep community draws Andrews to her job as registrar. She summarized her favorite part of working behind the scenes at Prep as, “Prep has a great community of teachers and administrators and, I really enjoy working with them.”



Photo: JANE HURLEY
Mrs. Andrews in her office in Ignatius

Sophomores Grow, Learn About One Another on Retreats

MARGOT GWYNN '23
& NICK PICKEL '23
Staff Writers

This year, both the Young Women's and Young Men's retreats took place during the last weekend of January. Although the schedules for the retreats were different, the intent of the programs were similar.

The Young Women's Retreat was a six-week program and began with students and leaders meeting on campus for a two-day in-person session. The leaders, rectors, and students participating in the retreat then joined Zoom every Friday night at 7:00 for four following weeks to continue the experience. The Young Women's Retreat ended with a final in-person closing session on Friday, March 5th. The retreatants listened to speeches by upperclassmen leaders and participated in small group activities, reflections, and discussions on a variety of subjects.

In both retreats, the sophomores discussed and explored topics of "identity, body image, mental health and wellness, self-care, healthy relationships with romantic partners, healthy relationships with peers, sexual assault/consent, and wider societal messaging around gender/sex," said Ms. Ford, an adult leader of the Young Women's Retreat.

The Young Men's Retreat was held the same weekend, with two days of in-person sessions. The retreat integrated a physical aspect well as an emotional/mental aspect into the retreat.

Dr. Rosellini, an adult leader of the Young Men's Retreat said "We also believe that participating in activities together (e.g. organized activities such as paintball, high ropes, dirt bikes, archery; as well as less organized – simply being outdoors and having fun whether it be shooting hoops or going for a walk, or getting on a swing) helps in building community as well as improving well-being."

Ford said "I think it's important to have a retreat program that invites students to reflect on their identity as it relates to gender, sex, sexuality, race/ethnicity, etc. and the sophomore year seems to be the



Photo: SEATTLE PREP COMMUNITY MINISTRY
Sophomores on the Young Women's Retreat during small group time. The Young Men's and Young Women's Retreats offer students a chance to bond with their class mates while learning more about themselves.

right place for that kind of retreat in terms of where students are at developmentally and in their relationships with their peers."

COVID provided several hurdles for the planning of the retreat this year. "YWR was not able to find a facility that worked for our schedule/had COVID appropriate safety measures in place for an outdoor activity time," added Ford.

The sophomores appreciated the opportunity to spend time with classmates in a world of separation.

"I truly saw my classmates in a new light and it instantly reminded me that we all never know what someone is going through behind closed doors," said Audrey Hamblett '23 about how the retreat affected her. "Whether we know the details or not, we are called to support one another and create connections."

Nicolas Olivar '23, believed the Young Men's Retreat lived up to its mission, and said, "It helped me realize that no man should be afraid to be themselves and that they shouldn't feel pressured to live up to any masculine stereotypes."

"I think since so much of the re-

treat focused on equality and standing up for ourselves as women, we should, in the future, be allowed to partake in more physical activities and get outdoors more, while still making time for connecting with our emotions," offered Betsy Green '23.

"I got to not only know my classmates better but also grow and acknowledge certain parts about my own identity that I had to come to terms with," added Cian Trinen '23.

Despite the challenges presented to the upperclassmen leaders with this year's retreat, they dedicated great time and effort in to making it the best experience for the sophomores as possible.

"They stepped up immensely and were so flexible/adaptable to all that was thrown at them," said Ms. Newman, the other adult Young Women's Retreat adult leader.

"From what I could tell, it definitely exceeded our expectations. The sophomores in my group were really open to sharing and seemed like they got a lot out of the retreat," said Charles Pehl about the experience.

New JUG Program Offers Chance for Community Betterment

MAYA SHIELDS '21
Staff Writer

Every Prep student knows what one would find if they wandered up to the sixth floor of Adelphia after school: "JUG master" Mr. Mitchell signing kids in for an hour of service to the community as consequence for a rule broken throughout the day. While the location of JUG has changed, its core principles have not: community betterment.

While many may see JUG as a punishment for chewing gum or being late to class, its ultimate goal is to provide a time for reflection of one's actions.

Virtual JUG now takes place before school and consists of activities like writing letters to loved ones - a step-up from wiping down every desk in Adelphia Hall.

One of the most meaningful things about JUG is how it is open for personal interpretation, each student has a different experience and controls how they allow that experience to shape them. For example, one senior had virtual JUG this year and said that her experience was "valuable because

instead of doing mindless work like cleaning, we were spending the time attempting to connect with someone or learn something new."

For her JUG period, this student chose to read a local news article and reflect on its contents. "I would say this had a posi-

"There is an opportunity to learn and grow from the experience, but you get out what you put in."

itive impact on me because usually I would've learned basic information about this on the news, but now I had a deeper understanding about these situations" she reflected.

In contrast to this, another student had a very different experience in JUG, one that was not found very valuable. This student received JUG after skipping class for mental health reasons - and feels that her

side of the situation was very overlooked. "If I had a doctor's appointment for a broken leg, then I wouldn't have gotten JUG," she speculated.

After more reflection on her JUG experienced, this senior offered her advice: "I think as a second semester senior, they should not give JUG because it taught me nothing other than just made me resent Prep more."

At the end of the day, both literally and figuratively, JUG can be a true opportunity for growth, one of the things valued most at Prep. And while its reputation may give it a bad rap, JUG will always be what a student makes of it and can come with as many hidden values as one seeks out. As one senior put it best, "there is an opportunity to learn and grow from the experience, but you get out what you put into it."

ASC Living Experience Explained

NATALIE NOWAK '21
Online Editor

The Alumni Service Corps (ASC) was created five years ago with the intent to create a live in, service-oriented internship for Seattle Preparatory Alumni. Prep Students are familiar with the role of the ASC on campus, in their classes, and at practices, but what many don't know much about is the living experience.

Seattle Prep has owned the house across the street for over thirty years and Mr. Meza explained that when researching other Jesuit schools' alumni service programs, every single one contained a live-in experience, so naturally the house across the street shifted to what it is today—the ASC house.

The current ASC members—Seth Chism, Helen Johnson, and John Ostrander—shared how they were not particularly close in high school, so working together was a totally new experience, let alone living with each other. Johnson shared that she felt they were starting from the beginning as she "had no preconceived notions about what either of them would be like. Plus, SO MUCH growing is done in college, none of us resembled anything close to the people we were in high school."

Ostrander added that, "Living with people is very different than being friends or classmates. It is an intimate experience where you learn a lot about each other... That has been fun to see how much we have in common given our shared experience at Prep despite the fact we might have thought we were different back then."

Just like any household, each member usually assumes certain roles. The three ASC members highlighted each other's roles in the house. Johnson is the primary chef of the house, Ostrander is known as the early riser, and Chism is famous for carrying his speaker around the house and listening to music. While they each assume separate roles, work at different times and teach different classes throughout the day, one thing they always wrap up the day with some quality Grey's Anatomy binging.

Ostrander shares how, "every relationship has its unique energy" making the three of them feel very lucky to have had the opportunity to live together the past year.

Aside from the opportunity to reconnect with old classmates and build more intimate relationships through work and living, the ASC members share how the convenience of the house is a bonus.

Each shared how in college, when something broke in their dorm or apartment, landlords were not quick to fix it. The Seattle Prep custodial staff have been on standby ready to assess and address any plumbing or maintenance issues that arise in the house.

Additionally, the 30 second commute from work is an obvious perk of the job and the house. The ASC members can quickly stop at home in between classes, for lunch, a break, or to grab something they may have left in the morning. This not only saves them time, but also gas money, as Johnson pointed out.

The convenience, financial benefits, and intimacy of the ASC house make the year of service at Prep even more special. Highly influenced by their experience with the living accommodations, all three ASC members absolutely recommended the ASC program to future Prep alum.

ABBY ALLEN ‘21
& MAYA SHIELDS ‘21
Staff Writers

To this day, one of Seattle Prep’s most guarded secrets is the delectable cafeteria cookie recipe. Developed by Chef Kenyetta Carter, the Seattle Preparatory cookie recipe continues to have students rushing through the hallways to secure a cookie for lunch or an after school snack.

