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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.

Panther Baseball's Most Important Game

Interlake High School Softball Field: April 22nd, 2pm - 4pm

AUDREY CROMETT '24
Staff Writer

Seattle Prep's boys' baseball team is nearing their "most important game of the year" as described by Coach Engel. On April 22nd at Interlake High School, the Panthers will play with clients of Bridge of Promise, a non-profit that works with adults with developmental disabilities after they have graduated high school and are off state-sponsored programs.

For the 5th time, the boys will participate in Let's Play Ball where each player is matched up with one of the clients from Bridge of Promise and assists them in whatever physical capacity they need. "We have had players push wheelchairs, hold the bat, or do anything the client needs in order to enjoy themselves" stated Engel.

In 2017, Engel decided that he wanted to, "make baseball more than just games that we play" and Let's Play Ball was created. Engel and his family had been involved with the non-profit for a while and this event would increase awareness of Bridge of Promise and all the work that they do. It became an opportunity to

"share our love of baseball and make it accessible," said Engel.

Service plays a large role in the Prep community as well as on the baseball diamond, and this game provides a way for the Panthers to give back to their community in a unique way. Engel recognized this by stating that one of his many



Photo: Courtesy of Seattle Prep Baseball
Prep Baseball players and Bridge of Promise client at the 2022 Bridge of Promise event.

goals of the charity game was to "continue to be mindful that there are people who don't have access to what we do."

Junior Adrian Shields described it as, "a super fun and eye-opening experience that allowed us to connect with the individuals that came out to play. It was smiles all around and everybody really enjoyed sharing our time together."

All Prep students are encouraged to come out and support the Bridge of Promise clients as they play in their special game. Being able to help and serve others is ingrained in Panther students. If they can't make it out to the game, they can support in a different way; through donating to the non-profit. Engel described his love of this game by stating, "This event shows our baseball team and the Prep community at its best, and I couldn't be prouder of our guys when they are working with the Bridge's clients."



The charity game is an experience that many students don't get to have that often.



Celebrating Cultural Diversity through Food

LUKE WHALON '24
Staff Writer

For weekly menu updates, follow @SEAPREPCAFE on Instagram

During the month of February, Black History Month, three new and unique meals were introduced to the school food menu to showcase African American culture at Prep.

This decision was made by Kenyetta Carter, the Executive Chef of the Smith Family Café. Carter works in coordination with about six other staff members to ensure students have access to a variety of foods throughout the school day all over campus.

Carter said that "some of it is personal. Some dishes were from my own fam-

ily." Carter added, "My mom is from Mississippi, from the South so I definitely have a Southern influence in my life."

The first dish introduced to students was a dish popular in Louisiana called jambalaya. This dish included chicken, sausage, and rice. Carter also introduced a Southern stew made with okra and a variety of meats, served over rice, called gumbo. The third and final dish Carter hand-picked was a dish from Mozambique called piri-piri chicken, a name which comes from the Swahili word for pepper. This roasted spicy

chicken is served over yellow rice. "I try to mix it up every year," Carter commented.

Carter also mentioned the diversity of culture and "all the different kinds of people" Prep is represented by. Through the beauty of food, there is an opportunity for Carter to hopefully educate students about this important diversity and to celebrate African American culture.

"It's a nice little way to say I'm acknowledging it, that I want to represent it, and that I also want to bring it to a larger audience."



FIG Works to Restore the Meaning of Feminism

BROOKE NOWAK '26

Staff Writer

Feminism; the advocacy for the belief in social, economic, and political equality of the sexes. The meaning behind Feminism is to spread positive ideals and boost others up. While many agree with the idea and work towards equal rights, there have been negative connotations that lead people to avoid the term feminism. As Feminism has gained popularity, so have the misconceptions and “men-hating” connotations. It is essential to note that the root motive behind Feminism is to empower women and achieve equal status, pay, and rights.

The Prep community is working to restore the focus and intent through the Feminist Interest Group, otherwise known as FIG. Since 2015, FIG has “committed to advocating for social, political, and economic equality of all genders” (Seattle Prep, Student Life). They set and work to achieve the common goal of equality between genders through listening to guest speakers, discussing topics as a group, and taking action to make changes within and beyond the Prep community.

FIG works to spread awareness of injustices between genders and help others accept the concept of Feminism. When the club was first created, the members experi-

enced pushback and faced opposing opinions from the student body. With time and effort, Feminism has become a regular part of social justice and is accepted and welcomed by the Prep community. Freshmen FIG members Fine Vossler, Josephine Wolfram, and Charlotte Larson explained, “We joined FIG to support the strong unified feminine culture and community. We are not trying to promote women above men, but equality.”

Members of FIG want people to view feminism as a welcoming and important form of social justice that anyone can be a part of. Feminists do not just have to be women but anyone who believes in gender equality.

The faculty moderator, Mrs. Borgen, emphasized that everyone is welcome, saying, “Truly anybody can be a feminist. People are often afraid to apply that label to their thinking... but if you believe that everyone deserves the same rights and opportunities, then congratulations, you’re a feminist.”

Regardless of gender, FIG is excited to welcome new members and work towards fighting injustices while restoring what it means to be a feminist.



Photo: Courtesy of Elizabeth Borgen
FIG leaders Abby Baldwin and Amelia Amroffell share a powerpoint highlighting what FIG is about in a club meeting.

Censorship: The Suppression of Media in a Media Driven Society

ANNE ROSKE '23

Editor-in-Chief

Read by almost every American student, the novel “Fahrenheit 451” poses an important question of the rights to read, speak, produce, or consume media. The issues of citizen’s freedoms of speech and expression are challenged by means of censorship and suppression. Although the novel takes place in a futuristic dystopian society, the subject of concern is presenting itself in a very real, very threatening manner, today.

Censorship now is mostly regarded as the limit of books that students are offered through schools. It is “not allowing someone to speak or get a message across” said Ginna Owens '23, and member of the Seattle Prep Book Club. Prep has many

programs and sections of curriculum that actively fight censorship, such as the Book Club, the full library and educated Librarians, and books such as “Beloved” by Tony Morrison taught in Collegio and English classes.

Despite having curriculum that battles censorship at Prep, it still exists. “There is a natural tension between adults setting boundaries and students pushing them, and Prep is no different from any other school,” said Mrs. Borgen, Library Director, “for example, what teachers might regard as a reasonable limit students would consider censorship. Add to the mix that we are a Catholic institution in a politically liberal city and there are plenty of opportuni-

ties for people disagreeing about who can say what and where.”

The Library at Prep holds many book titles that do discuss difficult topics and sensitive subject matters. “Our goal is to serve the information needs of our school community, and censorship isn’t a very useful tool for that” said Borgen.

Although censorship is less present at Prep, it remains a rising issue nationwide. More books and forms of media are being limited and prohibited in school districts and states, restricting what students are taught. “People are censoring to a point where education is hindered, and I think in this day and age truth has become very relative depending where you live” Says Owens, com-

menting on the presence of censorship nationally. The cultural and political context of areas of the United States has vast effects on its levels and reasons behind censorship. In Seattle, restricted media is combated by divulging individuals fighting for the upholding of the First Amendment. More rural areas in the US likely have less of this.

Although censorship is less of an issue at Prep, or in Seattle at all, it is increasing nationally and threatens students education. Mrs. Borgen reminds us that “students have rights! The right to speak, the right to read, and the right to make up your own minds about an issue.”

Up and Coming Committee: Faculty Diversity Equity and Inclusion

MARIA MCDOWALL '24

Staff Writer

Even though the Faculty Diversity Equity and Inclusion Committee has been around for six years, it is not well known amongst the student body. This is because it hasn’t become a formal committee up until this school year.

This committee was founded by Director of Equity and Inclusion, Deino Scott, who has assembled a group of twelve other faculty and staff members to be a part of this committee. As a group, they work together to address concerns around areas like equity, inclusion, race, religion, gender identity, social economics, special needs, and mental health. They work hard to make sure that these matters are represented and advocated for in each area of the school.

“This is a group that represents the interest of different areas of the school. Our focus is on collaboration. Six years ago, I

didn’t know what was going on between different departments and how they were communicating, which is part of the reason why I started doing this,” Scott explained.

