

The Seattle Prep Panther

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Throwback Issue



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Flavors of Prep's Past

ANDRE MATHEW '27 & MASON BECKETT '27
Staff Writers

John the Candy Man? Free French fries? The Commons serving sushi? Capitol Hill has always been a melting pot of diverse and exceptional food, and Prep is no exception. Dining at and around Prep has evolved greatly over the years, leaving each alumni class with a distinct high school culinary experience to savor in memory.

While health is now a priority for Prep lunches, it wasn't always that way. “Pizza, burgers, candy, all crowd-pleasing favorites were among the most popular cafeteria options at Prep,” said Mrs. Lovejoy. In fact, there was even an entire table dedicated to selling candy. Engel said, “John the Candy Man used to sell the best candy where the cafeteria’s drink fridges now are.”

Prep emphasizes the importance of well-rounded students in regard to academic and extra-curricular activities; the cafeteria embodies this, prioritizing student nutrition and health in its food. Mr. Engel said, “Nutrition has come so far. I’m amazed at how incredible the food tastes while remaining healthy. In our day there wasn’t even a salad bar!”

Upperclassmen now flock to Capitol Hill lunch staples like Pagliacci, Dick’s, and O’Maki, but according to Mrs. Lovejoy, a local burger joint on Eastlake called Daley’s used to be a fan-favorite among students. Lovejoy said, “They even offered free fries for any Prep student.” Speaking of restaurants around Prep, Pagliacci’s used to have a neighborhood pizza competitor. “Padrinos was a pizza place that used to be where O’Maki was. For only \$5 you could get two slices and a drink,” said Ms. Newman.

While students today get their fill of fried chicken at Ezell’s or the cafeteria, that was not always the case. The Hop-In, a popular restaurant that specialized in fried chicken, offered incentives for students like Mr. Behrman to get their next fried chicken meal cheaper when they properly disposed of their plastic leftovers.

“People were there all the time. They had money fried chicken. You could buy apple juice and if you brought back the container, your next one was cheaper,” said Behrman.

After years of speculation over its future, The Hop-In closed like many neighborhood restaurants such as Daley’s and Padrino’s and was later replaced by restaurants that are easily recognizable for Prep’s current generation of students.

Prep’s lunch scene is constantly changing and looks a little bit different for each graduating class. It has been sprinkled with different restaurants and stirred around every few years, but there is no doubt it has always been delicious for the Seattle Prep community to enjoy.

3 Explanations For 50 Years of Change in College Admissions

CHLOE HORNER '26
Editor-in-Chief

Half a century ago, the path to higher education was a relatively straightforward calculation of grade point averages and SAT scores. Today, that path has transformed into a complex, high-pressure marathon that values holistic identity over simple data.

Director of College Counseling, Mrs. Sandra Foy, has helped Seattle Prep students navigate the evolving college admissions process since 1991. She identified that there are three main ways in which college expectations have changed over time: standardized testing, contextual review and technology.

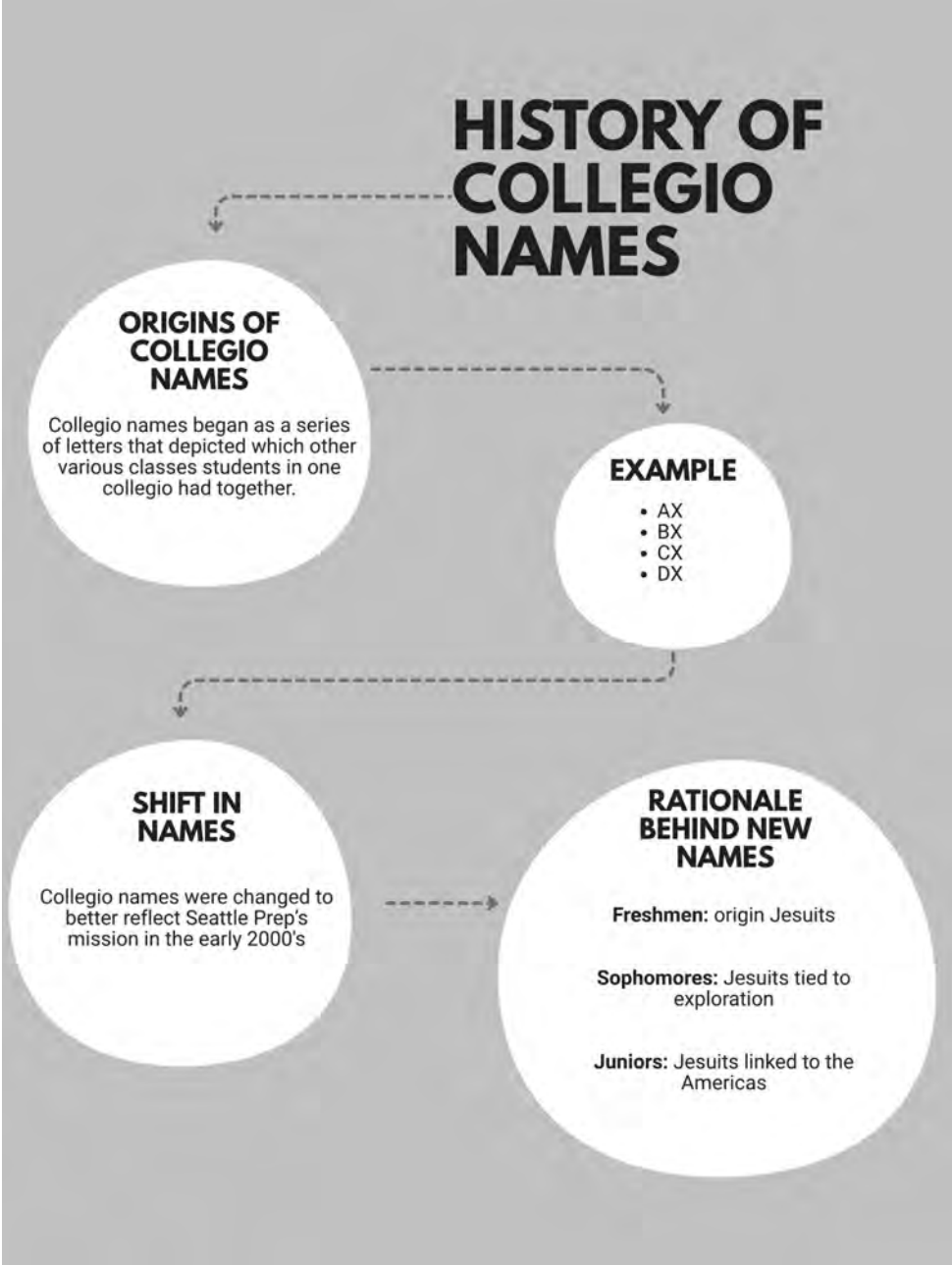
The most dramatic shift in the last 50 years is the decline of the standardized test as the ultimate gatekeeper: "Standardized tests, which used to be kind of a core factor in evaluating applications, are now not in the same way," Foy notes that the pandemic acted as a permanent catalyst, citing that 96% of colleges have moved to test-optional policies. "While it has the potential to show the ability of students, it is also pretty inequitable... preparation for testing is expensive and not available to everyone."

As testing receded, holistic review has taken center stage. Fifty years ago, the transcript and test scores were the undisputed core of an application. However, widespread grade inflation has made it difficult for colleges to distinguish between applicants based on a GPA alone.

"Evaluating the whole student beyond scores has become much more important," Foy observed. Consequently, expectations have shifted toward a student’s individual context and character. Admissions officers now spend more time scrutinizing how a student challenged themselves within their specific environment, how they spent their time outside the classroom, and how their personal values align with the university’s mission than they ever have before.

Moreover, technology has created a volume crisis. Not long ago, essays and letters of recommendation were copied and mailed by hand; now, the ease of platforms such as the Common Application allows students to apply to dozens of schools. Universities across the country receive far more applications now, and it is harder to distinguish oneself in this larger pool. This has forced colleges to focus more heavily on yield, the percentage of admitted students who actually enroll, than they ever have in the past. This drive for certainty has led to a surge in binding Early Decision applications and many colleges looking for students who are more likely to choose their school rather than the students who are most qualified.

Despite these radical changes in evaluation, one pillar has remained constant over 50 years: the transcript. "The classes you take, how you challenge yourself and how you do in those classes- it’s still an essential piece of the review," Foy concluded.



Graphic: GEORGIA LIMBAUGH '26

The Hidden History of Our Prep Campus

KIKI PUNKE '29
Staff Writer

Every day, hundreds of Seattle Prep students walk across campus, attending classes and events, often without considering the history and meaning behind our school’s buildings. Each name carries a story and reflects our unique history. So how did all these names come to be?

The Adelpia building was originally constructed on top of a former cemetery, known as Holy Cross Cemetery. It was first bought in 1905 by Swedish Baptist missionaries hoping to start a school. It would later be called Adelpia Hall when it was bought by Seattle College and eventually used by our own school, Seattle Prep. Although the current Adelpia building is now the Merlino Center, the name Adelpia Memorial Hall was given to honor the past of that historic building. In fact, some of the original wooden pieces from the initial

Adelpia Hall are incorporated into items in Our Lady of Montserrat Chapel, including the altar, the tabernacle, and the cross. Mr. Arthur, a Prep teacher and graduate, noted that the Prep campus has changed a lot, but said, “When I reflect on my past, I always think of how the buildings and their history have kept me connected to the school. I think it is really important that we remain aware of our history because not only can we learn from it, but we can then do better.”

While Adelpia honors the history of the physical campus, other buildings recognize individuals who embodied Prep’s mission. McDonnell Hall was named after Fr. Christopher J. McDonnell, SJ, the headmaster of Seattle Prep from 1937 to 1956. In 1983, the Class of 1953 established the Fr. Christopher J. McDonnell, SJ Memorial Endowment to provide tuition assistance to students who need a little help coming to Prep. The students choose to honor the leg-



Adelpia Hall circa 1919

acy of Fr. McDonnell because of the values of the Jesuits that he taught them, as well as the deep care he had for all his students. To this day, we still remember the influence that he left behind and the impact he had on his students, even after he passed away. McDonnell Hall is a memorial to Prep’s history of great people, as well as a reminder that our education is a gift that we have been given, and we must use our gift for the best.