After receiving her degree in Food Science and Production Management, Kenyetta Carter spent six months in Tokyo for an internship. Now, she has been in the restaurant industry for over thirty years and has served as a chef for the last nineteen years. She “came to Prep to add another facet of food service” to her life. One day, a lightbulb went off for her: “I had this thought of ‘uninstitutional’ institution meals.” Thus, her goal to make school lunches more satisfying and fulfilling was born.

The chocolate chip cookie was one of her first recipes implemented, as the “smell of freshly baked cookies wafting

How the Prep Cookie Crumbles

through the halls was appealing.” The initial recipe produced 100 cookies, but they quickly became so popular that she worked with the rest of the cafeteria staff to increase the batch size and ensure consistent quality. Now, “the recipe is one of the best kept secrets of Seattle Prep.”

Though she cannot offer readers the exact cookie recipe, Carter shares tips for the at home cookie baker. After mixing the dough, chill it for 24 hours to help the flavors to “marry.” Next, try adding a few grains of sea salt to the tops of your prebaked cookies. To produce flatter and crispier cookies, add more white sugar, as opposed to brown. To produce more caramel-like cookies, add more brown sugar, rather than white.

Seattle Prep continues to be “wowed” by these delicious treats. While the Seattle Prep community won’t agree on everything, they can agree that nothing is better than a delicious cookie from the Smith Cafe.



Photo: KENYETTA CARTER

An up-close image of freshly baked Seattle Prep chocolate chip cookies, straight from the oven.

Seattle Prep’s Haunted History: Students Speak out on Spooky Sightings

CECE BROWN ‘21
& TESSA ZINK ‘21
Editorial Staff

Some of the scariest things at Prep are JUG, UN Notecards, and the JRP, but something even spookier is that Seattle Prep is potentially haunted.

“Spooked in Seattle” is a book written about different places and areas that are creeping with paranormal activity. One of the many places listed is Prep. Previous to Prep settlement and founding, the land was operating as a cemetery the Holy Cross Cemetery. However, the land was discovered to be unsuitable to graves and only held 100 burials. In 1893 the land was vacated, and the burials were moved to Calvary Cemetery in 1905. In the book it is reported that students have seen ghosts walking through the halls. It also stated that the lights flicker when students make fun of the spirits. according to the book, the library is the most haunted area of the school.

The book said “students and staff have seen books fly off shelves and dark figures standing in the aisles that disappear when looked at directly.”

Spanish teacher Senor Martin recounted a time that he thought he could have been experiencing something paranormal. While he was alone at Prep on a Sunday, he heard a suspicious noise from the floor above him. Thinking it was nothing, he continued to head up the stairs until he heard it again. He thought he saw a light flash out of the corner of his eye, but still didn’t think too much of it. While he was walking back to his classroom he reported, “what seemed to be the sound of footsteps. As I stopped in my tracks to see if I was just hearing things, I looked up the stairwell from the third floor and NOTHING. Total silence.”

After feeling a little spooked, he said that “the lights above me on the 4th floor turn on and they only work when they sense something.”

Resident paranormal experts

Brighton Reed ‘21 and Dario Cababa-Wood ‘21 did further research into the history of Prep and found a story about a woman named Mrs. O’Brien who immigrated to Canada in 1862. Her husband promised to bury her on Irish soil, so when she passed away, she was buried in Canada in soil from Ireland. The O’Brien family moved to Washington and Mrs. O’Brien’s body was moved to the Holy Cross Cemetery. Mr. O’Brien was then buried next to her when he passed. When the city ordered for the cemetery to close Mr. and Mrs. O’Brien’s convinced Bishop O’Dea and they agreed to move the graves along with the soil, to Calvary Cemetery.

The library has had numerous events happen that are noted in the book. The instances noted were all given to the authors of the book by former students. However, senior Zerelda Mauricio, shared the haunted experience she had during the freshman retreat. Her small group was placed in the library for the overnight stay.


“I had the unfortunate privilege of waking up at around 3 to 4 in the morning. Knowing that nobody would be awake until 7 or so, I originally tried to go back to bed.” Mauricio attempted to cure her insomnia by walking around the library and eventually sat down at a table directly across from the conference room. “While I was sitting in a library chair, rocking back and forth because I had nothing better to do, I saw my reflection. Or, at least, I thought I did. Standing directly where I was supposed to be was the faint silhouette of a person. It didn’t move, there were no noises, and for some reason I immediately felt like it was looking back at me.”

The next morning, Mauricio had the realization, “wasn’t I sitting?” She asked everyone who had slept within the conference room if anyone had woken up to stretch. “Everyone said no.”

They Call this “Collegio”

If some unknowing individual were to happen upon the second floor of the Seattle Prep-Matteo

Ms. Garrison explained to this unknowing individual that Collegio is a new concept, designed to avoid



Collegio students meet in large group to listen to presentations by guest speakers and by regular teachers. They then split into smaller groups of 12 or 13 for individual work.

Ricci Faculty house during school hours, said individual may encounter dozens of beaming adolescent faces bustling about; several harried Jesuits doing same, blaring rock music, and strange roadsigns pointing out cryptic directions (example: Kolchakers).

After reviving the visitor, some knowledgeable soul would have to explain the phenomenon: Collegio. In this instance, the knowledgeable soul came in the person of Faculty member Ms. Margaret Garrison.

the needless and time-consuming repetition and review of basic learning material in the break between high school and college. Collegio is a two and one-half to three hour class integrating English, History, and Religion; The classes meet in sections of 50-75 students for large group presentations, then break into groups of 12-13 for smaller group and individual work. To coordinate this multitude, three teachers and three assistant teachers (present Prep Seniors) staff each collegio session.

Great Minds Combined: The Collegio Approach

EAMON MOHRBACHER ‘24
Staff Writer

What do Xavier, Gonzaga, Loyola, and Bellarmine have in common? You may be thinking March Madness, but they are the Freshman collegios at Seattle Prep.

Collegio is a unique class that combines English, History, and Theology in an environment that helps students make connections between subjects.

According to collegio teacher Mr. Matt Barmore, the idea “started in the mid 1970’s when Seattle Prep collaborated with Seattle University to create the Matteo Ricci Program. Students went to Prep for 3 years and then Seattle U for 3 years, graduating with a BA in humanities. Barmore said, “Collegio was created to integrate subjects and skills to 1) allow for integration and the development of higher order thinking skills, and 2) eliminate some of the redundancies that occur in high school so as to allow students to matriculate from high school into college after 3 years instead of 4.”

According to “They Call This Collegio,” a 1975 Seattle Prep Panther article, collegio was designed to limit repetition in subjects between the high school and College level. There are obvious similarities between the first year of Collegio and today, such as a block schedule, lots of group work, and integrating English, History, and Theology. The original block was 2.5 to 3 hours long. Class sizes was larger at 75 students, compared to today’s 50 with three teachers and three aides. Around 2004, the program evolved, requiring only an English and history teacher in charge of each class.

Collegio teacher Mrs. Jill Vincenzo pointed out, “A major priority is making the curriculum more diverse.

It’s really fun to teach jointly like as part of a teaching team. I learn something every day from my teaching partners. Sometimes that’s content. Sometimes it’s a teaching strategy. Teaching is always better when you can collaborate with someone, and we do that every day.”

Vincenzo’s Gonzaga Collegio teaching partner, Mr. Matt Butler added, “It is a program that is really quite unique to Seattle Prep, and I really appreciate how it runs counter-cultural to the prevailing momentum toward test-driven curriculum.”

A class of this size that involves so many moving parts cannot be without challenges. Butler expressed, “One big challenge is the commitment of resources it takes on the part of the school.”

When asked what challenges he recognized, Barmore shared, “The number of students in a class and trying to decide the material of most worth. You can’t teach it all.”

All teachers agreed on one thing: the advantages of this approach to teaching and learning far outweigh the disadvantages. Vincenzo agreed with her colleagues and summed up, “The biggest challenge is also the biggest advantage: Collegio is a multidisciplinary course which requires a lot of collaboration between teachers.”

“When teachers can collaborate and approach the material holistically, the wonder of integrated learning across subject areas is a thing to behold. The BCM -- “beautiful Collegio moment” -- is one of the joys of any Collegio teacher’s job!” according to Butler.