This committee’s mission has always focused on how to best serve the students at Prep. Following the Jesuit principle of pursuing equity and inclusion, they work together to figure out what changes need to be made in different areas of the school. Whether these changes are on a bigger or smaller scale, a student’s overall well-being is always kept in mind.

FDEIC meets about once a month where they get together and talk about whatever issues are currently present in the school. People from different departments bring forth their concerns about the student body. This committee’s involvement is as crucial as ever with all of the changes happening at Prep. With a new president, new Board of Trustees members, and new staff,

they are constantly looking for ways to improve and grow.

Scott said, “If we can make at least one student feel more comfortable and happier here, I know we are doing something right. As an alumnus, I want make Prep a better place than when I went to school here.”

Some things that the committee has already worked towards are changing certain aspects of curriculum in different departments, collaborating with counselors, and implementing different kinds of faculty training. All these adjustments have the goal

“*If we can make at least one student feel more comfortable and happier here, I know we are doing something right. As an alumnus, I want make Prep a better place than when I went to school here.*”

-Deino Scott

of ensuring that the mental health and welfare of students are recognized. Last year, the FDEIC spearheaded the 21-day racial equity challenge and were the reason behind its success.

Scott expressed,

“I am inspired to learn more and seek out helpers. It is a really good feeling when we can make just one student smile as a result of the work we’ve done.”

Prep Alum Shelley Neal Reaches Towards a **BRIGHTER** Future for South Africa



Photo: GEORGIA LIMBAUGH

Shelly Neal '79 shakes hands with a local in South Africa. Neal and her husband Ralph Pooler have founded Reach! to help build pre-schools in rural South Africa.

GEORGIA LIMBAUGH '26
Freelance Writer

Seattle Prep students strive to promote the Jesuit idea of *cura personalis*, a Latin phrase that translates to “care for the entire person”. This concept means that each individual deserves to be entirely seen and cherished. Seattle Prep alum, Shelley Neal '79 has carried this belief from her Prep experience into her everyday life as founder and longtime Executive Director at a West Seattle Preschool, A Child Becomes (ACB), and through her more recent project: Reach! South Africa. Reach! is a non-profit organization co-founded by Neal and her husband Ralph Pooler, that builds pre-schools in rural South Africa.

Reach! is partnered with the Institute of Training and Education for Capacity Building (ITEC). ITEC trains mothers in rural South African communities to become teachers. Without a designated school building, these mothers resorted to teaching in their own homes. Since 2019, Reach! has been building preschools annually one at a time, by purchasing and transforming shipping containers with the help of locals, volunteers, and private donations. Reach! helps to expand resources and stimulations for the kids by providing basic amenities such as water catchment and purifying systems, toilets, toiletries, and more exciting equipment including playgrounds, and school supplies along with the beautifully decorated shipping container painted by volunteers.

Prior to the creation of Reach!, Neal and Poole ventured to South Africa every year to visit Pooler's family. These trips reminded them of the division in income levels that South Africa struggles with. Each year, after they returned, Neal and Pooler promised that they would take action; eventually leading to the creation of Reach!.

Growing up in South Africa, Pooler saw firsthand the effects of apartheid, and

the wealth gap that has not changed since it ended. South Africa was featured in Times magazine for being the most divided country in regard to equity of wealth. The article states that the top wealthiest 3,500 adults residing in South Africa, a country with a population of over 60 million, have more money than the poorest 32 million adults. This, and the racially unequal education system has held poverty-stricken South African youth back from proper preparation for well earning jobs; worsening the wealth gap.

Many children living in rural South Africa must walk miles often barefoot and hungry just to reach their school. These children in many instances receive insufficient levels of parental support at home in their early years of development leading to a lack in social and emotional skills. Early education can help students develop these skills and become comfortable in a learning environment. “By going to preschool, it gives them a much better chance of staying in school longer,” said Pooler.

Regardless of the circumstances, the children of South Africa remain eager to embark on the journey of education. “The moment we get there, there are maybe ten children then it multiplies to fifty with such a sense of joy and appreciation that it guarantees to bring tears to our eyes every year.” said Neal.

The Reach! foundation aims to build a total of nine preschools. They have currently built five and are in the process of funding a sixth. Donations can be made through their website (reachforsa.org) on the donations page. All donations go directly to the program and help bring smiles to the faces of young South African students ultimately funding a healthier future for South Africa.

Justice For ALL: The Seattle Clemency Project

MAYA SALAZAR '24
Staff Writer

As any student at Seattle Prep knows, service is one of the pillars of education on campus, for both teachers and students. Many students are involved with giving back to the community, whether it be through a club on campus like Global Justice Coalition or FIG, or doing service off campus for the Junior Service Project. For those who are especially interested in social justice and restorative justice, Seattle Clemency Project not only provides experience with social and restorative justice, but also valuable experience engaging with the community.

Now, what exactly is the Seattle Clemency Project? According to their website, “SCP [is] the only non-profit focused on post-conviction relief based

on rehabilitation in Washington state.” As a non-profit organization, this incredible project is made up of lawyers who volunteer to do their work pro-bono, committing their free time devoted to social justice and reformational justice.

The Seattle Clemency Project's mission is to “increase access to justice for reformed individuals serving sentences that no longer serve a purpose and to prevent deportations that fracture our communities,” per their website. The project focuses specifically on reintroducing former incarcerated people back into the world, and fighting for a fair punishment for crime for all.

Students at Seattle Prep who volunteer at this project do important and valuable

work during a summer internship offered at SCP, where students “work together with Seattle Clemency Project to put on a panel event in the Fall,” said William Liu, Assistant Principal for Student Life and Christian Service Director. During this internship, which involves research, communication, and planning, students learn the importance of the work the Seattle Clemency Project does as well as the value of their service to their community.

“It has been so great for Seattle Prep students to get involved with the Seattle Clemency Project because their work aligns with the Ignatian values that we share with our students: care for the whole person, form-

ing women and men with and for others, building community through restorative practices,” said Liu.

Not only is a summer internship with Seattle Clemency Project

great for extra service opportunities outside of school, but it also teaches and reinforces many beneficial lessons students learn through Prep's Jesuit education.

After being involved with Seattle Prep for about 5-6 years according to Liu, getting involved with this project's amazing opportunities for students is as simple as an email to Liu expressing your interest. “Seattle Clemency Project is such an important organization because it highlights the power of redemption and a healthy justice system for our community,” said Liu. “Their work teaches people about the importance of restorative justice, hope, and the capacity for individual growth.”

“Their work teaches people about the importance of restorative justice, hope, and the capacity for individual growth.”

-Mr. Liu

Active Shooter Training Helps Prepare Students for Crisis

BEN OSWALD '25 &
KATHERINE KAISER '25
Staff Writers

On February 2nd, 2023, a half day assembly took place at Prep to discuss the current issues of a lethal threat, or school shooters. Jesus Villahermosa, from Crisis Reality Training, led an assembly and gave a 90-minute speech about the ongoing issue of school shootings and how Prep students can best handle it.

Villahermosa was a police officer in California, and is now the president of Crisis Reality Training. He dedicates his time and career to educating students across the United States about the dangers and preparation for a school shooting. His speech provided many statistics and real-life stories to back up his evidence as he was on the Pierce County SWAT team for 30 years. He has firsthand experience with school shooting events and knows how to respond accordingly.

Villahermosa's main advice is to run, hide, or attack depending on one's location and proximity to a shooter. To run means to get as far away from the school campus as possible. To hide means to find a place effectively and quickly where you can quietly locate yourself. To attack, one can use resources in their classroom, such as sprays or cleaning supplies. Jesus' main point was that in this situation, it is okay to break the rules, when there is a school shooter on campus, there are no school rules that apply, it is only about survival.

Mr. Chism, the head of security at Seattle Prep, said that the assembly was very necessary and essential for a safe environment at Prep. He stated, “These assemblies are a necessary evil.”

In most mass shootings, people have been unprepared which resulted in danger. While this event is rare, it is especially important to be prepared and acknowledge how to stay most efficiently safe.

