



# Educators discuss challenges of teaching in pandemic

Faith Harper  
Jordan Mighty  
junior reporters

Education and teaching have been areas significantly affected by the pandemic. Teachers have had to alter lesson plans, learn new technology, alter their content, adapt their methods and adjust to not seeing students in person every day.

Even with the changes that came with this school year, most educators are glad to see their students back in the classroom again. In the wake of slightly going back to normal, some veteran teachers have revealed different things they learned about their career during a pandemic.

"I was so happy that we could come back with the schedule we had in the first semester," English teacher Mary Cozzie said. "I used to take things for granted such as seeing people face-to-face. The contact between teacher and student is the most valuable thing about school."

Certain aspects of Zoom learning taught teachers to become more versatile in their methods and to pull out the most essential content in their lesson plans.

"It is difficult to shorten the material we teach," math teacher Mary Barry said. "As teachers we have to be flexible, and technology has helped tremendously. I learned how to identify the most important content in our curriculum so that we could focus on that since we are aware that we won't be able to get to everything."

A downside was that Zoom made it tough to get reactions out of students that are usually seen in the classroom.

"[Last spring], we didn't get to see our students as often so that made it more challenging," Barry said. "Being a teacher, I read faces. I can tell when a student looks confused from their body language in class and I didn't see those reactions from them [online]."

Another factor that was affected by the shifts in the schedule were teacher/student relationships. During a pre-pandemic school year, teachers would be able to spend more time with students in the classroom.

With limited class time and trying to stay socially distanced, teachers have found it difficult to establish connections with their students. Being a teacher means being adaptable to the environment surrounding education and technology. However, the changes that the pandemic came with has shifted the spirits in the classroom.

"I don't think there's anything better than human reaction," Cozzie said. "If you're sitting in front of a screen at home there's no energy, but if you're sitting with other live people there's energy that you only get when you're together."

Other teachers agree that the importance of seeing a student in person is essential to the learning process.

"I think people can build a relationship when they can stand near and speak to each other," Barry said. "Trying to keep our distance has made it more challenging to have those kinds of relationships."

Due to the pandemic, the number of students in classes have been cut in half to control how many people are in the building. Cozzie recalls that when getting her masters of education that most of her classes were online. She believes that online classes do not suit everyone.

Cozzie appreciates the practice of having a smaller number of students in each class.

"Having the cap in the classroom at 16 students is something I would like to keep going forward," Cozzie said. "I have a better idea of how my students are doing. With less kids in the classroom I can actually see and help the students that are struggling rather than them blending in with the person in front of them."

Although teaching during this time has been challenging for most teachers, they are looking forward to the upcoming school year to carry over some habits they have learned during the pandemic.

"Last spring I made a lot of videos that I would have my students watch at home and then we would meet to discuss the work they did," Barry said. "I liked posting those videos for them, and, for me, it was a helpful method. For days I won't be able to be in the classroom, I can make a video for them and it wouldn't be a waste of a class period."

The pandemic presented wisdom to many of the teachers of how quickly a routine can change. Barry expressed that she chose to pursue her career because she wanted to help and teach skills on how to be a good person, a good individual in society and a good Catholic as well as academic learning.

From this experience, Cozzie also realized the importance of practicing flexibility in a school environment which is bound to shift over time.

"I know things can change," Cozzie said. "Things can be bad and then they'll get better again. They're not going to stay the same way forever."

Kevin Butler is a science teacher who teaches astronomy and physics and whose goal at this time is to be understanding with students.

"The sense of community is more important than ever," Butler said. "We need to have compassion and understanding for what everyone is going through. It should be at the forefront of our minds."

Butler wanted to focus more on what really needed to be taught, and less on the trivial things.

"I think we had to focus a lot more on 'What do they need to learn? What would I like them to learn? And what can I cut out?'"

Since the start of the second semester, teaching became better for Butler, as the schedule permitted him to connect with students more.

"The second semester has improved student understanding," Butler said. "Seeing people more frequently has been a major plus for me and for them."

However, Butler does not just want to connect with the students as a teacher, but as a person.

"I think [student and teacher relationships] are more important than ever now," Butler said. "I always want my students to see me as a person before seeing me as a teacher. I think that connection helps to transition into actual



photo by Grace Molenhouse

Science teacher Kevin Butler and his students hold class in the astronomy dome on March 9. Butler is one of four teachers who spoke about the challenges teachers face during the pandemic.

teaching. It's been tough to not have a sense of continuity with [students]. It puts more importance on trying to develop that relationship as quickly as possible."

Butler wants to keep learning more about his students as the years go on.

"I would keep developing a tight bond with them, since there are smaller classes," Butler said. "If it becomes bigger classes that's fine, but showing the students that you're there for them and will always have their back is one of the most important things we can do. I think if they buy into you as a person, they'll definitely buy into you as a teacher. We need to laugh a lot more now. I joke with the kids; they joke with me. That's what I thrive off of."

Although the year has been rough, his outlook on life never faltered.

"This year's been extremely difficult and I don't feel as successful at times just because there's less energy," Butler said. "But I think my philosophy has strengthened. The reason why I'm here is to help people. Not necessarily to teach them physics or astronomy but show them that learning is fun, school can be cool and it's okay to be smart. Always have your hand out for the kid at the end of the day. If they realize that you are there for them, then they'll appreciate that and they'll appreciate your class more."