Whether it’s diving into ancient history, analyzing “The Great Gatsby”, or pondering religions throughout the ages, Collegio offers a collective experience that leaves one thinking.

Photo: SEATTLE PREP PANTHER
A 1975 article about the first year of Collegio.

Teacher Feature

Stepping into Mr. Niggemeyer's Shoes

Gael Loor '22
Staff Writer

Mr. Mike Niggemeyer, or Mr. N, has been working at Seattle Prep for 44 years. He originally started out in 1977, when he was 24 years old, "not much older than students" according to Niggemeyer.

Niggemeyer attended Gonzaga University for five years. It was in a class at Gonzaga where he met someone who was working at Prep. He was informed of an open teaching position and went straight from college to teaching.

Over the years Niggemeyer has taught Chemistry and Physics, as well as being the head-coach of basketball, track and field, and cross country. This year would be his 3rd year teaching part time, however this year he is teaching both Chemistry and Physics, whereas last year he only taught Chemistry. With the pandemic came the transition to online learning. A learning curve for many teachers, including Mr. Niggemeyer, was adjusting to the use of technology to teach their

classes, adding "When I came to Prep, we didn't have computers and the Internet did not exist." However, Mr. N agrees that technology has its benefits, such as looking up science charts and data.

Teaching in a pandemic is tough because teachers aren't together with all of their students. Mr. Niggemeyer adds, "[it's] hard to [teach] when looking at half the people through the screen and the other half here [in class]." People took for granted being together all the time, and "COVID showed the significance of it." With the transition to hybrid learning, Mr. N has been adjusting to what he refers to as the "Zoomification of America and planet earth" (turning everyone into what he calls "Zoomies"), OneNote and Teams.

In addition to adjusting to the technological curve of online learning, during the pandemic Niggemeyer has been leading a healthy lifestyle. He goes on powerwalks with his rescue dog, Sammy, reading, watching TV, and "eating Keebler Fudge Striped Cookies and Tillamook Mudslide ice cream."

Niggemeyer spends time with fam-

ily, "but its been hard to do [because of COVID]." Mr. Niggemeyer also mentioned how he has picked up photography, adding on "I'm still trying to figure out what I want to do when I grow up...maybe a world class photographer."



Mr. Niggemeyer

By Bill McKinnon
Mr. Mike Niggemeyer is a promising new Unified Science teacher. After graduating with a bachelors degree in biology at Gonzaga University in 1975, he began taking courses in teaching.

His first teaching job was with fifth graders at Logan Elementary School in his home town of Spokane.

When asked what his future holds, he says that he is not quite sure about his plans. He does plan to stay on here teaching for at least the next two years and then maybe move up to teaching at a higher level.

— Panther photos by Pat Daly

Archived *Seattle Prep Panther* article introducing Mr. Mike Niggemeyer after his hiring in 1977.

What Draws Them Back Prep's Community of Alumni Teachers

Delphine Mock '24
Staff Writer

Seattle Prep has a large community of teachers who are alumni, and this sets us apart from many other schools. Attending a high school and then returning to teach there provides a different and interesting perspective that is often overlooked.

Ms. O'Brien who graduated in 2013 and now teaches science said, "It was an odd feeling when I first came back to Prep not as a student. The faculty and staff were very welcoming though and it was an easy transition..."

Mr. Meza, class of '92, began teaching science at Prep right after college. He highlighted the fact that he was working alongside many of his former teachers. "I started back right out of college! Only 4 years had gone by & now I was teaching & learning right alongside my former teachers

- & so many of them! Senor Café, Mrs. Sullivan, Ms. Ritchie, & many more! I had just had Mr. Niggemeyer for Physics my senior year & now I was teaching Physics alongside him in the Science Department. It was equal parts out of body experience & best situation ever. It did not take long to recognize that we were all in this together."

Many students fail to recognize that many of our teachers were walking down the same halls as students not long ago but, there has definitely been some significant changes since then. Some of the halls that we walk down now weren't even here yet! When asked how Prep has changed, all of the teachers interviewed brought up the physical changes to the space.

Meza highlights how he used to park right on top of Ignatius 103. Another thing that multiple teachers mentioned is how technology has been implemented into our learning so much more. Prep's teaching has progressed with modern technology, "If you had told me that students would be sitting in Collegio classrooms and every kid would have their own surface for class, my mind would have been blown. There are so many benefits to teaching social studies when modern technology is more connected to the world via the technology at their fingertips. I hope that we continue to harness the power of developing technology in our classrooms" said Collegio teacher Cait Slack.

Most importantly, the teachers talk

about how their time at Prep greatly impacted and benefited their career and life. O'Brien talked about how the educators at Prep's passion for teaching and learning is what inspired her to go into education. It's important that as students, we know that the teachers can relate since they were high schoolers once too.

Slack said one of her favorite parts of Seattle Prep was, "the emphasis that my own teachers always put on relationships with students. I always felt like my teachers cared about me as a person and understood that I had things going on in my life outside of being a student. I try to bring that same mentality to my own teaching and hope that my students see that they are valued as whole people." All the teachers shared the same feeling that going to Prep shaped who they are as an educator and lastly Slack shared, "I can't wait to reach a point where my former students are teaching with me!"

The Art of Making Art



Photo: COURTESY OF ANNE PETTY
A work of Mrs. Anne Petty entitled "The Wanderer."

Alex Gardner '24
Freelance Writer

Prep teachers, Mrs. Anne Petty and Mrs. Melissa Dold, also have careers outside of their jobs at Prep as professional artists. Both regularly have shows of their art in galleries around the Seattle area.

Petty has loved art from a young age, significantly inspired by her parents, both of whom are artists at well. She went to Missouri State where she received her BFA in painting and drawing and then to the University of Washington where she received her MFA in painting, and then to Boston College where she received her MFA in painting as well. Dold's work strives to address how we, and our environment are impacted by climate change in the way she positions humans and

animals in landscapes that capture an anxious and melancholic mood through scale, color and atmosphere. Dold's work is mainly about her own experiences and she often creates visual stories that can lead to endless possibilities.

As artists, the ways in which Petty and Dold connect with their art significantly impacts how the view and interpret it. Petty personally connects the most with types of art that "speak to the human condition and reveal themselves over time" and it is important to her that this art is "equally about the process as it is the content."



Photo: COURTESY OF MELISSA DOLD
A work of Mrs. Melissa Dold entitled "Tilt."

Dold connects most with art that makes her think- "what is the deeper meaning? What is the narrative? What is happening with the space?" Her paintings cause the viewer to question where the landscape is and

what is happening, and she has hopes that they "reveal a truth through fiction."

When asked what they considered to be the most amazing pieces of art of all time, for both Petty and Dold the first thing that came to mind was Pablo Picasso's "Guernica." This piece of artwork is described to be monumental and signifies the tragedies that took place during the Spanish Civil War. It is an anti-war symbol, and an embodiment of peace.

The best piece of advice that Petty stated had been given to her as an artist was to "experiment and don't be afraid for work to look bad. You have to create bad work to get the good work." Dold shared that hers was to "keep making art no matter what the circumstances!"

Prep's Longest Employed Teachers: Why They Stuck Around

Annie Roske '23
Staff Writer

Prep has been around for 140 years, beginning as an all-boys school and growing into the diverse community it is today. A lot has changed since the doors were first opened, but the one thing that hasn't is the Prep staff's passion for teaching.

Ms. Ritchie, a health teacher at Prep, has been teaching for 38 years. When asked why she stayed at Prep for so long, she replied "I never thought of teaching as a job. I thought of teaching as a vocation and it was something I loved. Each year at Prep brought new joys and challenges...and I always looked forward

to both. My students enriched my life!"

The diversity and community built at Prep drew Ms. Ritchie to stay and continue her love of teaching.

Different experiences mean more reasons to love Prep. "The people - from colleagues to assistant coaches, students to alumni, we are lucky to call Prep home. It became very clear to me early on that I was part of something amazing & larger than myself. The Prep community cares deeply for people and I wanted to be a part of this forever." Said Mr. Meza, long time science teacher at Prep, on why he has stayed.

Working at Prep for a while means

making memories with students and fellow teachers. "Unfortunately, we lost two students in a car accident one year. That was so sad and shocking. I still think about Amy and Alex." Said Ritchie, "A happy memory is when I was coaching the girls' basketball team and we qualified for the state tournament for the first time with a shot at the buzzer."