Prep Students Volunteer with Water1st in Honduras

MARGOT GWYNN '23
NICK PICKEL '23
Online Editor & Staff Writer

In early March, seniors Jane Hurley and Ava Berard traveled to Honduras to embody Prep's commitment to service and justice. They volunteered through Water1st, a non-profit organization that fundraises for clean water and sanitation systems in rural areas all around the world and works with local partners to create clean water systems.

Jane Hurley, co-chair of Education of the Youth Board, along with Ava Berard, co-secretary of the Youth Board, help lead and present at the tri-annual Global Youth Board meetings, engage in service trips, and more. Hurley has been on the board for six years and Berard has been on for seven years. Senior Finn Donahue and junior Zoë Pomeroy are also on the youth board.

Hurley explained, "Water1st takes a community organizing approach, meaning it fundraises money for partner organizations that actually do the work of implementing water sources so they can be run autonomously by communities."

The purpose of the Honduras service trip was to visit one of Water1st's partner organizations, Cocepradil, and to interact with the communities impacted by the water projects. Hurley explained that "If you are more involved and have a deeper knowledge and connection with these people, you are more apt to help them."

Berard noted that the trip gave them a deeper understanding of what Water1st did and how they directly help people.

According to Berard, the two, joined by other juniors and seniors from private and public schools from around Seattle, went to four ribbon cutting ceremonies communities that had just gotten clean water and sanitation systems. They also walked for water to experience the daily struggle of communities in need, constructed parts of a water project, and experienced and learned about the culture and history of Honduras.

Hurley explained the significance of the ribbon-cutting ceremonies, and said, "Community members shared poems, prayers, songs, and skits about the process of building their water project." Furthermore, at the end of each ceremony, a woman would take a clay pot used to hold water and smash it on the ground, symbolizing the end of walking for water. Hurley and Berard



PHOTOS: Jane Hurley '23

Top Left- Two women roll out masa tortillas in coffee farm, Finca del Eden, Honduras.

Top Right- Children play with clean water at project inauguration in Eracla, Honduras.

Bottom- Woman smashes clay pot, symbolizing the end of walking for water.

also had a number of cultural experiences, such as a night of Cumbia dancing and learning the story of Honduras' national hero, Lempira. Hurley explained that "This cultural knowledge gave an even stronger insight into the communities we visited."

Berard said, "Before Water1st, many children and families believed that they were given up on and lost hope. Water1st worked to restore and bring clean water and sanitation to those communities that were impacted most severely."

Furthermore, Hurley was impacted by the Honduran value of community and hospitality. Each village they visited welcomed them wholeheartedly into their

homes, educating them on Honduran culture and traditions. Each community came together to dedicate time and effort to the water projects, as it would benefit everybody in the community. Hurley remarked, "There was a constant willingness to sacrifice personal needs for the greater good of the community."

Hurley also had a conversation with the mayor of Candelaria, who talked about how water projects give "communities hope for the future and a reason to stay" notwithstanding other issues such as internal displacement and migration, which Hurley studied for her sophomore Model UN project.

In the spirit of Peace and Justice Week, Berard and Hurley want to inspire other Prep students to get involved with service. Hurley recommends "finding a cause you're passionate about and doing something about it. You don't have to solve all the world's problems, but something as simple as volunteering at a local homeless shelter can make a big difference. If you actively look for opportunities to serve others, you will find a wealth of options in and even beyond Seattle."

If you would like to get involved with Water1st or donate to Seattle Prep's Water1st fundraising team, visit my.water1st.org/team/491181.

Seattle Prep Juniors Learn About Local Native American History

KATE CANNON '26
CHLOE HORNER '26
Staff Writers

As a part of Junior Collegio curriculum, students at Seattle Prep were assigned the "We are Still Here" project that gave them the opportunity to learn more about Native Americans in their communities. The project, created this year by Prep Junior Collegio teachers, is intended to provide students connections to Native American history in their community.

Students studied a unit all about Native American rights in the United States and different laws that have been passed through U.S. history about Native Americans leading up to their project.

Mrs. Slevin, Rahner Collegio English teacher, shared, "The students were overwhelmingly positive with the experience and loved going to the museums and learning new things."

The students were told to either interview someone who was part of or had a



Photo: Kelsey Hamilton '24
Hibulb Cultural Center in Tukwila displays artifacts from Native American boarding school.

connection to a Native American tribe in the Pacific Northwest or visit a site that would have historical artifacts from Native American history.

Elena Lovejoy '24, of Kostka Collegio, shared that the most memorable lesson she gained from this unit was "Native

American culture is represented as either people from hundreds of years ago, or as people who struggle with addiction, whereas in reality, their culture has been taken away, and native American people today are still pushing to get their culture out into the world."

For this project, Lovejoy and her group decided to go to the Burke Museum on the University of Washington campus. There, the group chose three historic objects to write about and connect to modern issues in Native American tribes today. They chose two baskets, and a piece of modern art.

The first basket was made one hundred and fifty years ago, and the second was made ten years ago, but in the same style, which showed how traditions were passed down through generations. The artwork reflected petroglyphs that were made thousands of years ago in the Columbia River. Lovejoy and her group connected all the objects to the traditions that were passed through history.

Slevin said of the project, "We want students to have an experience of contemporary native culture that is right around us rather than just something taught as a part of history."

EDITORS: MARGOT GWYNN '23 & PALOMA HISSONG '23

PEACE STUDIES: Creating a More Peaceful World

KEIRA MUNKO '24
Staff Writer

Part of Prep's mission is to send students out into the world to create a more peaceful and just world. The senior seminar Peace Studies works to carry out this mission by inspiring students to become peacebuilders by teaching them about healthy ways to address conflict.

"How, as we encounter conflicts in our own lives, can we engage in a healthy way with the conflict so we're not adding towards the violence in our world, but we're using those conflicts for peacebuilding." Said Fr. Rallanka, co-teacher of the seminar. Peace Studies looks at the multi-disciplinary ways to approach peacebuilding. It addresses cultural and structural injustices and violence by looking at tangible ways to move forward.

"It provides that kind of hope for the future through specific ways rather than just feeling overwhelmed, like there's nothing as an individual I can do to make the world better." Said Ms. Healy, co-teacher of the seminar.

The scale of peacebuilding can range from someone's own family and relationships to the world as a whole. Students in Peace Studies not only look at peace on a global scale, but at what peace looks like in their own lives and communities. The class is also directly tied to Seattle Prep's mission; "If we're trying to send into the world transformational leaders that are going to create a more just world, I think that aligns very much with how you do that." Said Healy.

Peace Studies works to inspire students to continue being peacebuilders once they leave Prep. Students can use what they learn in the class to make an impact in the world. "I just kind of imagine that each and every one of them from the class has the potential to go out into the world and make a positive change." Said Rallanka.

No amount of peacebuilding is insignificant, even the smallest amount is meaningful. "Each of us has a role in being peacebuilders," said Healy, "every person has a role and a responsibility to be a peacebuilder in wherever they end up in the world."

**“Each of us has a role in being peacebuilders.”
-Ms. Healy**



Photo: MARGOT GWYNN '23
Seniors have large and small group discussions about *The Sunflower*, a narrative that recounts the experience of a Holocaust survivor and explores the limits and possibilities of forgiveness.

Exploring the Fine Line Between Good & Evil

Being a senior means taking on leadership and responsibility, while also receiving fun perks and special experiences, such as the chance to take a Senior Seminar. Prep's course catalogue explains that the seminars are "multi-disciplinary, team-taught courses that focus on applying the theological principles they have learned on real-world issues towards the goal of becoming advocates for peace and justice, and men and women for others."

Veteran teacher Dr. Barmore and Jesuit priest Fr. Celio work together to plan and teach the Good and Evil Senior Seminar. Fr. Celio began, "Our Good and Evil class combines the study of literature, philosophy, theology, and Ignatian spirituality into one conversation about the purpose of life, the obstacles that get in the way of living a good life, and the decisions that we might make, with God's help, to live our best life."

Aimed at giving the students a chance to reflect on human nature and society as a whole, the Good and Evil course often provides an eye-opening point of view for many students as they learn to reflect on their own values.

According to Dr. Barmore, "Senior Seminar was established to focus on the Grad-at-Grad characteristics."