Prep not only chooses to honor our past, but also to consider the lives of our own students today. Most people know that Our Lady of Montserrat Chapel is named after the famous shrine of Our Lady of Montserrat in Spain, where St. Ignatius offered his complete service to Mary, the Queen of Heaven, after undergoing a spiritual conversion in 1522. But what most people don’t know is why Prep chose this specific point in his life to commemorate. The chapel was placed at

Seattle Prep as a sanctuary for students as they progress through life and face crucial decisions, just like St. Ignatius. Mr. Mack, the Director of Community Ministry, noted that there were lots of choices for naming the chapel, as St. Ignatius had been in many places in his life. However, the Montserrat Chapel is where St. Ignatius made one of the most critical decisions of his life. Mr. Mack said that the Prep community “thought this was a key point in naming this as a symbol for high school students who are deciding what direction they are going in life and who they are going to be to try to ground themselves in St. Ignatius.”

So next time you are walking around the Prep campus, just take a moment to look around. There is so much interesting and meaningful history at our school if we just take the time to look a little closer.

Relics of the Prep Website: A Look Back at the 1996 Online Experience

DIEGO PEREZ '27
Managing Editor

In the early days of the internet, before social media and minimalist web design, the Prep Website of 1996 was a product of its time. Today, our website serves as a tool to learn more about the school, check important dates, and provide helpful resources for the student body. Back then, the website sought to serve a similar purpose, but with some unique features that shows us how different the web once was.

The first thing visitors were greeted with upon typing in seaprep.org was its bold font choices, pixelated graphics, and busy layouts. Unlike today’s modern and interactive interface, the Prep Website was packed with links, buttons, and information, all displayed in a way that was unmistakably the creation of an early internet.

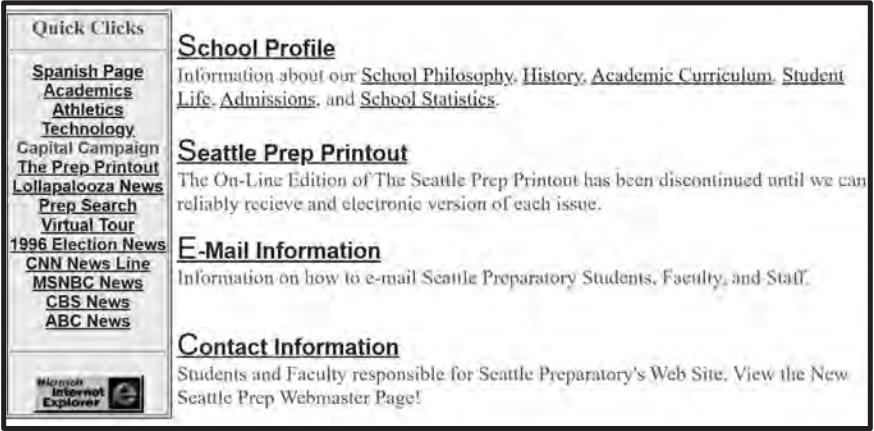
One of the most interesting features was the direct access to major news outlets right on the homepage. Users could quickly jump to real-time updates from CNN News Line, MSNBC News, CBS News, and ABC News with just a click. This was before ev-

eryone relied on apps or social media feeds for breaking news, so having these links all in one place felt revolutionary at the time.

The site also offered a virtual tour feature, which allowed users to explore photos of the campus. Though this feature no longer exists in the modern incarnation of our website, it was an early attempt to make learning about Prep more engaging and immersive.

Another aspect that made the Prep website different was that it required special applications to run properly. Today’s browsers support almost everything by default, but in 1996 you often needed to download additional software just to view certain parts of the website or navigate key features.

Perhaps the most unique part was the “Prep Search” engine, a custom search tool designed to help users find other websites. This was before Google became the dominant search engine, so having your own search tool with access to databases of helpful websites was convenient. In many ways, the Prep Website was ahead of its time.



Prep’s Website Homepage, 1996

The Spooky Origin Story of the Prep Campus

KATELYN FREDETTE '27
Managing Editor

Since the founding of Seattle Prep, its campus has never stayed the same for too long. With the recent addition of the Merlino center three years ago, and the construction of the Adelpia Memorial Hall in 2014, 11th Avenue East looks a lot different than it did over one hundred years ago.

All the way back in 1900, the home of Seattle Prep was not the modern-day campus seen today. Before the land was purchased in 1905 by Swedish Baptist Missionaries, it used to serve as a cemetery to the Catholic community of Seattle.

The Catholic church had purchased land in the North Capitol Hill neighborhood in 1884 to create the Holy Cross Cemetery, the first Catholic cemetery in Seattle. The cemetery remained open until 1905 when the City of Seattle deemed the land to be improper for burial due to it being too soggy. The 100 people buried there were moved to the Calvary Cemetery in the Ravenna neighborhood.

After Holy Cross was closed, the Swedish Baptist Missionaries in Seattle purchased the land with the intent to start

a school there. There, the missionaries built Adelpia Hall, the first building on the Seattle Prep campus. Construction on the building was finished in 1909 and remained there until it was replaced by Adelpia Memorial Hall in 2014.

The land would not be donated to Prep until 1919, when a wealthy Catholic businessman named Thomas C. McHugh purchased the land from the Swedish Baptists and donated it to Seattle Prep (which was then known as Seattle College). From then on, 11th Avenue east became the permanent home of Seattle Prep.

Hundreds of thousands of people have come and gone from this land. The Seattle Prep campus has gone through many makeovers over the years and has meant different things to different people. It has been a home for loved ones who have passed on, a home to Baptist missionaries, a home to the students of Seattle Prep. Although the campus looks much different than when Prep first moved in, the essence has remained the same. Seattle Prep has always been and will continue to be a home, dedicated to inspiring the next generation of men and women for others.



Prep’s Online Logo, 1996

Grades at Prep Aren't What They Used to Be

ANDREW ARNOLD '27 & SHELTON YUKEVICH '27
Staff Writers

“Grades aren’t everything.” For Ms. Sullivan, a HEX teacher who has been teaching since 1986, that belief didn’t come immediately. When she first entered the classroom fresh out of college, grading was far stricter.

“I graded hard when I first started,” she said. “I’ve become more flexible over time.”

That shift reflects a broader change in how grades function in schools. Once seen as a final judgement of a student’s ability, grades today are being treated more as a single piece in the larger learning process, especially in subjects like HEX, where growth and effort can matter much more than raw performance.

When Sullivan began teaching in the 1980s, grades were simpler, but much harsher, with accommodations rare.

“Back then, a grade was just a grade,” she said. “You earned it, and that was it.”

Mr. Engel, who was a student in the 1990s, remembers grades carrying far less emotional weight than they do today. “I would’ve been fine with a B,” he said. “My parents didn’t put much pressure on me.”

Grades also weren’t constantly at your fingertips; instead, they were sent to you every month. “You worried about it once a month,” he said. “Now students can see everything instantly.”

There was far less attention to mental health, with fewer opportunities for revision and much less recognition of outside circumstances. A student struggling for personal reasons still received the same letter as one who was not.

While teachers have become more aware of mental health and outside circumstances, Engel believes students today feel significantly more pressure around grades

than students did decades ago.

“We’re much more busy now than I ever was,” he said. “Kids are always trying to pad their resume.”

Over time, Sullivan’s philosophy evolved, shaped by years in the classroom and her own children.

“My kids definitely helped shape my perspective,” she said.

Rather than lowering the standards, she describes the change as becoming more intentional and fairer. Clear rubrics and chances to revise now play a much more primary role.

“No one is defined by a grade,” she said. “It’s just a grade.”

Despite that message, Engel sees a growing disconnect between how teachers think about grades and how students experience them.

“There’s a big conflict now,” he said. “Students are obsessed with grades, and teachers are obsessed with learning.”

When a student is on the border, Sullivan tends to err on the side of recognizing progress.

“If they’ve earned it, I like to move students up,” she added.

Even before the pandemic, Engel noticed that school culture had become more competitive. While students take more advanced classes and participate in more activities, he is not convinced that it’s translating into better learning.

“Kids are definitely doing more,” he said, “I don’t know if that means they are actually getting better.”

Overall, while grading practices have become more flexible and intentional, the pressure surrounding grades has only increased. As teachers like Sullivan focus more on growth and learning, the challenge now is helping students see grades not as a definition of their worth, but as just one part of their larger educational experience at Seattle Prep.

The Evolution of Seattle Prep’s McKay Library

SOLIANA FISHATSION '26
Staff Writer

The McKay library is a staple of every Seattle Prep student’s time at Prep. Whether people go to the library to print out an essay at the last minute, research for the JRP or UN project, grab a quick read, or just hangout with friends during lunch, the library is like no other. But, as much as we love the library, we don’t really know how it came to be.

The Seattle Prep Library had a long history, with Seattle College (former name of Seattle Preparatory School) inception in 1891, textbooks, novels, and physical media were stored and collected, and then in 1927 the formal school library was made and managed by students with over

9,000 books.

During the 1950s, McDonnell Hall was built and then connected to Adelphia, which was actually a separate institution at the time, previously Adelphia College, which was run by the Swedish Baptist Church which opened in 1905, and bought by Seattle Prep in 1919. Then, in 1983 it was the start of Seattle Prep’s major remodeling journey, where they added the McHugh Gym and additional floors to Adelphia Hall.