Prep's many traditions is where Mr. Meza found a core memory, "Watching our school cheer on freshmen dancing awkwardly on the gym floor at Back to School assemblies - such a great reminder that students care for other students!"

A lot can change in 38 years, but ac-

cording to Ritchie, the campus changed the most. "The most obvious change is the physical campus. Our current plaza and Ignatius used to be our parking lot. The block schedule is another welcome addition. We had a crazy schedule before that. The quality and diversity of our faculty and staff continues to inspire!" She said, upon reflection of her time as a panther.

Being a Prep Panther means a lot, but for the teachers and staff, it only means more. The family at school makes Prep difficult to leave behind.

From All-Boys to Co-Ed: Prep's Historic Transition

KELLY MCGARRY '22

Staff Writer

Seattle Prep is well-known for being both a Jesuit and co-ed high school. Although many are aware of the transition from all-boys to co-ed in the seventies, there are hidden facts and stories that only a very few people know.

Prep was founded in 1891 and started off as a school with a handful of students, and some of them were female. While many Jesuit schools, especially those on the East Coast, continue to be all-boys, Preps transition was seen as a progressive reform. According to Seattle Prep President Mr. Kent Hickey, it is thought that Prep was "the oldest or the first Jesuit institution in the entire nation" to be co-ed.

In 1905, The priest who was in charge of this small co-ed Catholic school asked the Order of the Society of Jesus or the Jesuits to take over. Since Jesuit institutions are historically male-only, they no longer accepted new female students on campus.

For the next 70 years, Prep would remain male-only; this changed in 1975. Prep made the revolutionary decision to start accepting girls into the student body. Although all-boys Jesuit schools around the country normally went co-ed because of low enrollment, this was not the reason for Seattle Prep. Seattle Prep President Kent Hickey revealed that there were "less and less Jesuits that they could enroll in their school" and that the Jesuits were planning on closing one of the four Jesuit schools in the Northwest unless they "do something interesting and different." This led to Prep accepting girls into their classrooms.

There were only four pioneering female students in the 1975 to 1976 school year, with a couple more female transfer students. There is an article titled "Prep Celebrates 25 Years of Coeducation" in the Seattle Prep Panther dating back to 1999. It is stated that many of the boys were strongly opposed to the transition from being all-boys to co-ed, even when other Catholic schools like Bishop Blanchet already made the transition. This was mainly because there was more emphasis on academics, rather than the football team which was very strong in the Sixties: "Not surprisingly, this caused quite a bit of resentment in the majority of the boys, who felt that the incoming girls were destroying Prep."

On the other hand, there were many boys that loved the new environment, and the article continues on to claim that there were many "were willing to sacrifice Prep's reputation as an athletic powerhouse for the benefits of a more diverse student body... the other boys gradually came around, and the women became an accepted part of the Prep community."

HEX Teacher Val Ritchie joined the Prep community in 1981 as the first female gym teacher. She claimed that she "probably wouldn't have had the job" if Prep remained all-boys. She also revealed an interesting fact that when Prep was still an all-boys school, there was a notorious paddle that teachers would hit students with when they misbehaved: "I think when the girls came they tried to hide that paddle and then they eliminated it. It was kind of a famous thing when (Prep) was all-boys."

Seattle Prep's culture also went through significant change through its transition from all-boys to co-ed.

Hickey stated that Prep was "a very male culture" and that going co-ed "does not mean that the culture just goes away or dissipates" and that some of those remnants remained over time.

Hickey continued that Prep's old locker rooms were an example of such remnants of a male culture: "for many years the girls' locker room was much smaller... the locker rooms were a symbol in Prep's transition from single-sex to co-ed has taken decades."

Kathy Krueger, who came to Prep as a Collegio teacher in 1977 stated that she never felt a dominating male culture during her time as a teacher: "I thought that Fr. Healy and Benell were incredible presidents. They worked to level the playing field."

Ritchie agreed to this statement and added on that she did not think it was a male-dominated environment but rather "the culture was a little stifling. We still had not got over the 'who's really in charge'" mentality, but emphasized that "Fr. Healy and Benell were very welcoming and were trying to change the tide for the best"

Through the many changes and transitions Prep went through the decades, Hickey believes that the overall culture has changed for the better: "I'm really pleased with how accepting and welcoming our culture is, particularly towards those that aren't always welcomed and embraced...and value for who they are... it's all in our mission statement, we really believe each person is sacred. When you think people are sacred, you tend to treat them better. Everything is an outgrowth of that core belief."

Culture, Characters, Focus of Chinese Class

AVA PITTS '24

Staff Writer

Statistics show that students who learn a language have more success later in life. Traditionally American high schools have offered Spanish, German, and French as second language courses. More recently, Chinese has increased in popularity due to the job opportunities associated with learning the language. Prep recognized this and introduced Chinese as one of the three language classes students it offers.

So, what makes Chinese different than Latin-based languages students have traditionally learned? Foster Laoshi is the Chinese teacher at Prep. She has been teaching at Prep for 5 years. "Chinese class is different from other languages at Prep because [the language] is not alphabet based," Foster says. "Students first have to learn the Chinese sound system and then learn the characters." The sound system is learned using the English alphabet like when learning Spanish and German. Once this is mastered, students still must learn all the Chinese characters. "The characters have nothing to do with the sound system," Foster says. "So, you have to learn two systems, which is double the work."

Foster grew up in Guangzhou, China, which is where she discovered she wanted to become a teacher. "When I was younger, I was always bad at P.E. There was a time where we had to do a running test," she says. "Everyone finished before me and my teacher left with all my classmates. I was so disappointed that he did not believe in me. I told myself I wanted to become a teacher so none of my students would ever feel like that." Perhaps in a nod to her P.E. past, Foster teaches the traditional martial arts practice of tai chi to students during class.

Natalia Peng, a freshman in Foster's Chinese class, said, "What made me choose Chinese as my language at Prep is during non-COVID years we get to visit students in China, and they come to Prep to visit us!" Foster is hopeful the next China exchange trip can happen for happen in the spring or summer of 2022.

The Chinese program at Prep is steadily growing. As students see the benefits of learning new languages this trend will continue. The opportunities in college and the workforce for those speaking Chinese are undeniable.

Ripped Jeans, Flannels Found in Seattle Prep Fashion Archives

CLARA MALONE '21

Visuals Editor

Throughout the years of Seattle Prep's academic school year, including collegio, the JRP, UN, and many more annual events, fashion trends have come and gone. It's time to look back at the past Prep Fashion trends that took place through the archives of the Seattle Prep Panther.

Back in early 2017, the rule for ripped jeans being in the dress code was a topic of concern for many students. Ripped jeans were in fashion in 2017, and many students felt outraged by the enforcement of dress code. An editorial by alum, Mimi Jurion '17, stated that, "So why is it that everyday girls are getting JUG for ripped jeans? Why should fashion trends be punished? Don't get me wrong, many items of clothing are inappropriate and show too much skin for a professional environment, although ripped jeans do not fit that category."

Fashion at Prep has had its ups and downs with the administration; however, the dress code has not stopped students from showing their true fashion sense. Many students have also been highlighted for their unique or trendy styles. Back in 2019, Victoria Elizabeth Olivera '21, was highlighted for her individuality and aesthetic she brings

Seattle Prep fashion guide:

and more interviews in the issues to come. Voila!


Rex Alcantara

Me: So Rex, How has your style evolved since eight grade?

Rex: My clothes have increased dimensionally and in aesthetic value.

Me: Really? Well how have your choice in brands and colors changed?

Rex: I've worn articles of clothing with camouflage prints since 1993.



Rex Alcantara

I'm really into it.

Me: I must say your outfits seem very put together:

Rex: I am already conscious of the fashion enlightenment I have attained.

Me: How do you accessorize?

Rex: I accentuate my habiliments with goggles.

Me: I like that rolled up pant leg thing.

Rex: Yeah totally, I'm way into it.

Me: Do you look up to anyone at Prep for fashion tips?

Rex: myself


Me: Hmhm...OK...Do you have any advice for those who want to be fashionable but don't know where to start?

Rex: Be original.