Social studies teacher Carl Harper believes that teaching and learning will improve when masks are no longer required.

"Masking interferes," Harper said. "It interferes with the personal relationship. It interferes with being able to gauge where people are and what they're thinking."

When it comes to having to cut some curriculum this year, Harper, like the rest of his colleagues, has tried to make the best out of the situation.

"Sometimes teaching less material shortchanges the students," Harper said. "In AP classes, for example, students have to learn the same amount [as in previous years], so they have to struggle more with the material on their own."

After the pandemic, nothing would stay the way it is now in Harper's book.

"I would go back to the way it was," Harper said. "I think that the things that have happened [as a result of the pandemic] are negative. I look forward to the time when we can have more normal human interactions, especially more normal student and teacher interactions and teaching the full curriculum. I actually think we've done a good job, but the sooner we get out of this, the better."

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# A month to celebrate the contributions of women

Kaylee Frederking  
junior reporter

Women’s History Month is celebrated in March to recognize the accomplishments made by women throughout history. In the U.S., this year’s theme is “Valiant Women of the Vote: Refusing to Be Silenced,” which highlights the struggle women endured to achieve the right to vote in 1920.

Women’s history was first celebrated as a week-long event on March 7, 1982 after a proclamation by President Ronald Reagan. It was proclaimed a month-long celebration in 1995.

School librarian Kristen Rademacher recognizes the many women in literature who have changed the game.

“I find myself drawn strongly to authors like Laurie Halse Anderson, Ibi Zoboi, Maggie Stiefvater and Elizabeth Acevedo, who write powerful truths with female protagonists,” Rademacher said. “This month allows an opportunity for female-centered stories to be promoted.”

Assistant Principal of Student Services Beth O’Neill feels that it is important that every person recognizes women’s accomplishments, not just other women.

“I think Women’s History Month should be a time for all of our students, both male and female, to recognize and honor the important women in all areas of their lives, and to celebrate the contributions women have made throughout history,” O’Neill said. “It is a great way to learn about how women have historically contributed to society in general – as women, as mothers, as daughters, as sisters, as cousins, as friends and as employees.”

Student Activities Director Brian Brennan agrees.

“Women’s History Month helps give people a better understanding of how the contributions of women throughout history have impacted more than we realize,” Brennan said.

Junior Ivana Crnjac sees this month as a time to promote greater unity.

“This is a month for us to come together and celebrate how women have impacted society,” Crnjac said.



graphic reproduction by Grace Molenhouse

# Country House disproves there is no such thing as a free lunch

Haley Fisher  
senior reporter

Country House Restaurant and Food Service began providing free lunches for many local schools due to the COVID-19 pandemic in order to provide a meal for every student. The new program is an expansion of the Summer Food Program, a program provided by the USDA and usually given to public schools.

“The original program was boosted due to the difficulties of students and their families having access to nutritional meals and businesses like [Country House] struggling to stay in business while keeping all their employees,” Country House co-owner Dave Boundas said.

The lunches are now funded by various stimulus packages, and between March-August 2020, over \$250,000 worth of meals were being donated from the restaurant itself to senior citizens, veterans and unemployed people in the area.

“The people at Country House helped us qualify for this grant,” Chief Financial Officer Marion Klatka said. “We reached out to them before the school year started so we could get signed up for it as soon as possible. This program makes sure that no student goes hungry during the pandemic. It’s important to provide for every student as much as possible during these hard times.”

Over 2,000 meals are prepared each day by the staff, but not all of them are taken. Country House employee Jissel Varela encourages everyone to take at least one.

“We try to get as creative as we can with the meals,” Varela said. “There aren’t as many options and there are certain regulations of what each meal has to include. I would encourage every single student to take one or multiple meals to share with family members.”

Lunches can be picked up after school by students, faculty and staff near the main office or the exits in the science wing, main gym or small gym.



photo by Hannah Finnegan

Students pick up their free lunches on their way out of school on Monday. Country House Restaurant, which handles our food service, continues to provide RedHawks with 2,000 free lunches daily through a grant provided by the USDA.

At the **heart** of Marist spirituality coming from Marcellin and the first Brothers is humility. It **expresses** itself in simplicity of behavior, most especially in our way of relating to God and to others. We strive to be persons of integrity - truthful, open-hearted and transparent in **our relationships**.

-Water From The Rock #33

The logo for Marist Youth USA, featuring a stylized 'M' with a cross and the text 'Marist Youth USA' below it.

### TEEN PROGRAMS

Open to incoming freshmen through seniors

Sign-up to receive notifications about virtual events at [remind.com/join/olpl](mailto:remind.com/join/olpl) and join our virtual Teen Room on Discord at [discord.gg/9QKY2JbTch](https://discord.gg/9QKY2JbTch).

#### VOLUNTEERING OPPORTUNITIES

Please email [kadolfo@olpl.org](mailto:kadolfo@olpl.org) for more details.

**Help clean up a local park!**  
Sunday, April 25, May 16, May 30, 11am-2pm  
Work with Ms. Pat Pollard to help clean up one of our local parks.  
Please email [kadolfo@olpl.org](mailto:kadolfo@olpl.org) to sign-up.