The library wasn’t always named “McKay,” but actually used to be called “Loyola Library,” and was located in the former Peyton Hall, now called AMH. The library would soon have another location change in 1999 when the underground parking lot and Ignatius Building opened, and

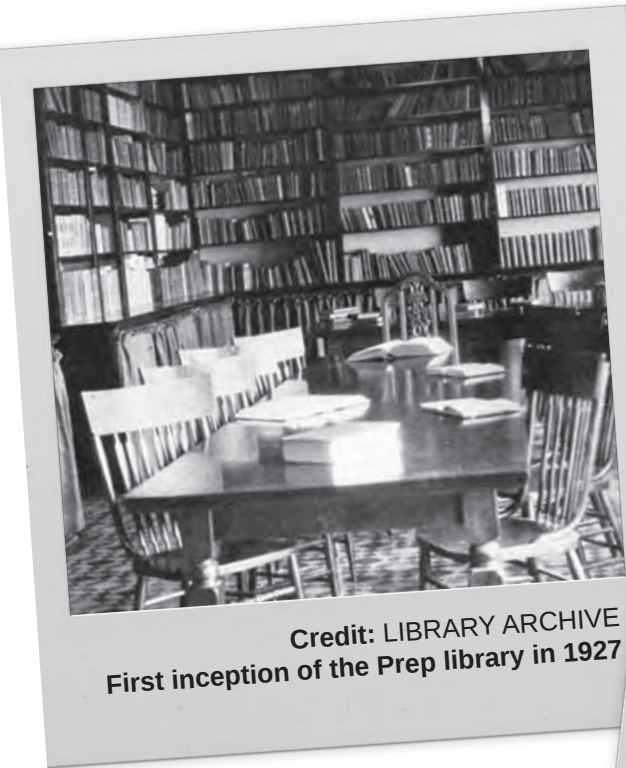
with the newly renovated Adelphia, with extra floors. Then in 2000, the library had major upgrades, and according to the Seattle Prep Timeline website, “The Loyola Library and Information Center in Peyton Hall unveils improvements after recent construction including computer stations and a classroom for class research sessions. In October, the Loyola Library is dedicated in honor of the Oregon Province of Jesuits.”

Then in 2002, the first annual summer reading program began, with it starting with one mandatory read to the now wide selection of 50+ books sponsored by a student or staff member.

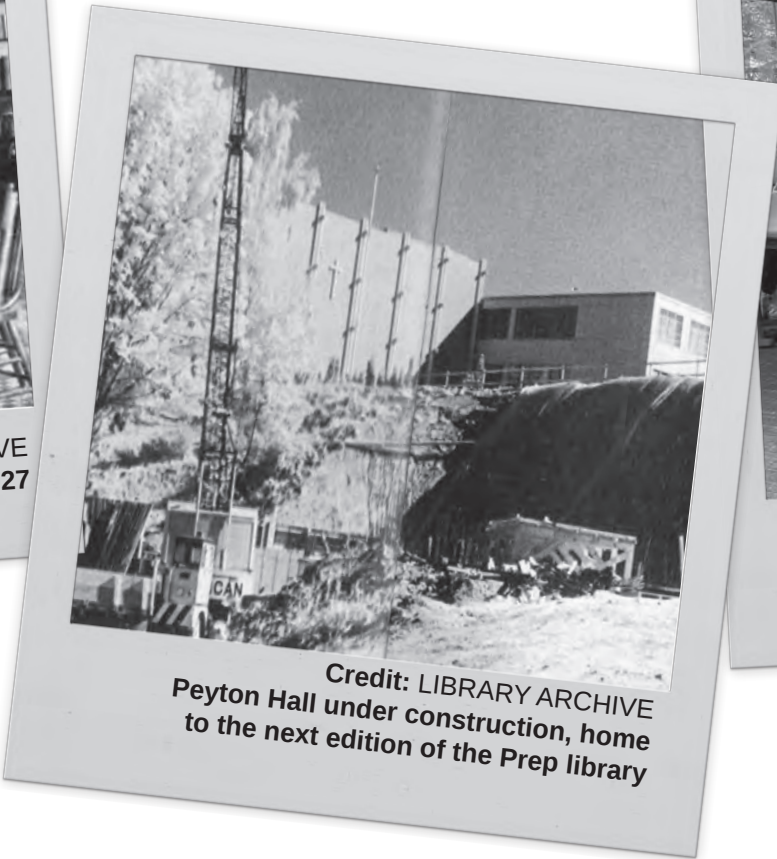
But in 2008, a seismic study identified structural risks in Seattle Prep’s old Adelphia Hall if an earthquake was to hap-

pen, and in June 2013 Seattle Prep made a \$26 million dollar renovation plan, which included the demolition of the almost 100 year old Adelphia Hall, and rebuilt to the Adelphia we know today connecting to AMH, the garage, and Ignatius finishing construction in 2014.

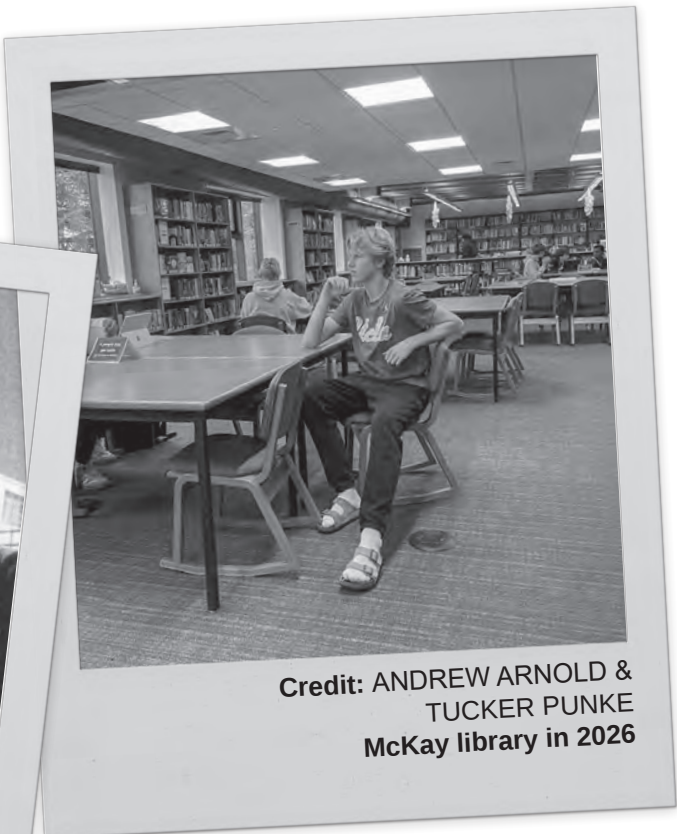
With the final renovations of Adelphia, McKay Library took its final location on the 5th floor of Adelphia in 2015. With the rise of social media, McKay Library started an Instagram page (@seattleprep_library) in 2018 and is now a place where students can be connected to the place we all love.



Credit: LIBRARY ARCHIVE
First inception of the Prep library in 1927



Credit: LIBRARY ARCHIVE
Peyton Hall under construction, home to the next edition of the Prep library



Credit: ANDREW ARNOLD & TUCKER PUNKE
McKay library in 2026

Classrooms Before the Internet

ANNABELLE BOWMAN '27
Staff Writer

It's the first period, and class is about to start. You slide into your seat, pull a notebook from your backpack, and glance at the chalkboard at the front of the room. The teacher wheels in a metal cart carrying a film projector. The lights dim, the machine clicks loudly, and the screen flickers to life. If the film breaks, class stops until it is fixed.

For students in 1976, this was normal, everyday school. In the mid-1970s, classrooms across the United States relied almost entirely on chalkboards, paper textbooks, and handwritten notes. According to the National Center for Education Statistics, computers were virtually nonexistent in K–12 classrooms during this period, and most schools did not have access to any form of digital technology.

When technology was used, it was more mechanical than digital. The U.S. National Archives documents that filmstrips, overhead projectors, and slide projectors were the most common instructional tools in schools during the 1970s. These devices were shared among classrooms and required careful setup, making them occasional tools rather than everyday resources.

Writing assignments looked very different as well. Research from the Library of Congress Teaching with Primary Sources program shows that most students completed essays by hand or on typewriters, which offered no spell-check, delete key, or easy way to revise. Mistakes often meant starting

over entirely.

Computers did begin to appear toward the end of the decade, but not in most classrooms. According to the Computer History Museum, early personal computers like the Apple I, released in 1976, were mainly purchased by hobbyists and universities. Widespread computer use in schools would not begin until the 1980s, when machines like the Apple II were introduced with educational software.

Even communication between schools and families was slow. The U.S. Department of Education's historical records show that announcements were typically sent home on paper, phone calls were made from school offices, and grades were tracked manually in paper grade books. There were no online portals, emails, or instant updates.

Compare that to classrooms today. Students now use laptops or tablets, submit assignments digitally, and collaborate through shared documents. According to the National Center for Education Statistics, over 90 percent of U.S. public schools now provide students with access to digital devices, and internet-based tools are a regular part of instruction.

Looking back, school technology in 1976 may seem limited, but it reflects how recently education entered the digital age. What was once cutting-edge, a projector and a chalkboard, has been replaced by constant connectivity. The classroom has transformed not over centuries, but within decades.

Throw
Check out this great article
from Prep's past
Back

Web Pads: Incorporating New Technology Into the Prep Curriculum

Brett Franceschina '04

Beginning this year, Prep will introduce the use of web pads into the sophomore curriculum before their United Nations project. "We trying to gain the flexibility that mobile computing has to offer," says Mr. Flies. The need for mobile computing is due to the lack of computer availability for students during the United Nations, as the current Prep setup is incapable of accommodating all the needs of the students.

After UN, web pads will continue to be an important classroom and organizational tool. Web pads were not introduced last year due to time issues and waiting for a new, more durable model to be released. If this first pilot project is a success, which is quite likely, other students may also be required to purchase web pads in future years. Students could use the same or similar models all four years while at Prep.

It seems that many students are unaware of what specific type of device is going to be used. The idea of each student having his or her own laptop was discussed, but rejected for many reasons; as they are much more expensive than the web pads, require much more maintenance, and those involved in the decision believe that the full capability of laptops are unnecessary for what Prep wants from mobile computing. The decision is still being made between two models and should be made by the end of November. Both models under consideration are very similar computing devices that include a color touch screen enclosed in a durable case. Web pads will have portable keyboards made completely of rubber that can be rolled out on a desk and connected to their web pads, which will

CONTINUED ON PAGE 4



The new web pad, shown on the left, would be less expensive than a laptop and less bulky to carry around.