These characteristics are traits that Prep students strive to achieve by graduation. Senior Seminar supports this goal. Fr. Celio explained, "One way that we engage the Grad at Grad characteristics in our Good and Evil class is through prayer and reflection on how the seniors relate to those characteristics right now and how they've grown in those areas during their time at Prep....Wrapping one's mind around different philosophies, for example, does a lot to encourage growth and intellectual competence."

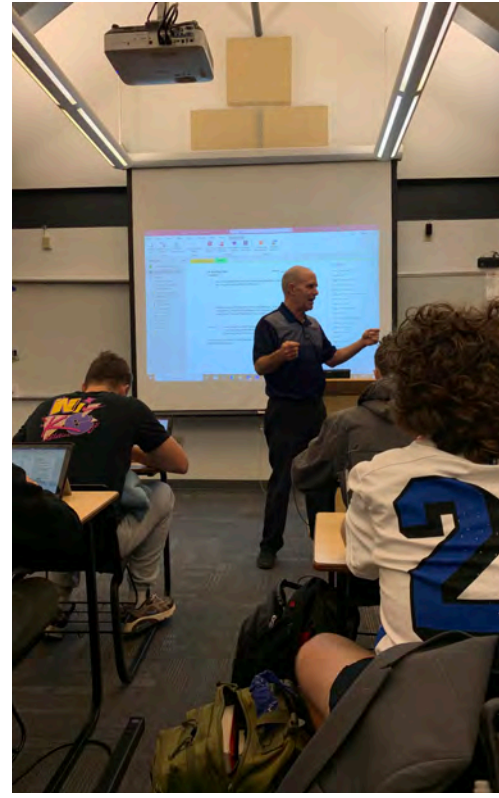


Photo: JEFFREY GO '23
Dr. Barmore connects philosophers to *All the King's Men*, a novel exploring human nature and the bounds of morality.

Classes such as Good and Evil challenge students to think in new ways. Rose Kennedy '23 elaborated, "There is truly no one prescribed idea taught to be correct or true, but rather students are encouraged to come to their own conclusions about different ideas." Kennedy continued, "In all parts of the class, we are searching for concepts of good versus evil, right vs wrong, truth vs lie, and using these examples to help us draw conclusions on what we believe are the definitions of

good and evil....Students voice their opinions on different moral dilemmas or controversial ideas." She concluded, "The biggest real-life connections I've made in Good and Evil are patterns in human nature.... Understanding tendencies in humans and why they do the things they do is incredibly valuable information for any senior about to step into the world of college and beyond."

As a result of taking this course, students come to realize that there is sometimes a fine line between good and evil. Beginning to explore complex, philosophical ideas like this opens the mind to different types of reason. Fr. Celio shared, "My sense is that theology classes at Prep progress from more focus on the Christian tradition as freshmen and sophomores, to reflection on how to act as persons for and with others, inspired by faith. In this sense, senior seminar classes take the next step in that direction."

Dr. Barmore added, "Our hope is that students have had an opportunity to reflect on human nature, their own nature within that context, and what that means for them in both moving forward and in their relationship with [and] to God." Good and Evil, Barmore concluded "is a great capstone class. The various Senior Seminar classes, in different ways, invite students to reflect over their experiences at Prep and envision how they want to live moving forward"

Whether students gain perspective, receive guidance on how to make decisions in their lives, or simply enjoy the discussions with their classmates and teachers, the Good and Evil Senior Seminar, and all four of these special classes, offer unique opportunities for enrichment of the mind. Participating in these classes allow the seniors to depart from the school with the Grad-at-Grad characteristics firmly in place.

Life, Liberty, ...And Justice For All



Photo: HANNA ROTH '23
Seniors have large and small group discussions about issues including the school-to-prison pipeline, redlining, and the history of segregation in schools.

HANNA ROTH '23
Staff Writer
A staple at Prep are the four seminar classes that all seniors take at the end of their student careers. Prep seniors' participation in their classes will lead to growth and opportunities for many students to come after them. One of the four classes seniors can choose from is And Justice For All..., taught by Mr. Elsner and Mr. Liu.

This class is an evolution of a previous class in Senior Seminar that also focused on justice and equity. However, Liu and Ms. Broadbent really developed the curriculum centered around racial equity and racial justice last year.

This year, Elsner and Liu have continued to develop it together throughout the year. The class is meant for students to develop a greater awareness of the various social injustices in our society, specifically as it relates to race in the criminal justice system,

in education, in housing, in health, and in the environment.

Mr. Liu works in his own personal upbringing and experiences to teach the class to his seniors. "Being raised in a multicultural household, I was exposed to a variety of cultural experiences and perspectives that have shaped my worldview. Coming from other Jesuit schools in another city (Los Angeles), I have been able to bring my own unique perspective and educational experiences into my new "Seattle classroom."

As a new teacher Liu has been able to learn more about the Seattle Prep community to better adapt his teachings to his students. As the new teacher for And Justice For All..., Elsner believes, "that as a college educated, white male in our society it is paramount that I am an ally who uplifts the voices of those with less privilege and work to create systemic change in our community so that I am no longer someone with the most privilege. My hope is that our class allows me to help in a small way to make that happen by allowing for a space to create change or at the very least, to think about how young people want to create change."

And Justice for All... is a class to rising seniors that provides a unique opportunity to reflect on topics like identity, diversity, equity, and inclusion before facing many of these topics in the real world. The class also provides students a unique way to reflect on their "Prep experience" and the grad principles throughout their four years. The core of who we are as a Jesuit school is the work of racial equity and racial justice. They don't live separately from each other. And Justice for All... has and will lead students to growth and opportunities for many Prep students to come after them.



Disease & Social Responsibility: Empowering Students to Become Agents of Change in Global Health

NICK PICKEL '24
Staff Writer

Among the four seminar classes for seniors to take at Seattle Prep is Disease and Social Responsibility. Like all senior seminar courses, Disease and Social Responsibility is a course that challenges seniors to advance and apply what they've learned at Prep about world issues and spirituality. It is taught by theology teacher Ms. Deana McNeill and science teacher Mrs. Laurie Matthews.

Matthews, who teaches freshman biology and AP biology, said that Disease & Social Responsibility is, "a great opportunity to dive into complex global health issues with smart and passionate students."

The course is interdisciplinary, meaning it covers more than one field of study. Disease and Social Responsibility covers both the theological perspective of health and disease in diverse global cultures, and the scientific perspective of the many components of effective disease management.

McNeill, who said that she would be a doctor or healthcare worker of some sort in another life, explains the interdisciplinary approach. "It is often hard for people to understand that theology and science are not at odds with one another. Theology moves us beyond the science and asks, 'How can I use the knowledge I have gained to be of service to others and build a more just and equitable world?'"

Matthews said that she enjoys teaching the science of disease with McNeill because "she brings an outstanding perspective and background in theological, social, and ethical methodologies. Of course, I love to nerd out on the science content, but treating disease is so much more than science and medicine. It is exciting to think about each senior using their gifts and talents to make the world a more just place for all."

McNeill said the goal of Disease & Social Responsibility is "to challenge and em-

can theology inform our decision-making and approaches to global health? Why should we care, and why and how should we act? And, what is my duty to my fellow human beings?"

Students in Disease & Social Responsibility will gain a basic knowledge of the immune system, vaccination, malaria, tuberculosis and HIV/AIDS, and the importance of a systems or upstream approach to public health. Other topics include liberation theology, preferential option for the poor, structural violence, different ethical approaches to decision-making, and cultural competency. Additionally, students will look into how they have grown in the characteristics of the Grad at Grad while at Prep, and how to apply those concepts when addressing global health.

Students have been reading Tracey Kidder's "Mountains Beyond Mountains." This book is about Dr. Paul Farmer and the humble beginnings of his clinic in Haiti, Partners in Health.

McNeill said, "Farmer embodies so many Catholic and Jesuit ideals in his approach to medicine. So, students see an example of what faith in action can look like as they learn about the injustices the poor and vulnerable face regarding healthcare and how this affects their ability to survive and thrive as individuals, communities, and nations."