Courtney Hutyler

Me: Hey Hutt- How has your fashion evolved since your years at Guadeloupe?

Hutt: Well, back then I just used to wear my dad's pants and my little brother's shirts. But now I am like really into like J. Crew and like Abercrombie and like stuff like that.



Courtney Hutyler (right) with friend Courtney Pleas (left)

nothing to wear when all of the sudden two huge treasure chests, one filled with clingy spandex and one filled with tight unforgiving leather washed ashore, what would it be- spandex or the unforgiving leather?

Hutt: Well that is an easy question SSSPPPPAAANNDDDEEEEXXX! I have been a spandex girl for a long time now due to the fact that I play volleyball.

Me: Really?

Hutt: Yep!

Me: do you have any embarrassing articles of clothing in your closet?

Hutt: Oh Honey where should I start!

Sean Dwyer

Me: Boxers or Briefs?

Sean: Oh, no question about it- Boxers.

Me: Cotton or silk?

Sean: A bit of both.

Me: What brands make up your wardrobe?

Sean: I like whatever looks good but generally I like Eddie Bauer, Abercrombie- you know that type

Photo: SEATTLE PREP PANTHER

A feature on Prep fashion from 1989.

in her everyday wear to school. Another example of a student being featured for their distinctive taste, would be Doyin Best '20, who was shown for her large and trendy collection of shoes of all styles.

Some fashion trends have left, and possibly returned even stronger many years later. In a 1998 edition of The Panther, students were asked how their styles have

evolved since they came to Prep. Many of which, can be seen walking the halls today, such as baggy jeans and flannels. However, it is also noted that some of the styles that were common back in 1998, have not been seen in the halls of Seattle Prep since.

DID YOU KNOW?
The Chinese language does not have words that are equivalent to the English "yes" and "no"!

Prep Jazz Band Reacts to Lockdown and Hybrid Learning

SAM MCGEE '22

Freelance Writer

With the new implementation of hybrid learning, many extracurricular activities at Prep are having re-adjust to in-person learning. This readjustment comes with facing the many new challenges and questions that come with in-person learning. The Prep Jazz Band is no exception to this, facing its own unique challenges and questions that have come with hybrid learning.

Since rehearsing and live performance are no longer an option, the band has had to change its focus from practicing and performing live pieces to learning things easier to teach in a virtual environment. Learning about music theory, jazz history and composition has become a major part of the jazz band experience during quarantine.

Jack Shoemaker '22, who has played in the Band for two years said, “Musicians rely on being together, in the same room, to create jazz. Jazz is a collectively improvised music and to create jazz music while not occupying the same space is really hard.” According to him, virtual learning in the Jazz Band consisted of “writing our own pieces, studying music theory, and studying jazz history”. He went on to say that “The program did its best to cope with not being able to play music together”.

After some initial struggle, the jazz band finally began to hit its stride in regard to how it would function in a fully remote setting, but just as that occurred, the implementation of hybrid learning came to fruition, bringing with it many benefits but also



Photo: CECE BROWN

The Seattle Prep Jazz Band rehearses in a socially distanced format during a recent window class period.

many challenges and questions as to how the Jazz Band should proceed.

Since the introduction of hybrid learning, in-person rehearsals have become a feature of the jazz band once more. Ac-

cording to Ms. Bost, the head of the Jazz Band, the Jazz Band works on a “One week on, one week off schedule”, where there is one week of in-person rehearsals and then one week of composition work. She de-

scribed the in-person rehearsals as “chaotic at times”, but that “it’s working out quite well given the circumstances.” She credits this in large part its due to the willingness of her students. She told me, “I’m proud of my students, they all roll with the punches which helps me roll with the punches”.

Students seem to agree with her sentiment regarding the rehearsals, with Joaquin Galindo '22 saying it “makes something possible that simply isn’t possible virtually”.

However, questions around curriculum have also arisen with the implementation of hybrid learning. Since its implementation, Ms. Bost has had ideas surrounding making specific parts of the subjects initially designed to only be taught during remote learning a permanent addition to the Jazz Band’s curriculum when we return to full, in-person classes.

“We lost things when we transitioned from ‘normalcy’ to quarantine but transitioning back to normal also means we may lose things created during quarantine as well”, she continued, “Things such as music theory and composition might be some of what’s lost.”

While she made no definitive statements on the future, going forward she “hopes to keep a focus on music theory and composition, perhaps even in its own class.”

Though hybrid may bring with it new challenges and questions for the Prep Jazz Band, it seems like, as Jack put it, “hybrid has allowed the Prep Jazz Program to start the second semester on a high note for both students and staff.”

Catching up with Mr. Beyer

EMI NAKATA '21

Staff Writer

Mr. Huntley Beyer, also known as Dr. Beyer, retired in 2019 from Seattle Prep’s Music Department. He was, and still is, well-loved, highly respected, and cherished by the Prep community. He served as the Choir Director and taught music classes for all grades.

Beyer misses the people at Prep, especially now that he does not see anyone outside of his house because of COVID precautions. He misses joking with teachers, his inspiring colleagues, artists that remind him that his “passion around expression and creativity is vital”, and creating things with students full of energy that made him smile and feel alive.

Teaching music classes at Seattle Prep was more than just a job to Beyer, he could “live” music with his students. He got to play with a range of subjects all day and “make something with it, talk about it, reveal [him]self through it, be sacred with it,

have fun with it, be silly with it...”

Beyer hoped to inspire students by letting his love of music shine through him and having fun with it. He had high standards for performances because he believed music was a part of life. It isn’t “a vegetable you had to eat like brussel sprouts”, it should be enjoyed and discovered and should offer some immediate satisfaction, just like life.

He enjoys listening to Romantic and Impressionistic classical music because “you think you know where you are in music, you know where center is, but this music moves what is home around so many times you’re completely lost, and loving it, so immersed are you in feelings of possibilities and recognitions.”

One of his most memorable moments was when the choir, his friend, and the pianist, Bob Kechley, were rehearsing the French carol “March of the Kings”. A student noticed that the carol sounded a lot like the Imperial March, the Darth Vader theme from “Star Wars”. Kechley embellished the arrangement by playing the March of the Kings while occasionally in-

serting the Imperial March. They laughed together, and another student brought a lightsaber in for Beyer to conduct with. Kechley also added to the fun by teaching Beyer some karate moves to do while conducting, which made him feel like the “Karate Kid”. In the end, it was “a Christmas performance of the March of the Kings with parts of the Darth Vader theme and conducted by a lightsaber!”

As for his retirement, it hasn’t been everything he thought it would be. He thought he would go to Italy, Costa Rica, Ireland, or Half-Price Books; instead, he’s been staying in bed, reading, and drinking coffee until 10 am. Life is different than he imagined. He’s making homemade lattes rather than going out with friends for coffee and he really only goes to Albertsons to grocery shop, but it hasn’t been all bad. He loves having no schedule. On a sunny day, he likes to look at the patterns the clouds make in the blue sky.

Beyer has also had a lot of time to compose music and is currently composing a 14-movement work for orchestra



Photo: Courtesy of Huntley Beyer
Mr. Beyer composes at his piano with some assistance from a canine friend.

and chorus. COVID has put Mr. Beyer in a “Twilight Zone bubble”. While he still does things he loves, he often realizes, “I can’t go anywhere because.....I’m in the Twilight Zone.”

Seth and Wesley Chism: Family Panthers

PIPER WOOD '21

Staff Writer

Two of Seattle Prep’s favorite panthers share a bond that runs deeper than most. Mr. Chism, and his son Seth Chism '16 were reunited on campus this year when Seth joined the Alumni Service Corps.

Seth Chism helps in classrooms as a moderator or just being a friend to the students at Seattle Prep. His father, Wesley Chism, well loved by students and faculty, introduced the position to his son, and Seth jumped at the opportunity. Seth came to Prep to follow in his dad’s footsteps. He looks up to his father in “the way he carries himself and how kind he is to others.”

Wesley works as the Director of Campus Security and in the Communication Department. He is known and loved for being extremely friendly to students, creating long-lasting, genuine relationships through practical conversations on an (almost) daily basis. He is a role model to everyone, but especially to his son. As a parent, Wesley explains that he tries to “set a good example and be better every day” so that his son can learn from him yet do his own thing in life.