Businesses around Prep in the Past

CHARLIE PETERSON '28
Staff Writer

If you're a student at Seattle Prep, chances are you've ended up on the corner of 10th Ave and Miller at some point after school. Maybe you're grabbing a slice at Pagliacci, getting coffee from Copper Tree, or meeting up with friends at Omaki before practice. The cluster of shops at 10th and Miller has become a familiar stop for students. It's a place to refuel, kill time, and catch up. It feels like a modern routine, but it turns out Prep students have been doing versions of this for generations.

Long before pizza slices and boba, students were still heading off campus after the final bell and into the surrounding neighborhood. Capitol Hill has always been a mix of homes, schools, and small businesses, and Prep students naturally made use of what was close by. Over the years, the specific shops may have changed, but the idea stayed the same: a nearby place to hang out, grab a snack, and see friends before heading home or to practice.

Records from the Capitol Hill Seattle Blog show just how much the business district has evolved. Storefronts along 10th Avenue have housed everything from groceries and meat markets to laundries and taverns. Some buildings have changed hands and purposes many times, adapting as the neighborhood shifted, while still serving the everyday needs of the community.

Though some businesses have stood the test of time, like Pagliacci, others have struggled to find stability. In fact, the rotating cast of businesses on 10th and Miller was even recognized by the Capitol Hill Blog, calling it a "doomed intersection" for businesses. At 10th and Miller, you never know who might be next...

The names on the signs may be different now, but the habit hasn't really changed. For generations, Prep students have been stopping by 10th and Miller after school, talking, laughing, and making memories in whatever shops happened to be there at the time. So the next time you're deciding between pizza or coffee on that corner, remember: you're part of a long-standing Prep tradition.



Graphic: CHIARA HOCHSTEIN

The First Woman to Letter at Prep

LAUREN RAINEY '26
Staff Writer

Once Seattle Prep opened its doors to females, freshman Isabel Buchanan ('78) took a shot at cross country and began a journey that would leave a lasting impact on both her and women's sports at Seattle Prep.

The cross-country star didn't initially plan on trying out that fall, as she was into drawing, sewing, and crafting. Encouraged by her new friend Leslie Deamer '78, Buchanan decided to give the sport a try. In the fall of 1975, Buchanan started her daily practice sessions along with the previously all-boys team coached by Father Sullivan.

The new team was an adjustment for everyone. It was a small group of girls she ran with her first year, but she explained that she always felt supported and comfortable. Girls' uniforms hadn't been acquired yet, so

Buchanan and the other female runners used the smallest size of the boys' sweatshirts. She spent her first month running in flimsy white cotton tennis shoes. However, once Buchanan's parents bought her a pair of Adidas white cross-country shoes with green stripes on the side, her confidence grew. "Suddenly, I felt I could really be a contender, and with my new shoes and my new confidence, I did even better in the meets," Buchanan explained.

After Buchanan's season of consistent effort and success with the varsity group, she was officially recognized. At the end of the season, during the annual cross-country banquet on November 19, 1975, Buchanan became the first woman to receive a varsity letter at the school. "To say the least, I was

very honored! I loved being a part of the varsity group of athletes. It was a symbol of acceptance and acknowledgment for the hard work that was involved in achieving the varsity letter," said Buchanan. "My achievement was one of lettering in varsity for cross country. Being the first girl at Prep to do so was coincidental," she explained.

"I felt that if I put my mind to a specific endeavor, I could achieve results"

-Isabel Buchanan '78

Her achievements and experience that season left a meaningful impact on her freshman self: "It was definitely a confidence builder for the somewhat shy 14-year-old that I was when I started Prep, and by the end of the season, during the annual cross-country banquet on November 19, 1975, Buchanan became the first woman to receive a varsity letter at the school. "To say the least, I was

very honored! I loved being a part of the varsity group of athletes. It was a symbol of acceptance and acknowledgment for the hard work that was involved in achieving the varsity letter," said Buchanan. "My achievement was one of lettering in varsity for cross country. Being the first girl at Prep to do so was coincidental," she explained.

Going forward, she used that belief to follow her passions and not fear trying

something new. After Prep, she studied textile design and wanted to get into the Rhode Island School of Design. "Not easy everyone said... I did it." Buchanan proudly shares. Later, she made the big decision to study fashion design in Paris. "Being far from home wasn't always easy, but I did it," she admits. Next thing you know, she's working as a design assistant for one of the top couture designers in Paris. "Yes, maybe my varsity letter helped build the confidence I needed to do this! Probably!" Buchanan exclaimed.

This milestone was big not only for the prep community as it entered its first year of coeducation, but also for Buchanan as she explored her new passion for competing in cross country. Buchanan's story offers us a chance to reflect on the meaningful impact this year of change had and how we too can embrace change. "Really, what I learned was that in life you have to keep putting one foot in front of the other and by so doing you get places. It's about believing that you can do it".

such a strong leader.

Both Slack and Chamberlain continue to encourage current students, especially females, to take advantage of the opportunities available to them. "I would recommend just trying something," Slack said. "I had not done cross country until I started doing it my junior year and I found such a great community. I would honestly just say go for it."

Chamberlain echoed that message. "Take full advantage of every opportunity and never underestimate the impact you can have on your team and community. Advocate for yourself, support one another, and take pride in being a female athlete", she said.

Looking back, it is impossible to tell the story of Seattle Prep without honoring the women who helped build its athletic legacy. Each generation of athletes has helped to expand opportunities to the next, proving that excellence is not limited by gender. As Prep marks this milestone, the success of women in sports stands not only as a celebration of the past, but as a promise for the future.

FEATURE

Back When "This" Was a Thing

ANJALI FEIDER '28
Staff Writer

By the time you reach senior year, it's easy to assume school has always been this way: spirit weeks, last-minute assemblies, and posters no one reads taped slightly crooked to the walls. But according to dusty yearbooks and alumni who will not stop reminiscing, school used to look very different. Believe it or not, there were traditions—real ones—that students truly cared about.

Way back in 1975, Prep had an exciting tradition called "Mini-Week". However, in the December 16th, 1975, newspaper editorial, Joe Bohorfoush claimed that the activities during this seemingly fun week were "completely irrelevant to the complete education of the individuals involved". In the same paper, his classmate, Brett Bodemer, argued that it would allow students to apply their own curiosity to something they would like. He argued against those who claimed it is irrelevant by saying "To those who say it would be an inappropriate fixture at Prep I say only that they should close their books and open their minds and see what's going on!"

So, what was Mini-Week and what happened? Mini week was a tradition for an estimated two years where "students would have the opportunity to take elective classes that were not offered during the school year. These classes were taken during a shortened week consisting of three days" wrote Gus Hall in the March 19th, 1976, newspaper. Some of these activities included:

Speedreading, photography, movie making, canoeing, camping, sailing, and bachelor living (You're guess on what this class was as good as mine — mine being a class to teach teenage boys life skills that they would need if they were never to marry, but who knows). However, due to lack of student interest, and an impossible to meet deadline (March 16th), Prep students had to bid this week a fair well. Maybe we can bring it back this March?

Flash forwards a few decades, Katie Lovejoy '97 remembers a Prep experience filled with rituals that turned everyday school life into something more personal—and a lot more colorful. She mentioned that people would take home their friends' yearbooks and that they were "very colorful and thoroughly marked up compared to what students do now". Lockers weren't just metal boxes but fully decorated spaces, lined with mirrors, collages, and notes from friends. With heavy textbooks and frequent locker stops, students practically lived out of them.

"There was a period called scramble. It would be most similar to what we call window today. The difference was that everyone would sign up for a different activity every six weeks," said Sandra Foy, a longtime school and college counselor who first arrived at Prep in 1979 before returning in 1991. She recalls a far less rigid schedule that encouraged exploration beyond academics, even though it was, at times, chaotic. "People were going bowling, people had a fashion class, some people did typing, and there were all these different things".

Lovejoy also recalled that the Soph-

omores once took an annual class field trip to the Puyallup Fair, an event that felt less like a school obligation and more like a shared rite of passage (which I think all the Sophomores would agree to revive that tradition).

"Between the gym and the entrance to McDonnell, there was an area called 'The Smoking Pit'", Foy remembered. The pit was available to both students and faculty who wanted to smoke during a break, which was definitely a health hazard, earning regular visitors the nickname "the pit people."

Lunch periods had their own traditions, with foosball tables drawing massive crowds. "Everybody would rush to the foosball tables," Foy said, recalling intense lunchtime foosball wars where students even cheated by stuffing the table pockets to block shots. The lunchroom itself sat where the Commons is today, serving as another hub of daily life.

"Homecoming included royalty and a full caravan to West Seattle for the football game," Lovejoy adds. School spirit looked a little bigger—and louder. Spirit signs were painted by hand, assemblies featured dramatic run-throughs of banners, and senior classes even named the freshman class—for example, one name was "Pigs in space"—complete with the names printed on t-shirts.

"We had a schedule that would rotate every single day of the year," Foy recalled. Prep operated on a rotating daily schedule unlike the quarterly rotations we have today. Classes weren't labeled first period, second period, and so on—instead, they were called A, B, C, D, and rotated so that one day might start with A period, the next with B, and so

forth. The goal, Foy explained, was to "ensure that every class had prime time with students at some point during the year".

Not every tradition inspires nostalgia, though. Brian Meza '92, now a longtime teacher, is perfectly happy to see one particular ritual stay in the past. New faculty members used to be introduced at opening ceremonies and then required to dance together.

"I had to dance with about five other new teachers to the Macarena," Meza said. "Brutal. Just brutal."

So, what happened to the rest? According to administrators—and common sense—schedules got tighter, rules got stricter, and attention spans got shorter. Add academic pressure and phones into the mix, and suddenly traditions started disappearing quietly—no farewell assembly, no announcement, just gone.

Still, these forgotten traditions mattered. They gave students something to look forward to and something to remember. They made school feel less like a checklist and more like a community.

Maybe not every tradition needs to make a comeback (some should stay safely in the past), but this school has a history worth laughing about—and maybe even reviving. Because who knows? In 20 years, students might be writing about how Olympic Week was once a very big deal.