**“Theology moves us beyond science.”
-Ms. McNeill**



Photo: NICK PICKEL '24
Mrs. Matthews works with a group of students in Disease and Social Responsibility. The class views global health issues through a theological lens.

power students to think about how they can apply their education, Jesuit ideals and talents to real world situations in order to make the world a more just place for all."

D&SR Students do this by asking questions such as "What factors contribute to the proliferation or eradication of these diseases? What are the social, cultural, political and economic obstacles to global health? How

Prep Students Build Houses in New Orleans with Shirts Across America

Across America

BRIDGET CANNON '23 &
GRACE ROTHROCK '23
Staff Writers

Hurricane Katrina made landfall on the Louisiana Coast on August 29, 2005. It was classified as a category 3 storm with winds reaching 120 miles per hour. The storm continued moving north, making a second landfall over Hancock County Mississippi, leaving mass destruction in its wake. Katrina is responsible for approximately \$108 billion (about \$330 per person in the US) in damage and 1,833 fatalities.

Founded in January of 2007, Shirts Across America was created by high school and college students in Seattle with the goal of building housing for families in New Orleans and Mississippi after Hurricane Katrina destroyed thousands of homes. Since its founding, Shirts Across America has sent over 4000 volunteers, including many students from the Seattle Prep community to the Gulf Coast region who have worked on 200+ homes/projects.

Junior Courtney Stockwell took the journey to New Orleans over spring break in 2022. "My whole family is from New Orleans, and I remember my aunt telling me about her experience during hurricane Katrina," Stockwell said, "Her entire basement was flooded and destroyed by the



Photo: BRIDGET CANNON

Students attending the 2022 Shirts Across America pose in a house under construction.

hurricane... I really wanted to go on the trip to give others the help that my aunt received in rebuilding her house and her life."

Lauren Teders '23' also went on the service trip in 2022. Teders claimed that "The most impactful part of the trip was definitely the people that I met, everyone was so supportive and understanding of one another, and we were all able to learn and

grow because of it."

As for one of the most unexpected takeaways, Teders and Stockwell agreed that the emphasis on learning the history of slavery and the Civil Rights Movement was highly impactful. Stockwell said that "Walking over the same bridge Martin Luther King Jr. walked on made the history I had learned previously in class come to life

and I was able to grasp more of a full picture of the true impact of his work."

For anyone debating on signing up for the Shirts Across America program, Teders said, "I would tell someone to totally do it! It feels absolutely amazing to give back to a community and along the way you get the chance to see some amazing places."

Igniting Hearts and Inspiring Change Through Junior Service

COLE HACKMAN '24
Staff Writer

Seattle Prep's Magis Christian Service Program is essential to the school's curriculum; it is a requirement that each student completes a yearly service project unique to each grade level. Freshmen complete service to their former school or faith community, sophomores complete service to the Seattle Prep community service, juniors complete service to the greater Seattle community, and seniors engage in servant leadership. As juniors, students must serve with one organization over the span of the school year and also complete the Junior Service Reflection. This service project aims to allow students to explore an area of interest or passion relating to social justice and deepen their formation of Jesuit values and attitudes.

The school's philosophy, which is fundamentally based on the experiences of St. Ignatius, emphasizes the importance of service to others as proof of our love for God and as the starting point for all that happens at the school. The Magis Christian Service Program aims to broaden students' experiences by serving the local communities. It also seeks to sensitize students to people in need on all levels of society, which can help them realize what they can offer others, what they can learn from others, and what their needs may be.

The junior year service project focuses specifically on service and advocacy targeted towards those with and on the margins. Students must complete 6 to 8 on-site visits with the service organization they choose at the beginning of the year. Examples of junior-year service projects include volunteering at food banks, tutoring students at local schools, and helping at retirement homes. The service project allows students to explore an area of interest or passion relating to social justice, and they must complete a Service Reflection Assignment throughout their service journey. This service reflection is often presented at the



Photo: GRIFFIN LINES

Oliver Graham '24 grabs snacks for students staying after school at St. Therese Catholic Academy

end of the school year in Theology classes, where students show what they completed at their on-site visits and experiences. The reflection offers questions students can think about following site visits, such as which personal skills they are developing through service. Several juniors have expressed the importance of the service projects.

"It is truly fulfilling to see how my service can impact my local community," said Jay Yuen, '24, who volunteers as a tutor for underprivileged children.

Prep's commitment to service is integral to the school's mission. By requiring students to participate in service projects and reflect on their experiences, the school is helping to form men and women for others who are intellectually competent, open to growth, spiritually alive, loving, and committed to doing justice in generous service to the people of God. The junior year service projects reinforce the theme of men and women for others and promote positive change in the Seattle community.

THE SEATTLE PREP PANTHER

PAWD CAST

The Pawdcast: Fast Fashion

MARIBEL MAY '24 &
AVA PITTS '24
Staff Writers

In this episode of the Pawdcast, Maribel May and Ava Pitts discuss Fast Fashion including what Fast Fashion is, what to be on the lookout for and some ways to avoid giving in to the Fast Fashion Trap.

Is JUG Restorative Justice?

MIA SCHWARTZ '24
AVA TINDER '24
Staff Writers

JUG, deriving from the Latin word *jugum*, is the disciplinary consequence assigned by teachers to students for misbehaving at Seattle Prep, or acting in a way that doesn't align with the school's moral code. The system of JUG has been instilled at Seattle Prep for as long as it can be remembered, however, is it actually effective in correcting students' behavior? Does it create an understanding of the negative impact their actions have on the community?

Restorative justice is defined as a system which focuses on the rehabilitation of rule offenders through reconciliation with the victim and the community at large. Its main principles are to promote recovery, healing, and to provide a safe, supportive environment to learn from mistakes. Many students at Prep question if JUG falls within the lines of this definition or brings about a positive change in the community. Someone who understands the system of JUG from both the perspective of a student and a faculty member is Dean of Students, Mr. Hendricks.

Hendricks stated, "I think that it's a system that works. It was a system in place when I was a student at Prep."

However, when asked more specifically if JUG was beneficial to students reflecting upon the consequences of their actions, Hendricks didn't necessarily agree. Hendricks said, "The hope is that the reflection takes place in somewhat of the inconvenience that JUG causes." Nonetheless, "They are restoring back to the community and doing service that otherwise doesn't get done. Students completing JUG in the neighborhoods surrounding Prep is a small gesture that shows we have care for our neighbors – so that's the kind of restoration to the damage that they have done. It's overall an opportunity for them to help the school out and reflect on their actions."

Students at Prep receive JUG for numerous minor infractions, spanning from the use of a phone during class to being tardy to classes too frequently.

Those who have been assigned it know that JUG starts promptly at 2:50 PM in room 1100 after school on the day it was assigned.

It consists of tasks such as picking

up garbage around the neighborhood, cleaning windows, and other chores around the school community. Although these lapses of etiquette may be seen as no big deal, they can significantly impact the learning environment. Hendricks explained that "Most of our JUGs come from consistent tardies, the hope is to try and move those students to be more attentive to time. I don't think students are always aware of how disruptive that is to a teacher – it interferes with the flow of a class."

Although the system of JUG at Seattle Prep may not be a golden example of restorative justice, it contributes to the order of Prep and exceptional student behavior. Wiping down a window, scrapping the gum off the bottom of a desk, or picking up a piece of plastic off East Miller Street may be the very actions keeping the student body in line – and that is what's important.

Hendricks explained how JUG might allow students to think about their place in the community, "It seems to do the job. JUG helps our students recognize some of the issues that develop on campus and prevent them from happening."

Did You Know?

Despite popular belief, JUG does not stand for "Justice Under God"

JUG is derived from the latin noun *jugum* or yoke.

Yokes are livestock collars designed to balance the burden and make it easier to manage.

Performative Activism: What is it?

SOLIANA FISHATSION '26
Staff Writer

Performative activism is defined as "activism that is done for the sake of increasing one's social capital or fame, rather than out of genuine devotion to a cause".

Performative activism is negative because it creates a caricature of what activism is like. It's not rainbows and flowers, and when trying to fix an issue in our society it takes work and dedication, while performative activism does not require that dedication. It allows problematic people and companies to pretend to care about certain issues and gain sympathy and money from people while also getting off scot-free when actively contributing to the problem.