**Book Reviews**  
We are looking for YA book reviews! Write book reviews about what you've read the past few weeks to earn volunteer hours. You can do this in video, audio or written format. Reviews will be posted on the YA Tumblr page. For each submission, you can earn one hour of volunteering, for up to three total hours.

**Volunteer Take/Make Kits**  
Stop by the Adult Services Desk to pick up a kit.

**Cards for Hospitalized Kids**  
Create happy, uplifting cards for kids in hospitals. Instructions for making cards and how to return them will be provided in the kits. Cards should be handmade and not store bought. One service hour for four completed cards.

**Birthday Cards**  
Create birthday cards for kids in foster care. Instructions for making cards and how to return them will be provided in the kits. Cards should be handmade and not store bought. One service hour for four completed cards.

#### STUDY

**brainfuse**

**Study tool: Brainfuse!**  
Visit [olpl.org](https://olpl.org) and check out a new resource called Brainfuse. Sign-up to get access to live tutoring, writing center help, flashcards for SAT and more!

**Snack and Study Finals Kits**  
May 17-28  
Do you miss having snacks and puppy breaks at the Library during Finals Week? Stop by the Library for a Snack & Study-to-go kit!  
One per student, must show HS ID. Follow us on Twitter and Instagram for more details!

### FOR TEENS AND ADULTS!

**Dungeons & Dragons**

**DUNGEONS AND DRAGONS AT OLPL**  
**Every other Saturday from 1-4pm**

**Introductory Session**  
March 20  
**Goblins, Goblins and More Goblins**  
April 3  
**Exploring Phandalin**  
April 17  
**Banshees, Zombies and Orcs, OH MY!**  
May 1  
**Cragmaw Castle Adventures**  
May 15  
Band together with the first party of OLPL adventurers to defend the town of Phandalin and conquer Cragmaw Castle. Join our first AYA DnD Campaign for a five session adventure. No experience necessary. High school students and adults are welcome to meet with us virtually through Foundry Virtual Tabletop.  
Registration is required at [olpl.org](https://olpl.org). Contact Natalie for questions at [ndejonghe@olpl.org](mailto:ndejonghe@olpl.org).

**BOOKNERDS CLUB**  
New in 2021! Join our pilot book subscription program. Once a quarter, receive a box with custom Library books with fun extras.  
Sign-up by May 1 on [cal.olpl.org/event/7523775](https://cal.olpl.org/event/7523775). Limit 10 participants during pilot. Open to high school students and adults.

### SAVE THE DATES!

**Thursday, March 25, 7pm**  
**Thursday, April 15, 7pm**  
**Wednesday, May 12, 7pm**

Join Teen Room Staff for a variety of IG Lives this spring! We will discuss books, provide tips/tricks, talk about what we're watching, reading, listening to, share at home activities and more! Be sure to follow us on Instagram @olpl\_ya to find out more details on the topics of discussion for each date.

A cartoon illustration of two girls, one with blonde hair and glasses, and the other with brown hair and glasses, both smiling and giving a thumbs up.

KNOW / VOL.35 NO.1 7



# Tucker discusses first-year successes, challenges

Isabella Schreck  
senior reporter

School President Larry Tucker met with the Sentinel staff on February 26 to discuss his first year as president, fundraising during a pandemic and upcoming school plans.

Noting that his role as president brings new responsibilities, Tucker said he relies on his 22 years of experience as principal to continue to build connections with people, especially outside of the school building.

“I love socializing with people, especially when I get a chance to golf with an alum and hosting events,” Tucker said. “So as president, I knew I would be able to embrace getting to know donors, in the hopes of winning support for our school from them.”

Despite enjoying his new career, Tucker misses interacting with students and faculty as principal, but there are things he does not miss.

“The greatest aspect of my job as principal was talking to students, but it has been important for me to step back and let the new administrators gain their footing,” Tucker said. “The most unpleasant part of being principal was discipline. For example, it was heartbreaking to have to sit down with a student and their parents and tell them that their child cannot come back to our school. I am glad that I am removed from those situations.”

Calling snow days was also a tricky decision for him as principal, and Tucker shared a story about his first decision to call off school, a decision he came to regret.

“My first year as principal, they forecasted a major snowstorm for the next day,” Tucker said. “We had a couple of teachers who reminded me that they lived far so, before the final bell, I called school off for the next day. The storm missed us completely. I did not make that mistake again and developed a protocol that included consulting with other area principals before deciding.”

Now, because of the COVID-19 pandemic, Tucker faces struggles in his new position in terms of engaging with alumni and donors. As vaccinations continue, he remains hopeful that more in-person events will resume.

“The pandemic has been very frustrating for me because I miss the personal contact,” Tucker said. “It is hard when I have a donor who I want to get to know and explain our needs. It is not the same talking over the phone. I would also love to host events like bringing alumni back for breakfast in the science wing to show them the new space. This is why I am looking forward to new possibilities this spring and summer.”

Although connecting with possible donors became more difficult, Tucker found new strategies to reach out for help for students’ financial aid.

“We set big goals to raise money for families,” Tucker said. “Our goal was not to lose a family during the pandemic. We didn’t want parents saying their child couldn’t come back to school because they lost their jobs. I have found that by sharing families’ stories, donors are more willing to turn around and make contributions to keep these kids in our school.”

Tucker also discussed the renovation of the downstairs girls’ bathroom in February.