Throw
Keep flipping through the
paper to read more throwback
articles

Back

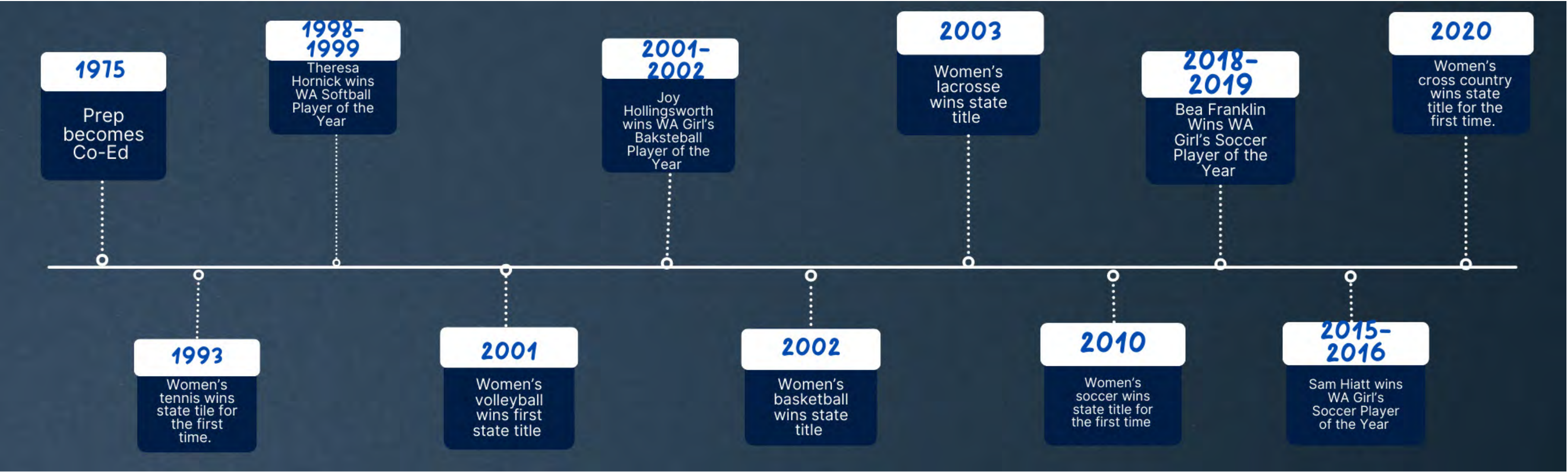
The First Girls Basketball Team at Prep



The first girls' basketball team at Prep debuted in 1976. Made up of nine freshmen and two sophomores, the team marked the beginning of a lasting legacy of driven, talented athletes at Prep. The program has now grown, hitting milestones throughout the years. The Prep girls basketball team won the SeaKing District 2 championships and qualified for the WIAA state tournament last season and are looking to build off of last years successful season.



Graphic: AUDREY POPP



Running Back in Time with Robert Renouard



Photo: Courtesy of ROBERT RENOUEARD
Image of Renouard '75 and three Prep teammates 100m to the finish line during a league meet.

EMILINE BELIARD '26
Editor-in-Chief

“Being part of a legacy program has proven to be a lifetime gift of friendships”, said Robert Renouard, Class of '75, when looking back about the impact that both the cross country and track and field programs at Seattle Prep had on his life.

Renouard began his journey at Seattle Prep later than most, transferring from Rainier Beach at the beginning of his junior year. But he had been running for many years, following in the footsteps of his older brother and father. Even before high school Renouard was a force to be reckoned with, as in eighth grade he ran an incredible mile time, clocking in at 4:50:2. So it was no question for him to join Prep's running programs to continue his already remarkable running career. From the moment he joined the team he felt incredibly welcomed and described the team culture as having “this sense of belonging, of believing, of supporting each other”.

Joining the team after a very successful season of winning the 1972 State Championship proved to be the push Renouard needed, placing him amongst the greatest athletes in the state. This incredibly talented team had many proud moments, but Renouard reminisced on one in particular which took place during his first

year at Prep during a race, “When without intention to do so, I and three of my teammates were suddenly shoulder to shoulder at 80 yards from the finish line, all running our fastest and crossing the finish line together”. This is just one moment which demonstrates the close-knit relationship of the team, and how Renouard was gifted with a lifetime of friendships, as no one can understand the pain and effort a runner goes through like a

“Be consistent and just go out and do it without questioning yourself, knowing you will almost never regret it”

- Robert Renouard '75

teammate is able too.

Looking back on his time running at Prep, Renouard points to the biggest changes in the sport: advances in technology and apparel, more sophisticated training methods, expanded postseason regional and national competitions, and detailed record-keeping through sites like Athletic.net.

While much has evolved since his days on the team, Renouard says he remains “very proud to still feel a part of the program” as an alumnus, crediting the current coach's dedication to honoring its history.

Renouard carried the lessons he learned in Prep's athletic programs to the University of Washington, where he recorded a personal best of 13:56 in the 3-mile.

Even after his collegiate running career, Renouard continued to make running part of his daily life, competing as a Masters athlete at age 44 and recording a time of 4:54 in the mile. While he runs less today, he emphasizes the importance of remaining an athlete in whatever ways are possible after a competitive athletic career comes to an end. As he puts it, “Anyone, at any age can be an athlete.”

Drawing on everything he learned during his time at Prep and throughout his running career, Renouard offers his biggest piece of advice to rising athletes: “Be consistent and just go out and do it without questioning yourself, knowing you will almost never regret it.”

Seattle Prep's Link to the Boys in the Boat

JOE LAUINGER '28 &
JACKSON DIERKS '28
Staff Writers



Photo: ECHO 1931
Photo of George Morry circa 1931

Of the many untold tales of Seattle Prep, one is rooted in prestige, grit, and one of the most legendary American athletic tales of all time.

Born on May 18, 1916, George Morry had his humble beginnings at Seattle Prep as the captain of the basketball team, ASB president, debate team competitor, and Prefect of the Junior Sodality.

Upon his graduation in 1933, George Morry enrolled at the University of Washington, where he joined the Zeta Psi Fraternity. He also became a coxswain (steersman or director of the boat) on the University of Washington crew team, where he was the coxswain for both the freshman and varsity boats. He was a member of the freshmen team which ended up winning the national championship, with notable names like Joe Rantz, the main character of *The Boys in the Boat*, written by Daniel James Brown and directed on screen by George Clooney.

Before the National Championship in his sophomore year, Morry was removed from the varsity boat, which eventually ended up winning Olympic gold and defeating Germany during the 1936 games, held in Berlin during the Nazi regime. Even though Morry was removed from the varsity boat, he still played a major role in the preparation for the Olympics, being the main coxswain for the junior varsity boat.

Following his time at the University of Washington, Morry applied for a commission in the United States Navy Reserve in 1940, during World War II. After the bombing of Pearl Harbor in 1941, Morry reenlisted in the Navy and left his job and joined the Navy full time, being stationed at the Thirteenth Naval Station in Seattle. In 1943, Morry was moved to a new base in the South Pacific Ocean. After 18 months of military service, Morry was sent back to the US and stationed in Portland, Oregon for the remainder of the war.

Morry's story will forever serve as a reminder of the Jesuit values instilled at prep and how they can be translated to real life. He shows how all of us who walk these halls can go on to do great things and go forth and set the world on fire.

Listen in to our throwback Panther Pawdcast episode where Ben Schwarz '27 and Dhani Widodo '27 interview alumni and current staff of Seattle Prep about the evolution of school spirit.



Pared-Down Priests

Why are there so many fewer Jesuits at Prep?

CAM WELD '26
Social Media Editor

Can a Jesuit school be Jesuit if there aren't any Jesuits? It may sound like a riddle, but it is the question that the Seattle Prep community has dealt with for the past few decades. This year Fr. Mike Moodie is the sole member of the Society of Jesus at Prep, but the priests haven't always been so lonely on campus.

In the 70s and 80s, the majority of teachers were Jesuits. "The old Adelpia Hall named Payton Hall, was built as a residence for the priests," said Mr. Mack, who has seen 35 Jesuits over his time at Prep.

So, what changed? Mr. Mack says the shift happened globally within the Catholic church. "When the Catholic church updated to Vatican II, it was a time for a lot of different forces internationally. Partly the Cold War, but also the freedom and hippie movement led to a drop off in the vocation."

The effects from that cultural shift in the church were felt all throughout the world. The number of Jesuits decreased overall, leading to far fewer priests being available to teach at schools. As a result, the school began hiring more laypeople to serve as members of the faculty.

However, a fear arose that without enough priests, Prep would lose its tradition as a Jesuit school. So, is Prep still Jesuit? "Of course the answer is yes, but you have to be more intentional about it. We literally

rewrote the book to think about what characteristics make up Jesuit education. That's where many of the common phrases such as Grad at Grad, Men and Women for Others, and Cura Personalis came from," said Mack.

As one of the few Catholic schools in Seattle, Prep is not unique in professing the teachings of Jesus, but its unique flavor from the Society of Jesus is what sets it apart. Mack explained that "there's a lot of richness within the Jesuit order, and the Jesuits are one of the few groups within the Catholic church that have a special flavor for teaching."

Many Catholic schools teach Christianity strictly by the book, expecting rote memorization and acceptance of the doctrine. Meanwhile, Jesuit teaching welcomes and encourages questions, helping students question and embrace their doubts about religion.

Despite a lack of ordained priests, many staff members at Prep have equivalent degrees and similar training to what a real Jesuit would have. To answer the question if Prep can still be Jesuit, Mack summed it up nicely: "We're not as Jesuit without Jesuits, but we're still pretty close."

The page to the right is from the faculty section of the 1972 yearbook. There were 16 Jesuits at Prep that year, over half of the faculty.



fr. nelson s.j.



fr. zeyen s.j.



fr. carroll s.j.



mr. libao

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An Inside Look Into Prep's First Class of the Future

LUCIE RUETTGERS '27
CAROLINE AULT '28
Staff Writers

In 1999, the world was on the cusp of an enormous shift. The turn of the century meant new beginnings, but for the class of 2000, it was the end of an era. As the 90's came to an end, pop culture took a drastic turn, baggy jeans became boot-cut, and everything became more vibrant and colorful. It was also possibly the end of the world, as people were concerned computers and airplanes would crash when the ball dropped on New Years Eve. But for Seattle Prep students in the class of 2000, what was it really like to be graduating high school during this historic moment?