Performative activism is everywhere. From companies pretending to be eco-friendly, to influencers photoshopping going to a protest. So why has being an activist become a way to increase social status? Well, as society becomes increasingly progressive, being conservative and holding on to negative ideology is becoming frowned upon, and many take advantage of this.

For example, Shein and H&M are both fast-fashion companies that use the rising sustainability and eco-friendly buying habits in consumers to fill their pockets. They've both released eco-friendly lines and focused on green marketing in their advertising. Green marketing is defined by Investopedia as "the practice of developing and advertising products based on their real or perceived environmental sustainability".

This helps customers feel less guilty about buying from these brands that are a large part in our country's overconsumption, large textile waste, and an increase in synthetic and plastic materials in clothes that don't biodegrade, and harm

animals and ecosystems and thus they get more money. Ultimately, they are a perfect example of performative action by large companies.

Another example of performative activism is on social media by large influencers and celebrities. In the summer of 2020, during the height of Black Lives Matter protests following George Floyd's death, influencers were going to BLM protests in the masses as a photoshoot backdrop. Not only was this insensitive, but it also devalued the whole point of the protests and the movement, and only seeing white influencers taking aesthetic photos at protests and being the voice of black issues only reinforced the issue of racism. Forbes' Carmen Morris said "it maintains the status quo and renders illegitimate, any attempts to change processes that support structural racism, and other barriers".

The way one can avoid performative activism is speaking out on issues that one is passionate about with informed opinions. So, instead of reposting the location of a protest and never following up, go to the protest! If it looks good on social media, wouldn't it be better to attend it and show up with support? Another way could be to avoid bragging about good deeds, like donating money to a charity. If bragging about activism is the norm, is the intention out of devotion to the cause, or contributing to performative activism?

Performative activism is a complex and deep-rooted issue in our society, intertwined with race, social media, and money, but as we move forward, we can recognize performative action from companies and influencers and take steps ourselves to realize when we are personally partaking in performative activism. So as Dr. Maya Angelou said: "Pick up the battle and make it a better world. Just where you are."

Opinion: There is no Excuse not to be an Activist, Right?

ALDEN ARNOLD '23
Visuals Editor

In an age where current global events, politics, and opinions are as accessible as one's camera roll, it takes an effort to stay uninformed. More than ever, people are exposed to issues relating to inequality, human rights, violence, and the climate crisis. Alongside a deep-set feeling of dread, the natural response to this suffering is the question: what should I do with this information?

Seattle Prep students are told to be committed to doing justice, but with a lack of monetary resources and experience, this is easier said than done. The most viable option, it seems, already sits in every teenager's pocket: social media.

Free, popular, and accessible, social media is the perfect platform to share messages with millions. For teens yearning to help their communities and engage in social justice, social media appears to be the obvious answer. Within seconds, information can be publicized via infographics, current issues featured on story posts, and even whole organizations can exist exclusively through an Instagram or Twitter account.

At the heart of this seemingly infinite opportunity to do good, however, lies a hollow center. While well-intentioned, social media activism often lacks the physical action required to make the concrete changes these posts promise. Like most things on the internet, hot-button topics become trends for 3-4 weeks before quietly dying out; old issues are discarded for newer, shinier ones.

Some view activism accounts as an opportunity for profit and use them as free ad space to market merchandise to their followers. Algorithms almost exclusively feed users posts that align with their po-

litical affiliations, creating opportunities for radicalization, hive-minds, and even propaganda. By reducing social progress to a 3x5 grid, the core principles of these movements and the human element of justice are lost. Lacking action, inspiration, and commitment, this form of activism is, more or less, performative.

Peer pressure can also play a role in online activism. Especially for teenagers, cutting-edge involvement in issues of social justice can translate to increased social credibility. Silence on a particular issue, on the other hand, may be perceived as a statement of condemnation and result in ostracization.

"Virtue-signaling", or expressing opinions for the sole purpose of demonstrating one's virtuousness, runs rampant on online platforms. For some, the popularity and gratification associated with performative activism are the primary motivation to like posts, share stories, and sign petitions.

Online activism is not all evil, however. Social media, much like polls, indicates popular opinion and can influence politicians' campaigns and agendas. The internet is an excellent resource to educate and be educated. For many working people with busy schedules, activist accounts are the only way to interact and stay involved with topics that are important to them.

Social media can be utilized for good, but it is important to know how to use it correctly. Before posting, sharing, or commenting, ask: "Is this information correct? What is the purpose of this content, and what draws me to this subject in particular? Is there genuine passion backing my action? By interacting with this, how am I directly benefiting the cause? What is my motivation for sharing this post, and how will I follow up with this topic in the future?"

Three Ways to Avoid Performative Activism

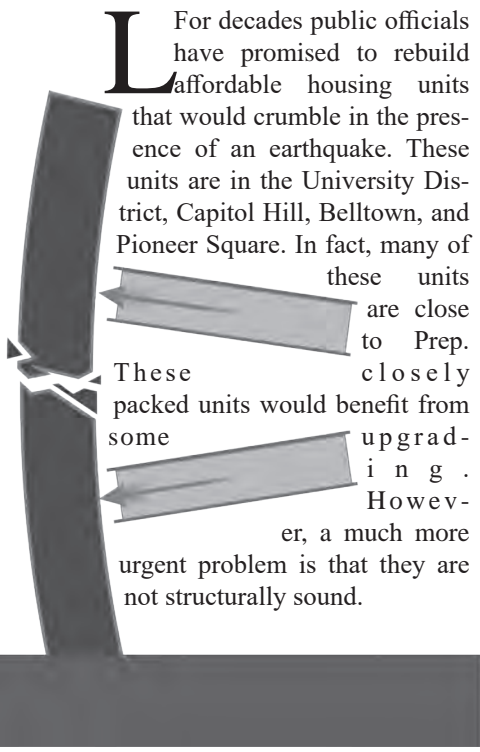
One: Stay Informed
Read and research to understand complex issues.

Two: Show Up
Volunteer and get involved with organizations you are passionate about.

Three: Check Yourself
Before you post, share, or comment, ask "What is the purpose of this content?"

Shaky Affordable Housing Leads to Pressing Problems

SOPHIA MAGNANO '25 & BEN OSWALD '25
Staff Writers



For decades public officials have promised to rebuild affordable housing units that would crumble in the presence of an earthquake. These units are in the University District, Capitol Hill, Belltown, and Pioneer Square. In fact, many of these units are close to Prep. These closely packed units would benefit from some upgrading. However, a much more urgent problem is that they are not structurally sound.

In a March 2020 article from the Seattle Times, Daniel Beekman and Daniel Gilbert reported that the Department of Inspections and Construction found 1,873 apartments for low-income renters to be unsafe in case of an earthquake. This leaves over 2,000 occupants in probable risk. The walls in unreinforced buildings are not bolted to floors and ceilings, increasing the risk of catastrophic damage during earthquakes. Repair would cost anywhere from \$80 million to \$1.3 billion or \$45 per square foot. The city's preserved money for affordable housing upgrades is not nearly enough to encompass the volume of retrofits required.

Currently the city is faced with the decision to either create more affordable housing units, which are in high demand, or to fix the existing ones. Officials have been discussing the matter since the 1970's and, unlike in Oregon and California, they have made very little progress. These discussions alone cost Seattle \$250,000 in consulting fees.

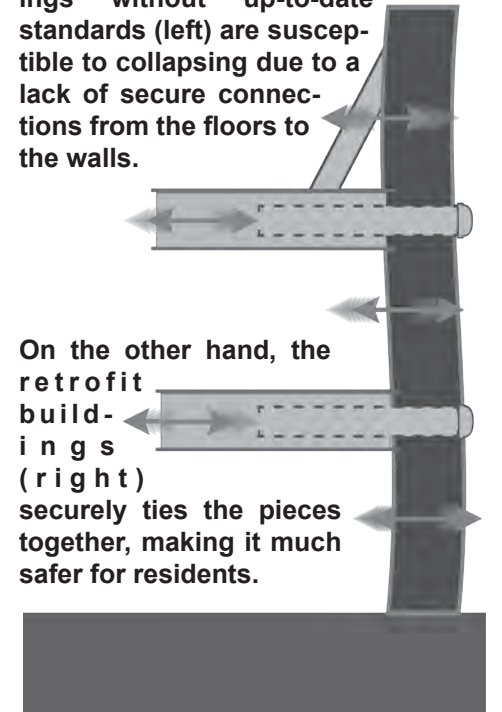
If the problem is continually ignored Seattle could end up like a very similar city in New Zealand that lost 42 people in 2011 when a shallow earthquake hit. While prom-

ises have only progressed into paper plans in the past, the State House Bill 2405 has recently passed. Some advocates believe that this may be the silver bullet that leads to action. The bill would enable building owners to finance retrofits that would be paid over 10 to 20 years by special loans. Furthermore, the bill would allow owners to obtain private capital for clean energy or seismic upgrades and repay those loans over time.