“We had some donors over the Christmas break who gave us money and said that we could use it for whatever we needed,” Tucker said. “I thought the renovation of the girls’ bathroom would be great for both students and faculty. We plan on using the wood paneling outside the bathroom to display pictures as another way for us to continue to tell our story.”

There are plans for more first-floor renovations this upcoming summer.

“Our plan is to replace the floor tile down the main hallway, from The Point to Champagnat Square,” Tucker said. “We also plan to put wood paneling around the boys’ bathroom to match the girls’ bathroom.”



photo by Angel Ortiz Jr.

School president Larry Tucker met with the Sentinel staff on February 26 to discuss his first year in this new role, after having served as principal for 22 years. Tucker shared the successes and challenges he has faced so far, and his hopes to make future improvements to the campus.

While financing limits the projects that the school can undertake, Tucker shared his long-term ideas and said that he always keeps a “what if” list in mind. One of his “what if” plans is to redesign the ARC.

“We already have the fitness center that allows students to condition themselves physically, so we could update the ARC to be a place for students to condition their minds,” Tucker said. “When I became principal in 1998, the ARC had a tile floor with huge book racks, so the administration changed it 15 years ago. It’s nice now, but we want it to be an even more inviting environment for exploration and study.”

Tucker also pointed to the school’s ongoing commitment to long-term planning, which is how large projects often become reality.

“We have a strategic five-year plan,” Tucker said. “The science wing was something that was looked at and now is a reality. Another idea that has come up is an indoor-turfed athletic facility, probably behind the football visitors’ bleachers. Athletes, gym classes and the band could use the facility, especially during extreme weather. But we just finished the science wing, so this possibility will need to wait.”

As the school works on implementing new plans and programs, Tucker emphasized that his goal is to prepare students for life outside of high school.

“When you are out in the working world, you will need to create new solutions for problems,” Tucker said. “Moving forward, our goal is to keep creating spaces that will help students to think creatively.”

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FAITH HARPER

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JORDAN MIGHTY

GRACE MOLENHOUSE

ANGEL ORTIZ JR.

DELANEY POWERS

ISABELLA SCHRECK

MATTHEW WARAKOMSKI

MR. LARRY TUCKER '79  
PRESIDENT AND PUBLISHER

DR. KATHRYN BAAL  
PRINCIPAL

MR. JOHN J. GONCZY, CJE  
FACULTY ADVISER

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As an open forum, the *Sentinel* welcomes and encourages letters to the editor and guest editorials. Letters to the editor should be 250 words or less and must be signed by the author. Guest editorials are limited to 500 words and must also be signed by the author.

The *Sentinel* reserves the right to deny a letter publication if it is morally or ethically offensive, contains unsubstantiated claims or personal attacks. The *Sentinel* also reserves the right to edit letters and guest editorials for space or clarity. Letters may be sent to the *Sentinel* Editorial Board, 4200 W. 115th Street, Chicago, IL 60655 or may be dropped off in room 126. Letters must be received by the first school day of the calendar month if they are to be considered for publication in that month's issue.

In the event the *Sentinel* publishes an error, a correction or retraction will be published in the following issue.

Contemplating Women’s History Month

Women’s History Month has been celebrated every year in March since 1982, giving us the opportunity to think about some of the gaps that still exist between men and women.

Many women today are still not considered equal to their male counterparts. The wage gap for women has gotten better over the years, but women are still not getting paid their dues. As of 2018, women on average still only make 82 cents for every dollar that a man makes.

Those numbers get worse as ethnicity is added into the equation.

Robin Bleiweis from the Center for American Progress said that African-American women make 62 cents to every dollar a man makes. Asian women make 90 cents. American Indian women make 57 cents. Finally, Hispanic/Latino women make the least amount of money at only 54 cents.

This might not seem like a lot of money, but when it comes to yearly salary women make \$10,194 less than men. A woman would earn \$407,760 less over the course of a 40-year career when compared to what a man would make.

In addition, women pay taxes on essential items that only they use. For example, Tonya Mosley and Serena McMahon from Wbur.org wrote that it is estimated women spend about \$150 million a year just in sales taxes for feminine hygiene products.

Not only do women make less money than men and pay more for necessities, many are also expected to stay home to take care of their children during the pandemic.

*Women will only have true equality when men share with them the responsibility of bringing up the next generation.*

Justice Ruth Bader Ginsburg  
(1933-2020)

As COVID-19 shut down childcare facilities all over the country, many mothers were forced to work from home. Others had to leave their jobs in order to be home for their children. And since many schools went remote, mothers also