For starters, technology has advanced immensely since the class of 2000 roamed the hallways of Prep. In the late 90's and early 2000's, cell phones were rare to find, and students had flip phones without internet access at best.

"The biggest difference at Seattle Prep in teens now from teens in Y2K is the impact that technologies have had, and so in 2000, it was about finding the information. Now in 2026, it's more about filtering the information. The internet was just beginning so they didn't have the means to access everything in the world," Teacher and soccer coach Mr. Hendricks shared.

Nowadays, cell phones have a much larger influence on how we think and act. Social media apps like "Myspace" launched just shortly after 2000, so the internet was not the same distraction it is today. Since the turn of the century, the digital world has evolved into a variety of social media platforms like Instagram, Snapchat, TikTok,

and more. If we all still used our landlines to make phone calls, today's world would be unrecognizable.

"Being labeled as the 'first graduating class of the 21st century' was everywhere. Teachers, MTV, parents, everyone told us we were special and we felt destined for greatness" Prep Alum Molly Schultz '00 said.

The class of 2000's senior year was defined by special moments like the boys basketball team's victory in the state tournament, which named them state champs. Speaking of names, the class was referred to as "speedbumps" by the seniors when they were freshman because they slowed them down in the hallways.

The year was filled with hope and excitement. Seniors experiencing the transition from childhood to adulthood believed life would become much more futuristic, but did not realize how rapidly things were about to change.

"Pre-9/11, pre-recession, there was this feeling that things were just going to keep getting better. The economy seemed unstoppable; there were tech jobs in the future, and everything felt possible. In retrospect, we were naïve about how much would change in just a year or two," Schultz said.

As the year 2000 approached, the world was filled with a sense of true optimism, and the coming new year became a vessel of hope for the future of humanity. However, it is evident now that a lot more has changed than just the style of our jeans. Looking back at the past twenty-six years, was the year 2000 really the beginning of the future, the end of a simpler time?

Past vs. Present TOLO

PAIGE REMINGTON '27
AMELIE LAPORTE-MANAHAN '27
Staff Writers

In December of 1975, Seattle Prep hosted its very first Tolo, an event that marked more than the beginning of a new dance tradition; it symbolized a turning point in the school's history as Prep entered a new era as a coeducational school. Nearly fifty years later, in December of 2024, Prep held its final Tolo. Though separated by generations, both dances reflected the same core purpose: to bring students together and strengthen the sense of community that has long defined Seattle Prep. Over the years, Tolo has been an experience that many high schoolers have been grateful to take part in. As Olivia Dunnigan '27 said, "Tolo had many opportunities for community building." Riley Cahill '27 agreed, adding, "you had to opportunity to talk to different people and make meaningful connections."

In 1975, Seattle Prep was experiencing significant change as it transitioned from an all-boys school to a coeducational school. This shift introduced new dynamics, perspectives, and opportunities for connection. The first Tolo served as a celebration of this new chapter, offering students a shared space to build relationships and create a long-lasting tradition. Brian Fields '77, an alumnus of Seattle Prep and a member of the first class of Mateo Ricci, recalls the first Tolo and how inclusive it was, saying, "they really wanted everybody to go so that was special. You didn't have to take anybody, they encouraged everyone to come and have fun." The event was not just a social gathering, but a statement about the connected community Prep was becoming.

The first Tolo captured the spirit of both the time period and the school's transi-

tion. Students and faculty came together to support an event that emphasized the importance of shared experience during a pivotal moment in Seattle Prep's history.

As the decades passed, Seattle Prep continued to grow and evolve. Student life changed, traditions adapted, and the community became increasingly diverse. Tolo evolved alongside the school and became commonly referred to as Snow-lo, reflecting these shifting values. Despite these changes, the dance consistently remained a place where students could come together.

By December of 2024, Seattle Prep had transformed into a modern Jesuit school grounded in Ignatian values. The final Tolo was filled with energy and reflection, as students recognized they were participating in the closing chapter of a long-standing tradition. As Dunnigan '27 said, "At the time we didn't know it would be the last Tolo. Looking back, I'm very glad I went and got to experience the fun environment one last time." While it marked an ending, it also honored the many generations of students who had found connection and joy through the dance.

The last Tolo echoed the first in its most meaningful way. Just as students in 1975 gathered to celebrate a new beginning as a coeducational community, students in 2024 came together to honor the connections that Tolo had fostered for decades. Even though the music and atmosphere changed over the years, the school spirit remained the same.

Although Tolo officially concluded in 2024, its impact continues to live on. From its beginnings as a celebration of a new co-educational era to its final moments nearly fifty years later, Tolo reflected the heart of Seattle Prep. Traditions may change, but the school's commitment to community remains constant.

The Secrecy of College Admissions

MARGUERITE BINDEL '26

Visual editor

In a 1975 issue of The Seattle Prep Pan-ther, there was a section that simply listed where seniors had been accepted to college, and where they were still waiting to hear back from. It was public, straight-forward, and surprisingly honest. Rejection wasn't hidden. Uncertainty wasn't embar-rassing. It was just part of the process.

That openness and vulnerability feels almost unimaginable today.

College admissions have become in-ccreasingly secretive, especially in com-petitive schools like Prep. Students whisper about where they applied, avoid mention-ing early decision schools, and sometimes won't share anything at all until they've committed somewhere. The fear of rejec-tion has become so intense that many of us would rather stay silent than risk being seen as someone who "didn't get in."

Part of this shift has to do with how we experience failure. Decades ago, students failed more. Failure was more normalized. Not getting into a college wasn't a personal flaw; it was just something that happened. Today, that's no longer the case. Grade in-flation has become a huge thing. A's are common, failing a class is rare, and many students move through high school without ever experiencing a major academic set-

back. When rejection finally comes, often in the form of a college decision, it can feel shocking and deeply personal.

Ironically, this doesn't mean we want to fail. Of course we don't. No one wants bad grades or rejection. But the issue isn't that Prep, or schools in general, fail us academi-cally. It's that times have changed. Schools across the country have shifted toward high-er grades and more support, which has made failure feel abnormal rather than expected. There has been an enormous grade inflation in the past 50 years.

Prep's environment plays a role too. It is an extremely competitive environment, which can be great to help us push ourselves but it also makes us compare ourselves so much to others. The idea of "losing" to an-other Prep student, of being the one who didn't get into a school while someone else did, can be incredibly hard. So for many they hide it, don't tell anyone in the hopes of not being seen as 'stupid'.

At the same time, Prep is also deeply supportive, and that's a good thing. Teach-ers, counselors, and administrators con-stantly remind us that we are capable, im-pressive, and college-ready. We're told we'll do great things and get into great schools. So when we don't, it's confusing. Being re-jected feels jarring because we haven't often heard someone say, "No, you're not good

enough for this."

Social media only amplifies this pres-sure. Today, where you go to college is pub-lic information. Instagram bios announce decisions instantly, not just to classmates but to extended networks of people we barely know. Suddenly, there are more eyes, more judgment, and more comparisons. The question of whether a school is "good enough" doesn't just come from within, it comes from everyone watching.

All of this has turned college admis-sions into something private, tense, and iso-lating. But it doesn't have to be that way.

The truth is that rejection is normal. Almost all of us (except for a few brilliant

minds and some early decision admits) will be rejected at some point in this process. That was true in 1975, and it's true now. The difference is that back then, students faced it together. It was shared, expected, and sur-vivable.

It's sad that we've become so secretive. We would be better off being honest, with each other and with ourselves, about how hard this process is. Rejection hurts, but it doesn't define us. If anything, it's something we can learn to laugh about someday.

College admissions shouldn't be a source of shame. It's okay to fail. It was okay in 1975, and it should be okay now.

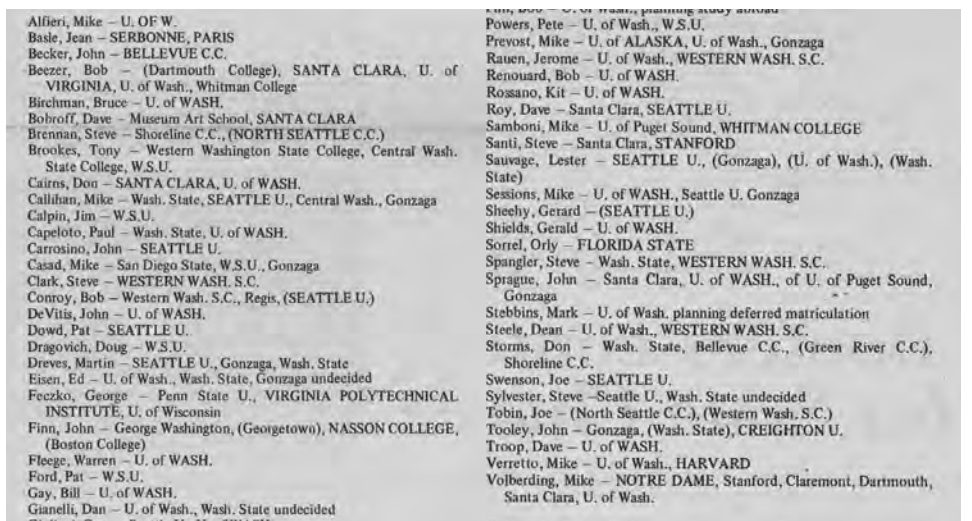


Photo: THE PANTHER

A page in the Seattle Prep Newspaper with college admissions acceptances of students, including where they applied and where they got in.

Online Grades are the Thief of Joy

FAITH ADAMS '27

Staff Writer

Open Veracross more frequently than my text messages, not because it benefits my learning, but because constant access has trained me to obsess. This access to grades is supposed to help students stay on track. Instead, it quietly shapes student identity, reducing learning to numbers and percentages. It was not always like this.