The issue of affordable housing and earthquake safety in Seattle has been a long-standing problem that has yet to be fully addressed. With nearly 2,000 apartments for low-income renters deemed unsafe in the event of an earthquake, the risk to over 2,000 occupants spread throughout Seattle cannot be ignored. Despite the little progress that has been made over several decades, the recent passing of State House Bill 2405 may provide a glimmer of hope for advocates, as it could provide a means for building owners to finance retrofits. Ultimately, it is crucial for the city to take action to ensure the safety of its citizens, and the passing of this bill could be a step in the right direction.

GRAPHIC: JEFFREY GO '23
In the event of an earthquake, buildings without up-to-date standards (left) are susceptible to collapsing due to a lack of secure connections from the floors to the walls.

On the other hand, the retrofit buildings (right) securely ties the pieces together, making it much safer for residents.



Understanding the School-to-Prison Pipeline

RYAN MAH '25 & DEAN JOHNSON '25
Staff Writers

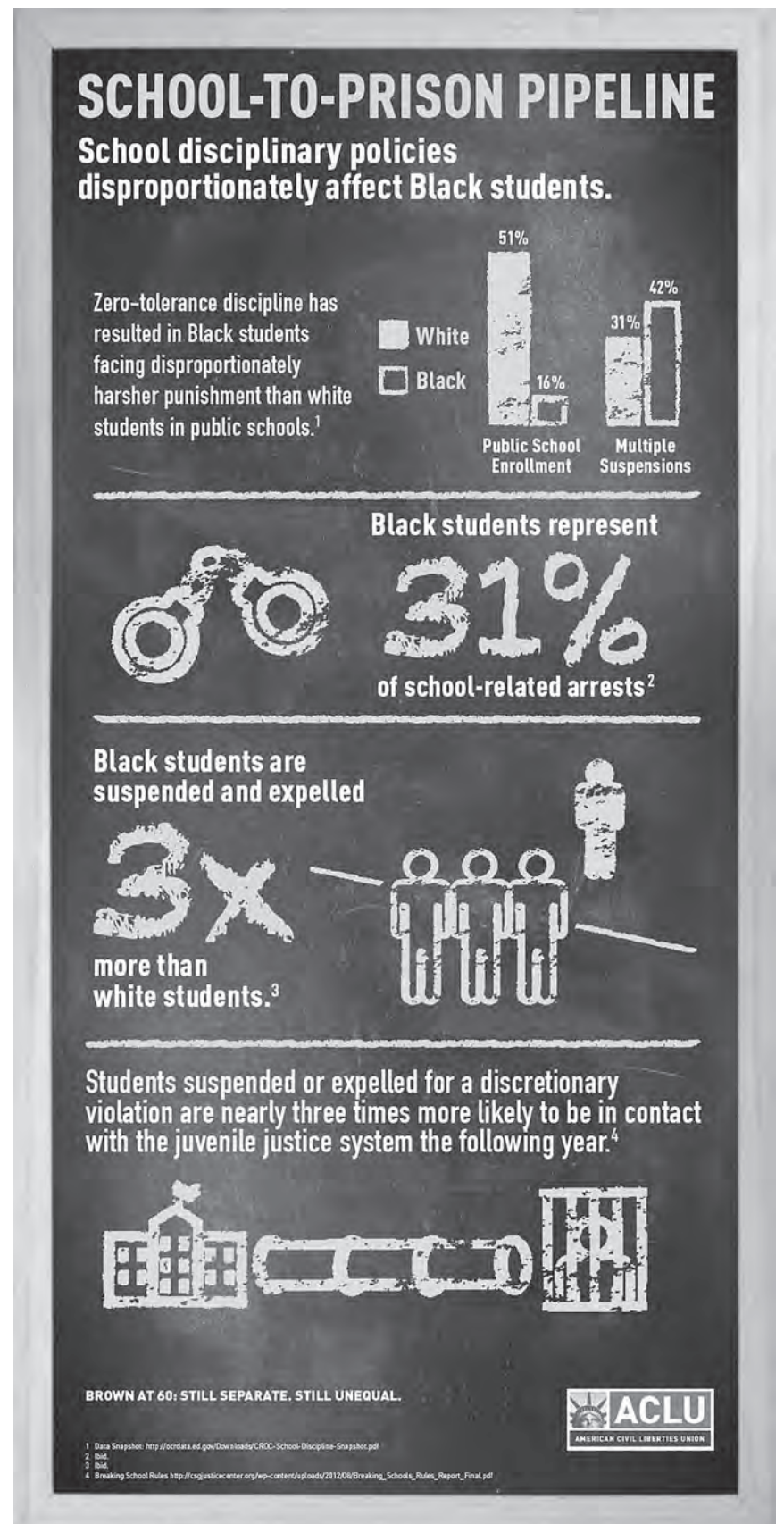
The school-to-prison pipeline is a social phenomenon that refers to the disproportionate juvenile incarceration of minorities due to harsh school environments and municipal policies. The largest group affected by this phenomenon are those in low-income neighborhoods. These neighborhoods are susceptible to drug usage and crime. However, instead of attacking these issues from the root causes, lawmakers and police officers resort to physical suppression of the people involved in the crimes. The continual development of unsympathetic policy leads to higher incarceration rates and higher rates of single-parent households. These policies are not only ineffective in solving crime and drug troubles, but they also perpetuate the issues.

Psychology during one's developmental stages is essential to understanding the school-to-prison pipeline. Humans, particularly in the early stages of life, adapt to their circumstances and environments. Unfortunately, the communities responsible for nurturing young, low-income students have been failed by their state governments and schools. For instance, crime and drug-use appear at significantly higher rates in lower-income communities. This is largely due to the economic insecurity that families face. The youth especially will often look at ways to obtain money quickly which leads them into selling and abusing drugs. Rather than trying to solve the root cause of these community issues, the police and state government have resorted to violence, intolerance, and incarceration. While these methods may stunt the drug issues temporarily, a new wave of young and vulnerable people will fill their place. Thousands of typically minority students are roped into gangs, crime rings, or surrounded by drugs.

The one system that is crucial to correcting this behavior ironically, shows parallels to the impractical state laws. Around the same time municipal policy became sterner, schools started creating more hostile environments and they became more reliant on the police in the form of School Resource Officers. For example,

Black and Hispanic students made up a staggering 57% of suspensions from 2009 to 2012 (Education Policy Center 2015) as schools started to adopt stricter suspension requirements. Schools have started to meet minority students with little-to-no compassion when they probably need it the most. The continual lack of accommodation for minority students has led to the students garnering ill feelings toward the school system. These students are then subject to detention, suspension, and even expulsion. These disciplinary actions are more common due to zero-tolerance policies that have increased in popularity among administrations who favor these more convenient but more consequential methods. Additionally, the School Resource Officers (SRO's) that have been appearing in schools more frequently exacerbate these problems. Schools with SRO's have as much as eleven times the number of students being sent to juvenile court as to schools without them. This drastically affects the graduation rate and access to college education for minority and low-income students especially. The minority students now have decreased access to proper job opportunities, and they often find themselves resorting to selling drugs or even theft. These initial experiences the youth have with the criminal justice system push them in the direction of crime, addiction, and poverty.