Having his son on campus is so fun, yet short-lived, and he wished he had more time with him. Wesley sees his son working and communicating with students, and “instead of asking for permission from me, he asks for advice,” making his father

proud.

The two men have a great relationship and enjoy each other’s company. Seth says that as he has grown up, he has been able to have more meaningful conversations with his dad, rather than just “I’m your dad, you’re my son,” like common advice. They share their love of sports and, as a family, watched the Michael Jordan documentary that came out this summer, of course with their Jordan’s on!

Often, when they see each other in the halls they will “make eye contact and just start laughing randomly, like telepathy.” During the first semester Seth explains that the two of them, “would have lunch every single day and I’m kinda sad we don’t get to

do that as much anymore.”

Wesley explains that having his son at Prep is the “beginning of the end, and I may never have this opportunity again.” He feels so strongly that “if he wasn’t my son, I’d want him to be.”

Seth also can’t contain his wholehearted love for his father, as he says, “If I can get to his level some day as a dad, that would be hype.”

For Seattle Prep’s luck of snagging such an amazing duo, the love is sure felt by students, faculty, and each community that is impacted by these two, hopefully for a long time to come.

The Story Behind a Tradition: Olympic Week

Olympics

collegios go for the gold

During the week of February 13-17, collegios competed against each other in true Olympic fashion in the spirit of competition and for one hundred dollars in prize money. Students were divided into teams of hockey, soccer, swimming, racketball, mile relay, horse, pool, bowling, and talent. Much like the Summer Games in Seoul, South Korea, the games in Seattle were wrought with controversy. No, there was no use of steroids, but episodes occurred resembling the boxing match forfeited because a player got on the wrong bus. Several games were lost because whole teams could not fit in the vans. But the Games were, overall, a spirited time full of class pride. And when the flame was finally extinguished, the spirit lived on.

The Games were wrought with controversy. No, there was no use of steroids, but a player got on the wrong bus.



Photo: SEATTLE PREP YEARBOOK
Olympic Week 1989



Photo: SEATTLE PREP PANTHER
Olympic Week 2019

JACK COLEMAN '23
& JEFFREY GO '23
Staff Writers

Spring is a thrilling time of the year filled with many events to keep Seattle Prep spirited. March Madness begins, Spring Break is around the corner, and the long-awaited tradition of a week full of competitive activities known as Olympic Week commences. The event is an exciting event time for both students and faculty as they will be able to represent their Collegios and faculty team in a wide variety of entertaining challenges. This glorious week has been a long-standing tradition at Seattle Prep. However, Olympic Week was not always around at Prep.

The iconic tradition started back in 1988—more than thirty years ago. Josh Kallmer, a previous ASB president, most likely got the idea from a summer camp. He wanted to bring light and joy to the dark period around February, where the days got darker. Kallmer brought the idea up to the then-vice principal and ASB advisor, Bryan Gummersall. With the help of ASB, Prep created its very own Olympic Week filled

with competitions and events for every Panther to enjoy.

"I was young enough, maybe stupid enough to say, 'that's great,'" Gummersall remarked.

The next Dean of Students, Jim Sullivan, kept the tradition going. Sullivan thought the same things as Kallmer and Gummersall—that the time around February is dark without some event to lift everyone's spirits. The idea behind the Olympic Week was purely to bring happiness and build the community at Seattle Prep, and they did just that.

With the help of Megan Weed, Student Life Director, and Student Government Moderator, set out to create events and lively challenges for everyone to enjoy. This weeklong event continued to evolve over

the years, with different members of faculty and students helping to make it what it is today.

Former Collegio teacher, Assistant Principal, and Student Life Director, Kathy

Tullis had a massive impact in that regard. Tullis assisted in creating challenges and creative ways for people to participate in the week other than just sports.

At first, Olympic operated solely during free periods that the students

possessed. The students would either come before or after school or during the window period to participate in their events. This soon became very challenging for many students and forced them to forgo Olympic week.

However, as the tradition became a much bigger production, Seattle Prep al-

lowed students to use school hours. Gummersall stated, "The first couple years we went with one of those modified schedules, and after the third year they gave up some class time to help make everybody involved."

Fast forward to 2021, and Olympic Week is still a tradition that holds a special place in the heart of every student and faculty at Seattle Prep. This year will be a new challenge for the people working on Olympic week due to the hardships that come with COVID guidelines, but that is not stopping them from making it the best Olympic Week to date. Every year, many talented people help make Olympic Week what it is. Spearheaded by Mr. Stearns, ASB is the brains behind Olympic Week. They aim to continue standard competitions from the week while creating new events to enjoy each year.

The buildup around Olympic Week has already begun, with Stearns stating, "Watch out! The faculty are going to win it all this year!"

"I was young enough, maybe stupid enough to say, 'that's great'"

-Bryan Gummersall, former ASB advisor

Volleyball Team Interest Growing Among Male Students

ALISON CHOI '24
Staff Writer

Prep has had many exciting and accomplishing years of girls' volleyball. The team has gone to state countless times and has achieved high standings. Seeing this success, some students have begun discussing Prep starting its own boys' volleyball team.

Senior Shane Erickson, member of a club volleyball team outside of Prep, said, "Volleyball is a really fun sport and people seem to fall in love with the sport like I have."

Starting a boys' volleyball team would give them an opportunity to try a new sport out, or for some, go back to a sport they enjoyed in middle school but

could not continue in high school. "There's definitely enough interest in the sport to make a team at Prep," Senior Brody Johnson explained.

Volleyball is a sport that boys and girls can enjoy playing, but it is mainly only offered to girls. Having the team would give the boys' a chance to show off their volleyball skills too. Mrs. Marcene Sullivan, the department chair of health and exercise and head volleyball coach, gave her take on what she thinks of starting a boys' team, "I think it's a great idea. I would love to see a boys' volleyball team at the high schools in Washington."

Mr. Matt Butler, another girls' volleyball coach and Collegio teacher, also thought it would be a great idea because he

played volleyball for his high school. Butler said, "I'd love to coach them," and "When the new Merlino Center opens, we may have enough gym/court space to make it happen!"

Gym space is often a consideration in adding sports and scheduling court time. In Phase 2 of the "Level the Field, Raise the Bar" campaign, construction on a new multi-use building called the Merlino Center, will be funded. The multi-use Merlino Center will offer more space which will bring in many new activities to Prep. The center will have an athletic practice space suitable for multiple different sports including volleyball, tennis, track, basketball, etc. The building would be perfect for the boys and girls to have a volleyball team without

getting in each other's way.

With all of this in mind, a potential boys volleyball program could be possible. Of course, many things have to be taken into consideration for a Prep boys volleyball team to happen. For example, a big issue would be finding other teams in the district to play.

Johnson also mentioned, "For Prep to have a real boys volleyball team we need opponents, and therefore would have to get boys volleyball up and running in other Seattle high schools."

As of right now, a boys team seems unlikely, but with the construction of Merlino Center and the right support, it may be in the works in Prep's future.

“Level the Field, Raise the Bar”

Prep adds finishing touches to remodeled gym space, plans new Merlino Center

TIA FLORES '21

Online Editor

In Fall 2019, Seattle Prep opened its newly refurbished McHugh Gym with the creation of the Lico Athletic Complex. The new space included a redesigned lobby, trainers' spaces, the Panther Place school store, new boys' and girls' locker rooms, faculty locker rooms, and a redone athletic hall of fame. This was a part of phase 1 of Prep's "Level the Field, Raise the Bar" campaign.

This school year, Prep added its final touches to the updated gym space.

In this project, #rollPrep, a Panther mascot head detailing, and AMDG logos have been added to all locker room entrances. A Panther with "Panther Pride" lettering has also been added in the locker rooms. "This adds to the overall Prep spirit. The goal was to create a space that when you walked in, it was clear this is home to the Panthers and that we are all proud to be Panthers," said Assistant Director of Student Life & Athletics, Melissa White.

Record boards, which are still being completed, were also added to the gym hallway that leads from the locker rooms to the Rudolph backfield. There are individual record boards for each Prep boys and girls sports teams combined. White believes that "these will be a great addition to showcase

the great work of our current and former Panther Athletes."

The State Championship Wall in the gym was also modernized. The panther logo in the middle was updated and repainted, and blue tiles have been added to both sides of the panther logo that have State Championship years for their respective Prep sports teams.