At schools like Seattle Prep, this level of academic surveillance is relatively new. Founded in 1891, Seattle Prep once relied on paper report cards, teacher feedback,

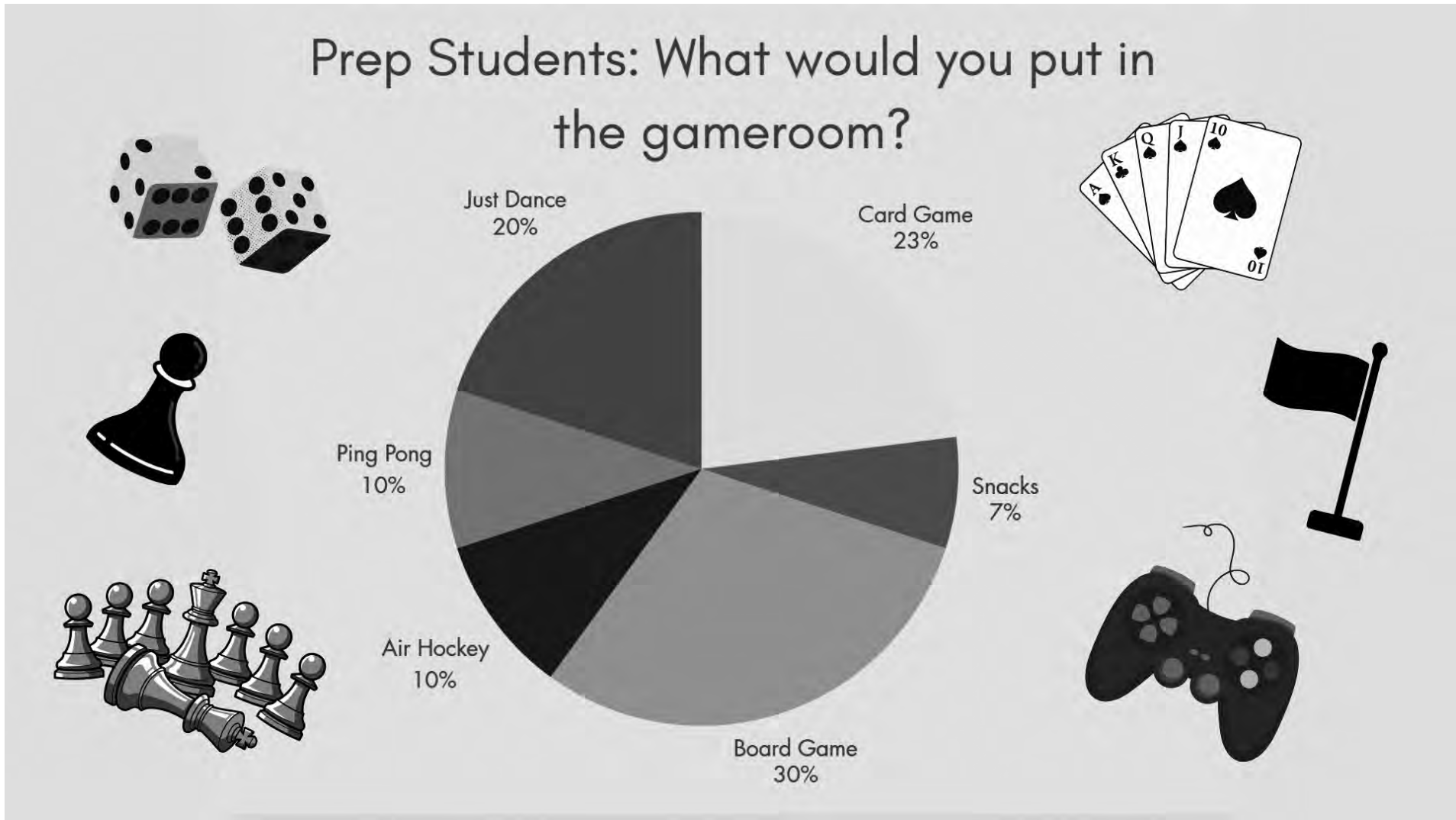
and periodic evaluations. Before the 2000s, grades were finalized at the end of quar-ters and mailed home, rarely accompanied by conversations with teachers. The shift toward online grading systems began with platforms like Veracross and PowerSchool, and after COVID, online grade portals be-came the norm. Paper report cards disap-peared, and constant academic monitoring began consuming students' minds.

These emotional consequences are not anecdotal; they are documented. According to the Journal of Adolescent Health, higher anxiety levels, up to 30 to 40 percent, have been recorded among students who check

grades multiple times per day. Additionally, 78 percent of teachers report that online portals increase requests for extra credit and point disputes rather than promoting con-tent understanding (Education Week, 2021). I have watched my confidence rise and fall with each update, even when my effort and engagement in a class remain constant. It has become impossible to separate who I am as a learner from what appears on the screen. Instead of asking meaningful ques-tions about learning, I negotiate decimals. Education becomes transactional. Learning becomes secondary.

This phenomenon is not a flaw in stu-dent character, but the result of a system that encourages constant self-monitoring.

This reality creates a conflict within Jesuit education. Jesuit schools emphasize growth over time, yet when students are taught to refresh their screens instead of reflecting on their progress, the power of a holistic edu-cation is lost. If schools truly value student well-being, change is necessary. Teachers should notify students when grades are slip-ping rather than relying on students to check constantly. Online grades may be efficient, but efficiency is not the same as education. The beauty of the unknown, even in grades, gives students a moment to breathe. Growth happens when the screen is closed, and for me, reclaiming joy began with logging out of Veracross.



Graphic: VICTORIA RODRIGO DERMODY

How Not to Fail?

GRACIE HARKINS ‘28 & KATE SMITH ‘28
Staff Writers

Previously, the Panther produced some articles, giving students questionable advice. One article in particular, from 1983, titled “How to Fail” caught our eye. Here’s our modern spin on the question:

A question commonly asked among prep students, and to tell you the truth, we’re really not the best people to answer this question. However, that has never stopped anyone before, and it certainly will not stop us now, remember coaches don’t play. While we cannot guarantee success, we can guarantee that following this advice will make failure feel a little less disastrous and you may even get a good chuckle out of it. Here’s some common scenarios and how to deal with them:

1. You have an assignment due the following day and you have not even taken a look at the rubric. When thinking critically, one may realize that starting an assignment in advance can actually result in failure. It creates a false sense of confidence (a commonly known academic “no-no”).

Let’s say you open your surface around the hours of 1 or 3 am and pull up the assignment, then proceed to stare at it, while you convince yourself you work better under pressure anyways. You feel a rock in your stomach and begin to cold sweat. Close it. Reward yourself for trying, and take a break. This is called balance.

Whether the last-minute-method works or not, you can always learn something. You will either gain character and

the meaning of hard work, or you will gain more delusion. Either way its growth, and growth represents progress, and progress is a telltale sign of success. Just remember that productivity is a state of mind, not an action. Missed a deadline? That’s not a problem—that’s a future you problem. Future you has time. Future you has motivation. Future you does not exist yet, so this is technically not your responsibility.

2. Mr. Hendricks has been looking at you a little weird for the past few weeks and you are worried he doesn’t like you. Let’s turn his frown upside down and get you on Hendy’s nice list.

First: come in early on every late start to discuss the previous night’s Jeopardy with Mr. Hendricks. Console him over the fact that he does not seem to understand any of the pop culture category

Second: When he shares his history expertise with you, listen carefully, and ask follow up questions to show you care.

Third: Lead yourself with empathy, develop a strong sense of justice, and, when in doubt, ask yourself, “WWHD: What would Hendy do?”

Lastly: Our best tip yet. Inside information. Hendricks shared with us that his ideal student would be himself during his junior year. Review the aged footage of his time at Prep and aim to replicate his behavior. Receive J.U.G. from Hendy? Your new excuse is that you were only trying to be like him. This will cause him to be struck by a wave of nostalgia, and forget completely about giving you J.U.G.

Throw

Check out this great article from Prep’s past

How to fail

by Chris Grivas

The mid-year blahs have struck again, the pressure is on again and grades are bad — again. You are lost in a forest of knowledge where you can’t tell when one tree of learning stops and another begins. You are drowning in a sea of back assignments and you just got grounded till your grades improve and your are caught up. And then, to top it off, you lose your travelers checks. What will you do? What will you do?

Well, having had experience in situations similar to this, I can offer a few helpful hints. The first is: DON’T PANIC! Remain calm and remember you are really brighter than everybody seems to think, and you can-do anything you set your mind to, and only you can prevent forest fires.

Panicking is really a very uncool thing to do. People who panic tend to be looked down upon and basically revered as idiots and health risks. Let’s take a sample situation: you are just two days away from the end of the trimester; you have enough back assignments

Back

to fill a small nuclear submarine; Mr. Foy has been looking at you funny; and all your friends don’t share any of these problems with you. And on top of all that, you have three cavities. Now this is enough pressure to make any sane, stable student pop his petunias.

My advice is to, first, organize yourself — take care of back assignments; second, ignore Mr. Foy but check your fly every time he looks at you funny; third, your friends are perfect — accept that; fourth, rip your cavities out of your mouth by going through your nose. One can do all these and handle the situation without panic. Soon you will be looked up to and revered as a person who can remain calm in tough situations. Remember, a person who can remain calm while all those around him are going crazy is probably sedated heavily.

Another idea is to call a lawyer to see if he can find some legal loophole that will constitute a grade change. A lawyer can also be a good person to have around when you are writing your will.

Original advice column from 1983 written by Chris Grivas

3. If you are called on but have no clue what the answer is, stay calm and carry on, because all you need to do is answer as loudly as possible (also commonly known as sigma behavior)

If you do not know the answer, answer anyways. Loudly. With confidence. Incorrect information delivered confidently is aca-

demically adjacent to correctness (this goes especially well in language classes, specifically German because anything in German if it is said loud enough, sounds correct enough). If anyone asks any follow up questions regarding your answer simply say, “that’s just how I interpreted it” and move on. You’ll all thank us later for this one.

50 Years of JUG:
An Opinion of One Who
Has Served

CHARLOTTE FLYNN ‘26
Staff Writer

My Junior year, I spent an hour after school picking up trash in the nearby Civil War cemetery on a brisk fall day. My crime? Having “too much fun” in my class.

I would describe my repentance as more of a fun walk rather than a punishment. The worst part of the entire ordeal was that my fingers got a bit cold. I even had company for some pleasant conversation. Despite my delightful time with JUG, I am a proud one-time offender. My conscience pulled me back from the dark side. However, forty years ago, JUG was much less of a walk in the park. According to Mr. Hendricks, the chores performed were less enjoyable, and the act was more public. Hendricks says, “...students were cleaning toilets and urinals” and that who received JUG was “...read over the morning announcements and then posted on a wall so everybody could see which of their classmates had JUG”.