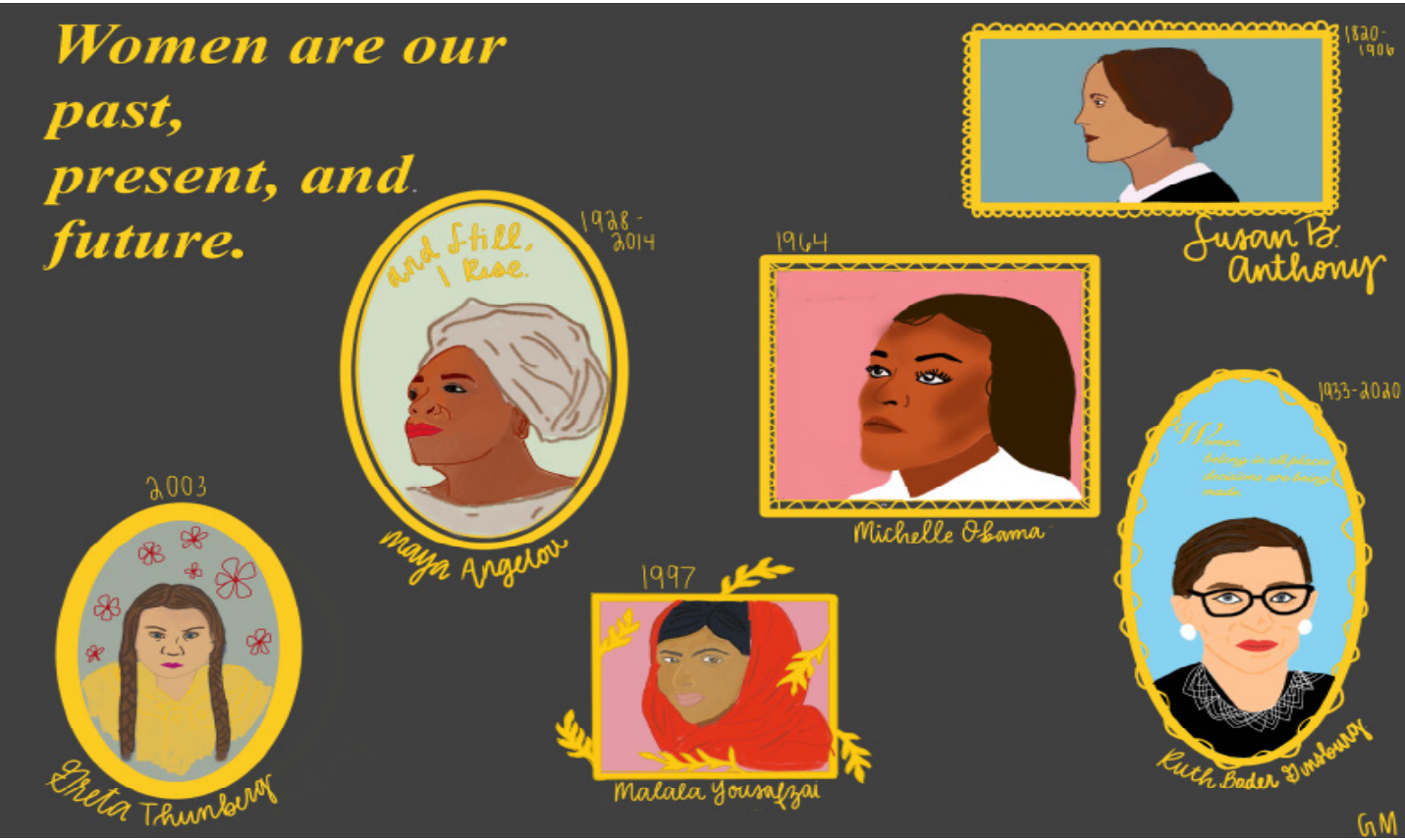
face the increased responsibility of overseeing their children’s schoolwork. This places a significant burden on women as they try to juggle careers and children. Ultimately, many mothers are being forced to choose one path-career or children.

Anneken Tappe of CNN notes that one in five adults are currently unemployed because of the lack of childcare due to the pandemic. The majority of those adults are women.

Over the past year, four times as many women dropped out of the workforce when compared to men. As of 2019, the percentage of women and men working were about equal, but with all of the women leaving now to take care of their children, that number could take years to get back to where it was post-pandemic.

As we continue to observe Women’s History Month, we should celebrate the important contributions women have made to better our country and our world.

But it is also important to remember that, while society as a whole has evolved to honor women and show them greater respect, there remain inequalities that women must continue fighting to correct.



The importance of intersectional feminism

March is Women’s History Month, a time to educate, celebrate and remember the strides women have taken to gain their rights, but we must remember that feminism has not always been an equal movement. To improve as a society, we must take an intersectional approach to feminism.

Intersectionality is a term used to describe how race, class, gender, ability and other individual characteristics overlap with one another and impact different individual’s experience.

American civil rights activist, law professor and lawyer Kimberlé Williams Crenshaw coined the term intersectionality in 1989. Crenshaw defines intersectionality as a lens for seeing the way in which various different forms of inequality operate together and worsen each other.

Numerous statistics show that women are still paid less for the same work a man does. This issue worsens as women get older. Poverty and other life circumstances such as divorce, illness and so on also affect women much more.

Adding other inequality-producing structures like race to those issues creates a compound problem. A 2015 study from the Assets Funders Network shows that single white women’s low median wealth is in the range of \$15,640, while single black women’s median wealth is \$200.

Society tends to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What is often missed is how some people fall into more than one or all of these categories.

An article published on the website UNWomen.org explains that using an intersectional lens also means recognizing the historical contexts surrounding an issue.

Long histories of violence and systematic discrimination have created deep inequalities that hinder women. These inequalities intersect when issues of poverty, racism and sexism converge and deny women rights and equal opportunities.

Peruvian youth leader and climate justice advocate, Majandra Rodriguez Acha, explains that those who are most

impacted by gender-based violence inequalities are also the most impoverished and marginalized.