"It needed to be updated and to be emphasized," said White. "It pops off the wall and visually draws your attention to the State Championships. Winning a State Championship is a pretty big deal, so it is a great way to celebrate these wins."

White, Prep Athletic Director Mr. Reed, Assistant Principal for Student Life Mr. Kelly, and School President Mr. Hickey were all involved in the project process.

Seattle Prep's next big athletic construction project involves the addition of the multi-use Merlino Center and the relocation of the existing Rudolph Athletic Field to Prep's undeveloped property on Delmar Drive's north side. These additions are phase 2 of Prep's "Level the Field, Raise the Bar" campaign," which White says, "are going to be a great addition to our campus."

The Merlino Center will have a 5,000 square foot two-level weight room and training area. This addition will turn Prep's current weight room in Adelphia hall into three new academic-focused spaces.

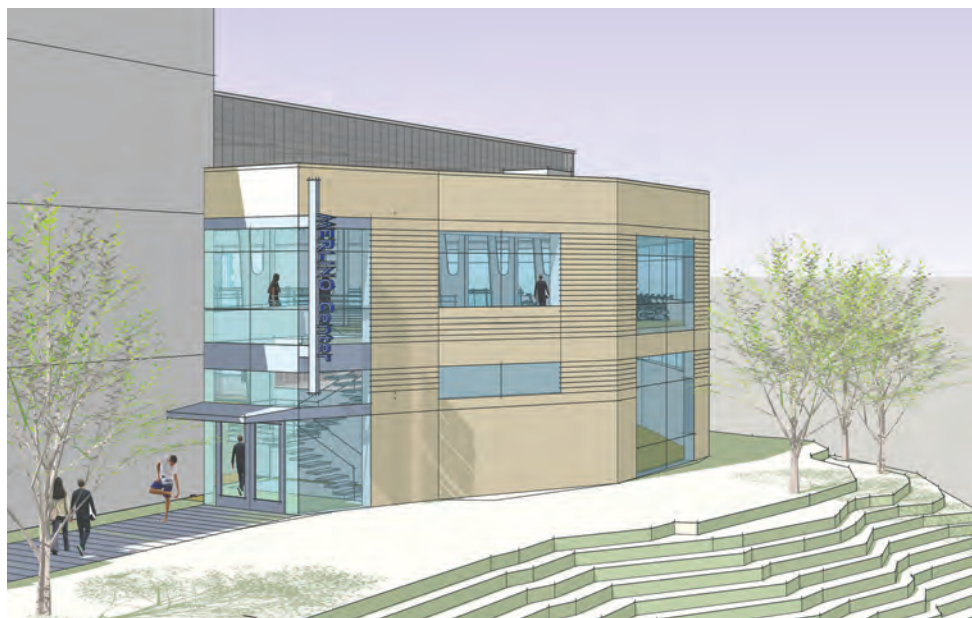


Photo: SEATTLE PREP DEVELOPMENT OFFICE

An artist's rendering of the exterior of the Merlino Center. Construction of the Merlino Center will begin in Fall of 2021.

The Merlino Center will also have athletic practice spaces for multiple sports, spaces for activities including PULSE dance team, robotics tournaments, grade-level meetings, lunch overflow, and social events, and other capacity for Health and Exercise Science classes.

In addition, Rudolph field will be expanded into a 110 ft. by 65 ft. infilled synthetic turf field and will hold a full-size soccer practice area. Key features of the field include a futsal field with portable goals, a synthetic turf pole vault runway with concrete vault board pads, a synthetic turf long jump, runway and sand jump pit, and a synthetic turf hill climb.

Construction of the Merlino Center will begin in Fall 2021 and construction of the Rudolph Athletic Field will begin in late Spring 2021.

"This new multi-use facility presents an incredibly exciting opportunity for Prep. Over the last ten years our enrollment has increased by 100 students and we have added over 20 co-curricular programs," said Prep Principal Dr. Erin Luby. "Our diversely talented student body will greatly benefit from a new facility that addresses their needs and inspires students to continue to live out the Magis."

"The Merlino Center is the perfect solution," said Luby.

Pregame Rituals Key to Football Success

ANNABELLE DEASY '22

Staff Writer

Every sport has their own pregame rituals, and everyone has something they know they must do before a big game; the question is what is the Seattle Prep Football team's secret rituals?

Before each game the football teams says an Our Father prayer together after the National Anthem and then a war chant to get ready. Varsity football player, Junior Charlie Pehl said, "I like that our team does chapel before games, it helps me to focus and center myself before a game."

Many players agree chapel before the game is a great way to calm nerves and take some time to pray before heading out to the game. Although some players love to get amped up and excited for a game, others enjoy relaxing to go into the game with a clear head.

Senior captain Jake Sype said, "I listen to a playlist of pretty calm, chill music. I try not to get amped up like other people usually do before games. I play best when I'm relaxed and not pumped up. Another pre-game ritual of mine is to meditate on the bus ride"

For some players it is the team activities that get them excited and prepared for a big game, but some have their own individual preparations to help get in the right mindset.

Senior Captain Jared Roznos, he said, "The night before, I have to watch a Pirates of the Caribbean movie to calm any nerves and on the bus to the game I play a game of Clash Royal while listening to Katy Perry's song Firework."

Many players agree for a good game they need to be in the right mindset throughout the day. Football is not only

a physical game but a mental one as well. Junior Austin Harnetiaux said, "The mental game is so important." He also said throughout the day he must "Eat right, journal, and imagine what games going to look like."

When the Prep Panthers head out onto the field they start with their "panther jacks" and get ready for the game in their own ways: meditation, music, or visualization. The Prep football team is on a roll this year with a victories over O'Dea and East-side Catholic, their success could stem from their individual and team rituals.

Miracle at Memorial: Prep beats O'Dea for the first time since 1980



Photo: COURTESY OF SEATTLE PREP ATHLETICS

Seattle Prep Football circles up following their recent win over O'Dea. It was the Panthers first win over O'Dea Football in over 40 years.

BENI JURION '22

Managing Editor

The phrase "Anything can happen" came to fruition in the dying moments of Seattle Prep Football's upset win against the historically strong

O'Dea squad.

In 2011, an undefeated and eighth ranked Prep squad faced off the third-ranked O'Dea. In a grueling back and forth match, Prep would fall short 21-20 after failing to convert a last-minute two-point conversion.

Until 2021, the game in 2011 proved to be the closest Prep came to beating the Irish in recent memory.

Rolling up to Memorial Stadium on Friday, March 19th, the Panthers knew that this was going to be a tough match as starting quarterback Jake Sype missed the game with a bruised Achilles suffered from Prep's win over Garfield in the previous game.

However, this injury did not demoralize the team, as junior 'jack-of-all trades' Braeden Smith stepped in as quarterback.

"We were confident in his ability since he's incredibly mobile. The only thing we were worried about was that he wouldn't be able to catch the passing game, but in the end, it turned out well," said offensive guard and defensive tackle Moses Dagmawi '22.

O'Dea scored first, to cap an 80-yard drive late in the first quarter, despite a stubborn Panther defense. In the second quarter, Prep responded with an 11-yard touchdown pass to tie up the game. However, by the fourth quarter, O'Dea took a 14-7 lead.

Prep was poised to tie up the game late in the fourth when QB Smith went for it and converted a crucial fourth down pass to senior Kendin Alexander in O'Dea territory.

However, Smith's next pass was picked off by O'Dea who took possession.

"At that point, I almost turned off the TV because I was so frustrated," said spectator Marcus Tomici '22.

However, Tomici would be lucky that he didn't turn off that TV as Seattle Prep's defense delivered a stop forcing O'Dea to punt, giving the offense one more chance with only 1:08 left.

What came next was a miracle at Memorial, as with less than 1:08 left on the clock, the Panthers would drive 50-yards down the field, culminating with Senior Alijah Vaouli-Buchanan's three-yard run for a touchdown to pull within one point of O'Dea with less than three seconds to go.

"We put everything on the field so we're not going to overtime!" said Dagmawi '22.

Immediately after the touchdown, Vaouli-Buchanan charged his way into the end-zone scoring the two-point conversion right with the clock at zero, lifting the Panthers to a 15-14 win against the Fighting Irish.