JUG even imposed on Prep students’ sacred Saturdays. Hendricks said, “students who may have missed a JUG or if you did something beyond a regular JUG, you would pay \$5 dollars, and work for three hours”.

Although JUG’s harshness has decreased over the past five decades, I would argue that it is for the better. As my friend Fyodor Dostoyevsky, author of my favorite novel, Crime and Punishment, says, “The man who has a conscience suffers whilst acknowledging his sin. That is his punishment.”

My guilt for potentially disrupting the learning of my classmates was incentive enough for me to never have fun in class again. I did not even need my nature walk to tell me so. And I am not alone in this. Unnamed student criminal #1 says “...I got JUG for using my phone in class. I have not used my phone on campus since.”

Inspiring stories like these are why the modernization of JUG at Seattle Prep has been a good thing. The guilt associated with the crime of poor parking and other heinous activities has prevented hundreds of students from committing a second offense.

In a world where the news headlines do not have much hope, here is some: JUG no longer needed at Prep, students’ conscience is now enough.

The Lunchroom Lines We Never Drew

PEYTON REMINGTON ‘26
Social Media Editor

Lunch is a foundational part of the social community at Prep. It’s where you can meet up with friends and peers to foster relationships outside the classroom, bonding over the struggles of Algebra II Trig to talking about the upcoming sporting event. Every day, without even a bat of an eye, as the bell rings to let the second block of classes out, students divide themselves to assigned lunch spots. It’s almost set in social stone where one goes to eat lunch: boys only in the Cafeteria, upperclassmen in the Great Room, and underclassmen in the Commons, throughout Ignatius, and Adelphia.

These lunch spots have become unnoticeably regulated not by formal policy but by social expectations. These divisions that repeat each day have created a predictable map of where students belong. Rarely do students cross these boundaries, not because they are prohibited from choosing where to eat lunch but because doing so feels unnatural, almost like breaking an unwritten rule. This behavior is frequently studied in teens and labeled as normative social influence, which describes how people conform to group expectations in order to be liked, accepted, or avoid rejection. This influence can be very strong in peer groups, especially among adolescents.

This divide of students isn’t a new tradition, but it certainly isn’t an old one. Many faculty members noted the lunch divide wasn’t as noticeable 8 to 10 years ago, so how did it come to be? According to teachers, the divide became most apparent after Prep returned to in-person learning in 2021, following Covid-19, as friend groups formed over Zoom remained closely aligned once back on campus. The girl groups gravitated toward where other girl

groups of the same grade sat, and vice versa with the boys.

But this was over five years ago, why is the separation still as drastic? Much of it comes down to comfort, as sitting where you are expected to sit, dependent on grade and gender, removes the risk of awkwardness and judgment. Over time, what began as a casual choice to sit near friends has become the social norm, reinforced daily because it goes unchallenged. Emerson King ‘26 explained, “With varying grades and genders interacting in the same place at the same time each day, the social divide can feel more like a dependable routine rather than a separating burden.”

While this divide may seem convenient and harmless, it carries subtle consequences. When students consistently separate themselves by gender and grade, opportunities for connection and social learning disperse. This isn’t to say that familiarity is wrong, as many students value lunch as a time to relax and catch up with their peers they know best. Yet, when comfort becomes routine and routine becomes rule, social boundaries harden. What started as a preference has slowly limited exposure with the rest of the student body as well as reinforced the idea that certain spaces and people are not meant to mix.

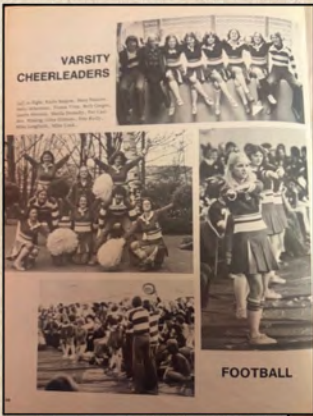
The lunch divide at Prep is not enforced, but it is accepted. Students would never be asked to abandon their friends and disrupt their lunch routine, but awareness alone can begin to loosen what seems an unbreakable gender divide. This is already evident in the underclassmen’s behavior of spending the lunch period in Merlino, where grades and genders naturally overlap. Lunch will always be a space defined by comfort, but it can also be a space of choice. Recognizing this helps us see that comfort and choice do not have to be mutually exclusive.

GEMS FROM THE ARCHIVES

Spirit Paddle (1990s)



Varsity Cheerleaders



Football Film (1960s)



Prep Sports Magazine (2000)



Senior Superlatives (1977)



Baseball



Baseball



Baseball



Graphic: SOPHIE WALTERS '26

Throw

Check out this great article from Prep's past

Back



How to avoid Jug

By BEN JOHNSON

While you are casually walking down the hall chewin' away on three pieces of bubble gum, watch out! Teachers are prowling the halls just waiting to get a quick buck. Poor people such as myself don't have this buck so they get stuck with a Jug. To avoid this, one must have a large throat and a quick swallowing mechanism. And he/she says, "What are you chewing?" you must jerk that gum down and flash a kind and gentle smile. Along with this, say in a humble voice, "Me, sir?"

Another way to avoid Jug is not hitting a teacher in the stomach when he flunks you or kicks you out of class.

A common type of Jug known to everyone is Academic Jug. This Jug can be avoided by two different methods, one of which is simple. Talk your way out of it. Let's say

you have academic jug for not doing your homework assignment. All you have to do is say one of these lines:

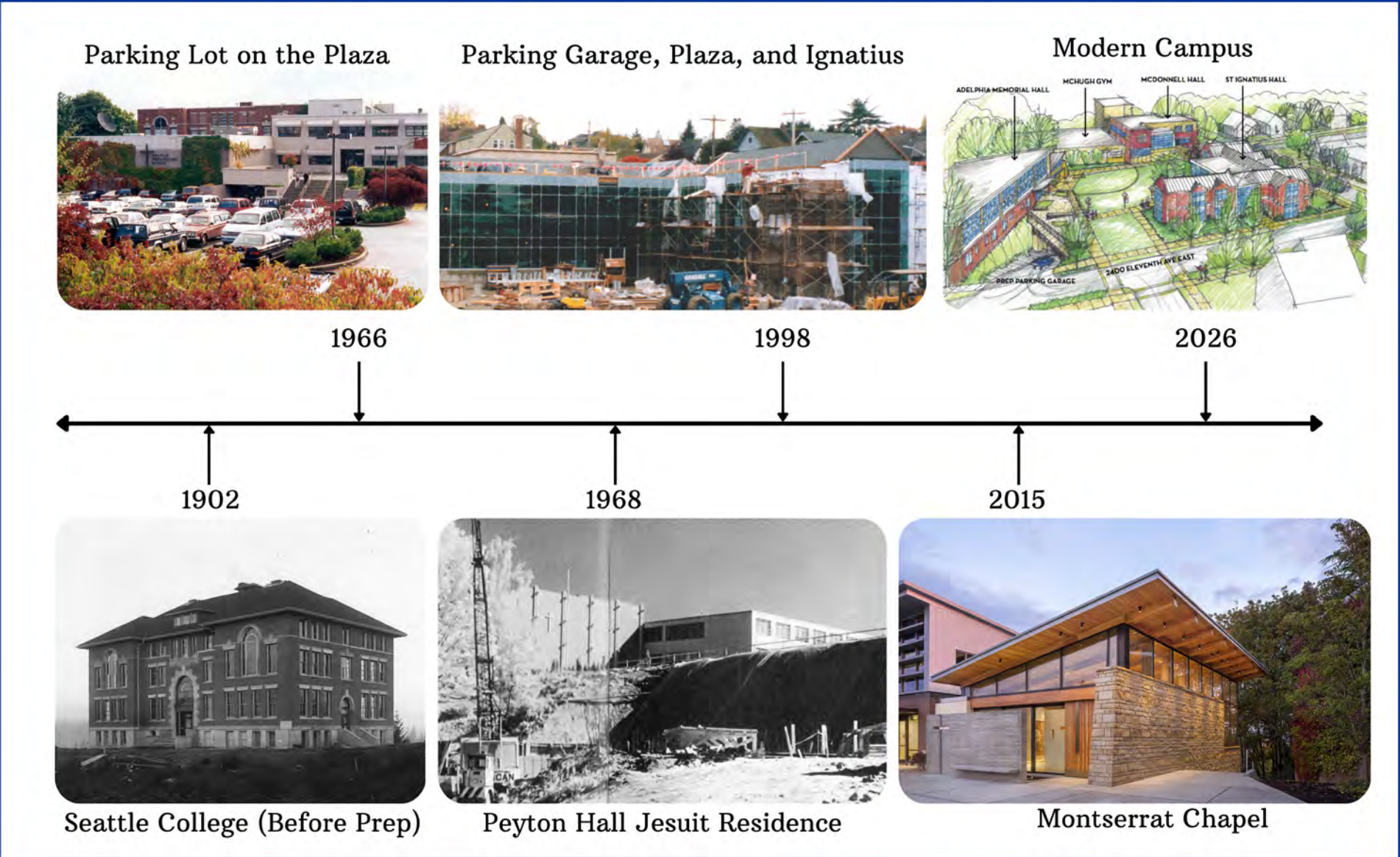
1. My mom used it to cover the floor of the dog house.
2. I went to my Grandfather's funeral in Nantucket.
3. I was beat up by a gorilla who escaped from the zoo just when I was starting my assignment.
4. I had an acute case of paralysis of my arms all last night.
5. I stayed up all last night helping out on an exorcism.

Academic Jug can also be avoided by probably the most unpopular method — studying. Yes, that's right. You can open a book and actually read it. I know it sounds bad, but hey, try it.

I hope these helpful hints will keep you out of trouble. Always remember, forgery is the best policy.

This timeless advice comes from the May 1983 edition of *The Panther* newspaper.

PREP CAMPUS TIMELINE



Graphic: KYLIE BARCLAY '28 & TUCKER PUNKE '27