Crenshaw suggests self-interrogation as a good starting place for someone who wants to help achieve more equality in America. Humanity needs to be open to looking at all of the ways our systems reproduce inequalities, and that includes privileges as well as harms.

An article by Bridie Taylor suggests different ways to help work towards being an intersectional ally. These include checking privilege by reflecting on your social identities and considering how this impacts the discriminations you do and do not experience. Listening to and collaborating meaningfully with diverse groups of women is also a key way to becoming a better ally.

By practicing intersectional feminism, society can learn how to better understand one another and strive towards a more just future for all. Taking an intersectional feminist approach to crises today helps us seize the opportunity to build back stronger, more resilient and equal societies.



# The impact of COVID on high school athletes

**Billy McNicholas**  
junior columnist

High school athletes have been particularly affected by the COVID-19 pandemic as their sports seasons were postponed or cancelled.

The negative impact of not being able to play in front of packed stands or for a spot in the playoffs is especially felt by seniors, who were looking forward to their last season.

High school sport shutdowns have negatively impacted the mental health of many athletes. Students who participated in sports had their days and weeks filled with routines, practices and games. This meant a daily source of happiness to most, which has been stripped away due to the pandemic.

Researchers at the University of Wisconsin found that those who participated in fall sports this past year had better mental health overall than those who could not.

Furthermore, The Indianapolis Star reports that because teammates work really hard together for such a long time, they become a kind of family. Not being able to practice and play together negatively impacts their mental health as connections with teammates are weakened or lost.

Student athletes are also worried about losing out on scholarships. CNBC conducted a survey that found 47% of student athletes believe sports cancellations will impact their ability to get scholarships to play in college. They are worried about the lack of opportunities to have recruiters watch them play their sport, if there are any opportunities at all.

More than 180,000 students rely on sports scholarships to finance their college education. College programs have also faced a crisis from high school sport season cancellations, which has forced these programs to make budget cuts to their own sports programs. Those cuts will likely decrease the amount of scholarship money that these colleges can give out to high school seniors.

This is the last year that seniors have to play with their team and, for many, it will be the last time they will ever play an organized sport. The pandemic prevented them from getting the full experience of what high school sports is all about.

One positive is that student athletes have become more resilient. Student athletes have always worked on their resilience by coping with unexpected injuries and tough losses during their careers. But this year, they have had to try to cope with the loss of their sports seasons. And unlike the setbacks from losses and injuries, student athletes do not have a reference point to build off or any lessons to learn from.

This experience will help student athletes learn new ways to deal with problems in the future. Dr. Aloiya Earl of Premier Health notes that student athletes have become more grateful for the ability to play and they do not take the opportunities for granted.

When this pandemic is over, it seems unlikely that any of us will take much of anything for granted ever again.

# Seniors susceptible to second epidemic

**Julia Reedy**  
senior columnist

Around this time each year, an epidemic plagues high school seniors. More common than the flu and perhaps as persistent as COVID-19, Senioritis is a widely-known phenomenon characterized by a lack of motivation affecting American high school seniors.

The only known cure is graduation.

While Senioritis is not an actual medical condition or mental health disorder, its symptoms can be particularly dangerous. When a senior falls prey to Senioritis, it can be difficult to shake.

At this time of the year, seniors may begin to feel the effects of educational fatigue, resulting in indifference towards school and an overall lack of motivation to do work.

Some attribute Senioritis to an overwhelming sense of excitement surrounding college, or the rise in outdoor temperatures, which may lead to incessant daydreaming of summer.

Senioritis actually is a result of stress. All kidding aside, the sensation of being “burned out” is real and deeply felt by many.

According to a study performed by Vanderbilt University, levels of dopamine in the brain play an important role in whether someone slacks off or remains ambitious. The research also found that hardworking people tend to have high levels of dopamine in two parts of the brain which play a role in reward and motivation, and low levels of dopamine in the anterior insula, which plays a role in motivation and risk perception.

Put simply, changes in dopamine levels throughout the different parts of the brain are responsible for the phenomenon that is Senioritis.

Luckily, there are methods of combating Senioritis that have proven to be effective.

It is important that seniors acknowledge these feelings within themselves. That way, any rising emotions can be distinguished from other sources of anxiety or stress and dealt with immediately.

Organization is paramount in dealing with Senioritis. Careful time management will allow for greater enjoyment of much anticipated senior activities, without the added stress of missing assignments or fast-approaching deadlines. This includes studying, work obligations, practices and other events.

Furthermore, procrastination should be avoided. Seniors should put off procrastinating as long as humanly possible.

Laura Berlinsky-Shine, a senior blogger at CollegeVine, suggests that getting friends on board may also help in building motivation. Friends or peers can hold each other accountable in ways that are non-confrontational. Having a friend to FaceTime with and set reminders of tasks help seniors stay on track academically.

Perhaps most importantly, reflection is essential. When dealing with a copious amount of pressure, it is easy to lose sight of the initial goal.

Through routine and purposeful reflection, seniors will be able to recognize the sacrifices they have made to get where they are. And they can remember the sacrifices that they must continue to make to get where they are going.