In a stark reversal of fortunes to 2011, finally scoring this two-point conversion created history as Seattle Prep broke O'Dea 41-year winning streak.

See Ya Later Yellow Racing Stripes: Tips on Parking at Seattle Prep

KATE RIDGEWAY '22
Managing Editor

Scrapes, collisions, tickets, JUG assignments, and unfortunate yellow paint jobs. Since its opening in the fall of '98, many students have fallen victim to Prep's ruthless parking garage, as well as the complexities of parking in the neighborhood surrounding campus.

According to a poll on the Prep Instagram, out of 183 students and staff, around 1 in 4 have hit a pole in the Prep parking garage.

Prep Traffic Coordinator and Neighborhood Prefect Mr. Burks shared that if he were to estimate the number of parking mishaps that occur in a year, he would guess

"100," with the most common being "hitting a pole, and hitting other cars second."

With so many people having experienced an accident in the garage, stories are plentiful. Alum and former Panther Visuals Editor Grace Weiland '20 shared her story in her ASB election speech: "Second day of junior year...driving my carpool...I was far too confident pulling into my spot...started turning, almost immediately smashed my passenger side door into a yellow pole...ran around the garage looking for help and Stearns came to the rescue and unwrapped my car from around the pole."

It is also essential to practice correct garage etiquette; as Kate Allen '21 said from personal experience, "I got JUG for

turning left out of the garage."

The garage isn't the only place where parking mishaps frequently occur; students parking in the neighborhood around Prep are not exempt. Commonalities here are parking tickets, and Burks shared that the most common are "tickets for unmarked crosswalks."


In addition to unmarked crosswalks, it is crucial to be aware of a car's distance from driveways, as five feet is the magic number. Camille Hardie '21 said she "got towed for parking too close to a driveway and had to pay \$300."

And lastly, as many students fear hitting another car above all else, Burks shared the most polite way to go about this situation is to:

- "First off, write a note."
- "Then, find [Burks]. [He] can let you know whose car it is."
- "Then email the person you hit to follow up and apologize."

THE SEATTLE PREP PANTHER

PAWDCAST



This latest Pawdcast Episode uncovers the mystery of Prep's cheer team! Mr. Barmore delves into the history and process behind the decision of cutting the team and will they make a return? Listen now on Spotify at The Seattle Prep Panther Pawdcast.

To curb these parking mishaps, Burks shared his expertise on parking at Prep. His tips include:

1. "First of all, stay off your phone. This goes for students, faculty, staff, and parents."
2. "Slow down."
3. "Practice before you park in the garage for the first time—the garage isn't very user-friendly."

With little room for error, Prep's parking situation is a tricky feat.

Hopefully with Burks' tips, Prepsters can feel some relief. Stay safe on the roads, Prep!

Seattle Prep Students Ranting and Raving about McDonnell Hall

BENI JURION '22
Managing Editor

McDonnell Hall. The oldest building here at Seattle Prep and named after the legendary principal Fr. McDonnell, SJ. In 1952, Prep added a new wing around Garrigan Gym (built in 1929) to provide a student chapel, study halls and

a cafeteria. Known as "Christy L," the wing was remodeled in the early 80s and named McDonnell Hall. For the past 40 years, McDonnell Hall has been a staple on campus despite several remodels. As it is the oldest building on campus, students have garnered many opinions on the building:

Rants:

- "There needs to be more bathrooms in the building, because for example if I needed to go to the bathroom and I am on the 3rd floor, and I would have to go down very far to go to the bathroom." - JF
- "The 3rd floor classroom gives me bad vibes, as it is the only room on the top floor. It's kind of sketchy how there are doors that lead to nowhere." - KR
- "It is very cold in my Foundation of Faith classrooms, especially during the winter." - HW
- "Some rooms need some T[ender] L[oving] C[are]" - PK

Raves:

- "The greenhouse on the 3rd floor is very cool!" - MT
- "The drinking fountain on the first floor is very cold. There is one hidden one around the corner." - DP
- "I think the theater is pretty nice." - TP

The next topic is: Senior Assassin

Have a strong opinion about this topic? In a couple sentences, send in your Rant or Rave about the topic to @seaprepant on Instagram for the chance to be published in the next issue! *The Panther* reserves the right to edit for length and content.

All About Iggy: St. Ignatius Statue Provides Reminder of Core Values

OLIVIA MANNING '21
Staff Writer

The iconic St. Ignatius statue has been the pinnacle of Seattle Prep since 1999. A symbol of Jesuit values and a popular location for selfies, St. Ignatius holds different meanings to Seattle Prep students.

St. Ignatius was on the path to military fame when a cannon ball broke his leg. During his recovery, he spent his time reading about Christ and the lives of saints. Upon seeing Mary in a vision, he made a pilgrimage to her shrine at Montserrat and he became the founder of the Jesuits. His teachings and philosophies are central to the Seattle Prep community.

As the student body passes the St. Ignatius statue each day, St. Ignatius and his Jesuit teachings remain prevalent in the lives of students.

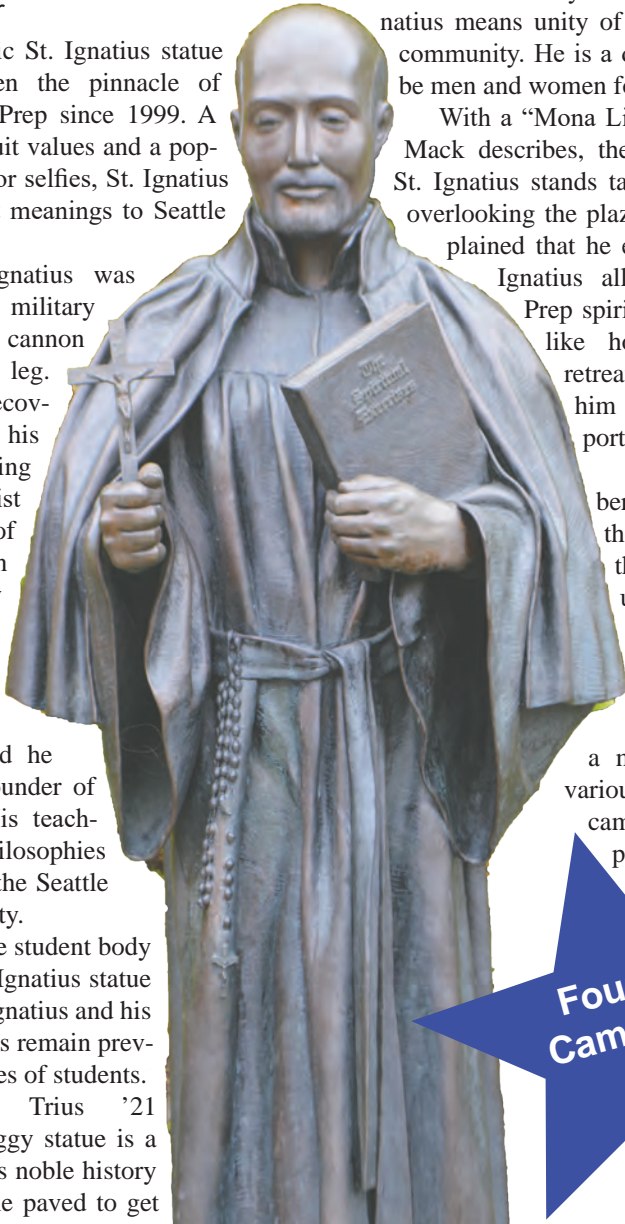
Isaac Trius '21 stated, "The Iggy statue is a reminder of his noble history and the path he paved to get

us where we are today."

Senior Molly Moffitt said, "St. Ignatius means unity of the Seattle Prep community. He is a daily reminder to be men and women for others"

With a "Mona Lisa smile" as Mr. Mack describes, the short statue of St. Ignatius stands tall on a pedestal, overlooking the plaza. Mr. Mack explained that he enjoys seeing St. Ignatius all dressed up in Prep spirit gear for events like homecoming and retreats. Mack called him "a big Prep supporter".

Faculty members also express their fondness of this unifying statue. Mr. Chism describes the thing he loves most about the statue is that "is a meeting spot for various activities on campus that brings people together".



Found on Campus!