The school-to-prison pipeline is an issue that has yet to be addressed in large by politicians, schools, and the police leaving it still extremely prevalent in schools across the U.S. However, some smaller schools have adopted softening policies to help better fulfill their responsibilities to nurture their students. These small school softening methods hope to be proven correct on a larger scale, but much more work needs to be done before policy like this becomes widespread. Seattle Prep works with programs like the Seattle Clemency Projects that work to reintegrate prisoners into society. The Seattle Clemency Project meets prisoners with compassion and aims to value each prisoner's story and human dignity. Seniors actively work with the Seattle Clemency Project to restore justice in our communities and carry out our Jesuit mission on a larger scale.



GRAPHIC: Courtesy of American Civil Liberties Union

MUSIC w/ Social Justice Themes



Scan above to explore songs with social justice themes from inspiring movies, diverse artists, and iconic time periods for social change!

CLAIRE RULYAK '24
Managing Editor



Congratulations to Seattle Prep Drama who placed first in the State Thespian Festival for their performance of Into the Woods!



LIVE BREATHE CREED

Michael B. Jordan Makes Directorial Debut with Creed III

ALEX GARDNER '24
Staff Writer



Photo: Courtesy of Metro-Goldwyn Mayer Pictures Inc.

Ambitious, electrifying, swaggy. These are all words that can be used to describe both Michael B. Jordan and his most recent film, “Creed III”. Unlike the other two Creed movies, not only is Jordan the star of “Creed III”, but he also directed the movie himself.

The first Creed movie was mainly about the relationship between Rocky and Apollo, and the second about Adonis Creed coming out of his father’s shadow. However, the third movie differs from the first two as it stands mainly on Adonis Creed’s shoulders. It begins by going back into the past and uncovering childhood trauma and transformative years that shaped the character Adonis has become. It explores many ideas specifically parenting, therapy, toxic masculinity, forgiveness, and love.

“Creed III”, along with the other two films, also continues to portray the underdog spirit, where one goes through hardships and rises from ashes to reach the mountaintop. This makes the film especially relatable for its viewers as life is hard and throws obstacles and everyone. “Creed III” shows how these obstacles can be encountered, how they can be difficult, and yet how they can be conquered.

Jordan described in an interview with American radio DJ, Peter Rosenberg, that “one thousand percent there are things in the role of Adonis Creed that have a direct tie to my personal life.” Coming from Newark, New Jersey, Jordan relates to the character of Adonis Creed in various

ways and believes that anyone who comes from a place like he does can deeply relate to the character as well.

In his interview with Rosenberg, Jordan also said, “We gotta be better, especially for the next generation. So as much as I can lead by example and squeeze every drop out of this thing called life that’s what I’m gonna do.”

As a director he is no longer a part of someone else’s vision- he is instead able to share his own vision with the world. With this vision, he strives to make others see exactly what he sees and described to Rosenberg that he finds this process to be “really satisfying.”

The story of Adonis Creed is one that can both motivate and move people and Jordan’s dedication towards it sheds significant light the idea that no dream is too big, no vision too unrealistic.

This directorial debut has made him an actor, producer and director. In the film “Creed III,” viewers are taken on an emotional journey shown through the work of the one and only Michael B. Jordan. There is so much to appreciate about him: he’s successful, multifaceted, and most importantly he stays hungry. He has the desire to keep making change and to be the best version of himself he can be. He stated to Rosenberg that he is eager (as are his many Creed superfans) to continue expanding the Creed franchise, “one step at a time, once punch at a time, one round at a time” as Rocky Balboa would say.

Peace + Justice Week Schedule

April 17-21

MONDAY: OUR MIND

- Lunch: Meditation in Merlino Mezzanine

TUESDAY: OUR HOUSES

- Lunch: Preparing lunches/hygiene

WEDNESDAY: RESTORING OUR HOMES

- Community Day

THURSDAY: OUR EARTH

- After School: Eco-examine walk

FRIDAY: OUR IDENTITIES

- Lit-Study: All school Assembly



GRAPHIC: MARIA MCDOWALL '24

Ask Margot:

How Can I Reduce My Carbon Footprint?

MARGOT GWYNN '23

Online Editor

More now than ever, there is an emphasis from politicians, scientists, journalists and social activists to take action against climate change. If you remotely pay attention to the media, threats of a declining world plaster the front pages of the Wall Street Journal, New York Times, BBC and other large news corporations. It can seem daunting to stop the possibly irreversible effects of global warming as just one person, but each of us can make choices that will positively impact our environment and reduce our carbon footprint to preserve the world we so deeply admire.

Especially now that the weather is improving as summer approaches, substituting driving to school, work, the grocery store, etc. with walking or biking can be a great way to reduce fossil fuels. Not only is it beneficial to our environment, but it's also a wonderful way to get some fresh air and spend some time outside. If traveling by car isn't an option, carpooling like many Prep students do to school is also a great option.

Additionally, avoiding "fast fashion" brands and consciously choosing "slow fashion" clothing can be very beneficial. The "slow fashion" movement not only results in higher quality and long-lasting items, but also promotes ethical, eco-friendly, and sustainable clothing production. Thrifting clothes is also a great way to shop, and you might find even more unique pieces that will remain timeless even after short-lived trends come and go every month.

There are also many little choices you can make that may seem insignificant yet can be greatly impactful when everyone does their part. To save energy at home, unplug chargers from the outlets when they're not being used, turn off the lights when leaving a room, and be mindful of taking shorter and cooler showers. Use less plastic packaging and swap out disposable containers and water bottles for reusable ones. Eat seasonally and incorporate more vegetables into your diet instead of red meat. Grow flowers, fruits, vegetables, and other plants in a garden in your backyard or plant trees with Prep's Outdoor club.

It's important to remember that no one is asking you to move mountains in order to save the planet. Each of us can do our small part. Our actions may seem insignificant, but if we all have that attitude then we'll never make any progress. We can incorporate our goals of a sustainable future into our daily lives and work towards a healthier and happier planet.

Best,

Margot Gwynn

Spiritually Alive: Aguilar Fox Lends A Giving Hand

KELSEY HAMILTON '24
Managing Editor

As a Jesuit school, Prep encourages students to go out into the community and engage in acts of kindness. While students have a service requirement for each grade, some participate in their own service work. Natalie Aguilar Fox '24 has volunteered at Treehouse for five months to give back to her community.

Located in the Mt. Baker area, Treehouse is a nonprofit organization helping youth in foster care. Their goal is that by 2027, 90% of youth who have experienced foster care in Washington will have completed high school and have a support plan to transition into independence. In addition, Treehouse gives the youth support and access to essentials in life, including free clothing, hygiene, school supplies, and more.

Treehouse remains a nonprofit organization because of all the donations they get from companies, including a special deal with Goodwill, where they trade off clothes. However, a large portion of resources comes from individual people who donate.

This past winter, Prep was able to

contribute to the organization. During Prep's Giving Tree drive in the winter, the Junior class brought toys, makeup, and other items to donate to Treehouse.

William Liu, the head organizer of the Giving Tree Drive, is always on the lookout for organizations that Prep can partner with. It was Aguilar Fox's idea to have Juniors donate to Treehouse. Her connection to Treehouse inspired the idea to match each grade level with a specific organization for the Giving Tree Program. In an email, Liu wrote, "I think that these donation drives work best when there is a personal connection to the organization, as well as a student leader to help represent and speak to the needs of that organization."

When Aguilar Fox is at Treehouse, her job is to organize the bins full of donations and help the youth at Treehouse shop online for items they need. They give her ideas of what they might want to have, and she finds them online, orders them, and then packages them up. These requests range from clothing to books, basically any of the essentials at their store.

Aguilar Fox's motivation for helping others comes from stories she heard growing up about her family. As a young child, Aguilar Fox learned that her dad



Photo: KELSEY HAMILTON

Aguilar Fox dropping off boxes of donations for Treehouse

didn't have the best life and had to work hard to get to where he was today. She saw this with her whole family, who had to work their way up to where they are now.

Reflecting on her time at Treehouse, Aguilar Fox said, "It's one of the first times I feel like I've done something to better the lives of people. I feel like I'm making a difference. It's made me want to

do so much for this world and so much for others. I can't wait to see what else I do in the future."

Aguilar Fox helps Treehouse through volunteering, but there are many other ways to give to this organization. Clothing donations are always welcome, and Treehouse also has an Amazon Wish list that can be found on their website.