## photo opinion

compiled by Matthew Warakomski and Delaney Powers

*As we celebrate Women’s History Month, which woman do you most admire or has been most influential in your life?*



**Br. Hank Hammer**  
Marist legend

Sister Florence Gibbons was the attendance officer here at Marist. She also served on the leadership team of the Adrian Dominican Sisters. She was beloved and many of us benefitted from her experience and wisdom. She said to me, “Remember, Hank, the only real power you will ever have is your own witness”



**Kristy Rademacher**  
school librarian

Ellen Marguilis was my professor and director during my final two years of undergraduate studies. She had a profound impact on me, shaping and reshaping my understanding of female voice and strength. I am forever grateful for her wit, encouragement and no-nonsense approach to life.



**Patrick Meyer**  
religion teacher

My aunt Mary Jo had a significant impact on my life. She passed away from cancer last year, but she never gave up the fight. She taught me the importance of family, the significance of determination and the impact of a smile. She is missed, but I am grateful for the time we had.



**Stephanie Perretta**  
math teacher

Claudia Callahan is my grandmother who passed about a year and a half ago. She was one of the strongest women I knew and raised three kids as a single mother. Still she found time to make the best out of any situation and taught me not to take life too seriously and always say I love you.



**Leticia Izabelle Guzman**  
freshman

The woman who has most impacted my life up to today is my mom, also named Leticia Guzman. Not only is she my mom, but she helps me and others in the community. She is always willing to put others’ needs in front of her own. My mom has taught me right from wrong and to always be willing to help others who are in need.



**Bryson Roberts**  
sophomore

The woman who has had a significant impact on my life is my beloved grandmother, Ruth Webb. My grandmother has always shown me through her example how to be tough. She also taught me that, in this world, you’ll encounter some true friends and some true enemies. In my family, the men are supposed to be the toughest members, but my grandmother has proven that to be wrong.



**Grace Greene**  
junior

As we celebrate Women’s History Month, I would like to recognize my mom, Jen Greene, for having such an impact on my life. She has had a huge influence on me by pushing me to work harder and become a better person. She has been there for me through many hard times and my appreciation for her and for moms everywhere grows stronger every day.



**Anthony Broderick**  
senior

Nancy Broderick, my grandma, has had a huge impact on my life. She has always cared for me and has a great sense of pride in me as I move forward and make decisions about my future. She always greets everyone with a smile and helps anyone and everyone as she teaches special education. My grandma will always be a huge influence in my life.



# Sneakerheads and their favorite footwear

Angel Ortiz Jr.  
senior reporter and photographer



**Ryan Rosenberg: Jordan 4 Travis Scott**

“After hearing Travis Scott’s “Antidote” — a four-time platinum record — I was immediately a fan. Between that time and June 9, 2018, Scott had multiple shoe collaborations and released three chart-topping albums. It was on that date Scott’s long-awaited collaboration with Air Jordan released Travis Scott X Air Jordan 4 “Cactus Jack.” I was already a long time fan, but I fell in love with these shoes. When it comes to fashion I wouldn’t consider myself very vibrant, but the baby blue upper, contrasted by a deep red lining finished off with a baby blue speckled black cage sold me. Despite not being able to afford a pair for myself at the moment, as both a Scott and sneaker fan, I hope to one day.”



**Kayla Ivy: Chuck Taylor All-Star High**

“I like Converse high tops because they support my ankles. The black and white Chuck Taylor’s are very cute and simple. I can wear them with a dress, jeans or shorts. They are comfortable and I can use them for a variety of activities. The Converse sneaker started off as a basketball shoe in the early 1900s and has since become such an iconic sneaker to wear. The great thing about Converse is that there are so many different colors to choose from and they are really affordable,”

Sneakerheads are a community of collectors who are passionate and dedicated to shoes. They sell, trade and buy all types of shoes, especially sneakers.

The sneaker culture adds more fans every year. From exclusive drops, to sneaker events, pop-up shops and online releases, fans are lining up at a local Footlocker days before it is ready to release the latest exclusive sneaker.

Most sneakerheads can tell you the history, the facts and the story behind any particular sneaker. The sneakerhead culture began in the late 1980s because of the rise of hip hop music and Nike’s most popular athlete, Michael Jordan.

Since then, people have collected and worn Nike, Air Jordan, Adidas, Converse, New Balance, Under Armour, Puma, Vans, Reebok and many other brands.

My personal favorite sneaker of all time is the KD 7 “USA.” That’s the shoe that got me into shoes. I was in Cleveland, Ohio on a family trip in 2014 and we went to a local FootLocker. I saw the shoes sitting there and immediately fell in love with the KD 7 sneaker model. My mom bought them as my first day of school shoes. Ever since then I’ve collected and bought my own sneakers.

Everyone seems to like a particular pair. Here are a few people explaining their choices.



**Jabari Hill: Air Jordan 1 Low Game Royal**

“I like the Air Jordan 1 Lows because they go with a lot and they feel really amazing and they kinda give me a confidence boost when I have them on. The Air Jordan 1’s aren’t really expensive, but it depends. You can literally look good in any pair that you get, and that’s what attracted me to the shoe. My Jordan 1’s are special to me because I got those shoes when I lost my grandmother and ever since I’ve just kept the shoe close to me and wear them. I recommend getting Jordan 1’s of some sort. They have different versions and colors, but they all look amazing and go well with any outfit that you may wear.”



**Brother Luis: Ghost 12 by Brooks**

“A few years back, I got into running. Running shoes are pretty comfortable, so I stick with them for everyday use. I like the Ghost 12 sneakers by Brooks. They’ll go very well with anything I wear, so I don’t really worry about needing different pairs of shoes. They’re very durable, which makes them a really good investment. I’m usually standing all day in the classroom, so I like comfortable shoes when I’m not in school clothes. This sneaker is perfect for me, and they are super cushioned and flexible.”



# RedHawk cheerleaders take sixth place in IHSA state finals

Isabella Schreck  
senior reporter

The varsity cheerleading squad finished sixth in the IHSA state championship on March 13, after placing second at the sectional competition on March 6.

The IHSA announced on October 28 that the cheerleading competition season would move from fall to spring.

In addition to adjusting to this change, each squad had to adjust to competitions virtually, performing for a camera instead of fans.

“Not performing in front of a crowd was definitely an adjustment at first, but with everything else that has happened this last year, the girls were used to adapting and making the best of situations,” head coach Jordan Miller said. “The girls had to rely more on communication between one another during the routines and had to learn to create their own energy during filming. It was a learning experience for everyone, but the girls made it work.”

The team started the season taking fifth place at the Buffalo Grove Invitational on February 21. Next, they won the Huntley

Invitational on February 27, and then took fourth against Lockport in a second meet the same day. On February 28, the girls placed fourth in the Oak Forest Invitational.

All the team’s performances were recorded in the small gym before competition day and submitted to the host of the competition. Awards were presented virtually over live stream, where the top five teams of the competition were announced.

Senior Delaney Ryan agreed with Miller about the challenges of performing without a crowd and judges, but said that the squad’s energy was not affected.

“I had just as much fun this year,” Ryan said. “Not performing in front of a crowd was difficult at first, but our coaches and team made the best of the situation. We just focused on working hard to do our best.”

With their season now at an end, the team remains grateful for the chance to perform.

“I’m sad this year is coming to a close,” senior Bridey Regan said. “This time of year is always bittersweet. Even though this season was super short, I am happy we got the opportunity to compete at state.”



photo by Faith Harper

The RedHawk varsity cheerleaders practice their routine in the small gym on March 4. The squad placed second at sectionals on March 6, advancing to the state finals on March 13 where they finished sixth overall.



photo by PJ Cunningham

Junior Michael Guzaitis rolls the ball during the virtual match against DePaul Prep. at Arena Lanes on March 5. The team went 4-5 overall this season, beating St. Rita 7-2 in the final match on March 10.

## Boys’ bowling team rolled on in unique season

PJ Cunningham  
senior reporter

In a year marked with an ever-present pandemic, the RedHawk boys’ bowling team still got the chance to compete.

Matches were played virtually, with opposing teams playing at different bowling alleys. According to head coach Michael Brennan, these virtual matches changed the nature of the games, but he believes the team adjusted well.

“The season was really different this year,” Brennan said. “Our competition was virtual, which affected the pacing in ways we haven’t seen in the past. I think the bowlers have done a great job of being flexible.”

Despite an overall record of 3-5, both players and coaches emphasized that they are just glad to be back in the alley once more and get the chance to compete in this unique season.

“I understand how crazy this has been for our students,” Brennan said. “This year

part of my coaching was to be cognizant of the fact that my guys need to be out of the house, be social and do the things they enjoy during this really different time in our lives.”

Senior Danny Gillerlain underscored Brennan’s feelings about the chaos surrounding the bowling season and school year as a whole.

“It was definitely a challenge preparing for this season,” Gillerlain said. “We actually had our tryouts a few months ago and then found out our season was being postponed without knowing if or when we would start. During that time, the bowling alleys weren’t open, so we were unable to practice. I’m proud of how our team has played with the little preparation we had. As a senior, I’m grateful that we had one final season.”

Brennan, Gillerlain and the rest of the RedHawk boys’ bowling team finished their pandemic-altered season with a Chicago Catholic League victory on March 10 against St. Rita with a score of 7-2.

## Girls’ bowling finishes fourth in conference

Grace Molenhouse  
senior reporter

The RedHawk girls’ bowling season ended Friday, March 12 with a fourth place finish at the GCAC Championship at Arena Lanes in Oak Lawn.

This season, all matches were virtual and played within the south division of the conference. Each team competed at its home bowling alley, which is Arena Lanes for the RedHawks. This prevented the teams from interacting, an aspect the players and the coaches miss from previous years.

At each match, head coach Kate Crane recorded the team scores and reported them directly to the GCAC, which then announced the winner.

“I would say that the virtual aspect was the low point of the season,” Crane said. “You miss out on the camaraderie that exists between the athletes and coaches within our conference. But the highs always outweigh the lows and we were just grateful to have a season at all.”

Senior Kate Zeller, a four-year varsity bowler was also grateful for the ability to play, even if this year looked different than her other seasons.

“The season went pretty well with all that’s happened,” Zeller said. “We didn’t even know if there was going to be a season, so we have just been having a lot of fun since we were given the chance to play. Each game felt more like a practice or scrimmage against ourselves. In some ways that was better because it was less pressure but pressure can be a good thing.”

Due to COVID-19 restrictions, the RedHawks competed against Mother McAuley, St. Laurence, St. Ignatius, Resurrection and De La Salle this season, facing each team twice for a total of 10 matches.

“We played strong teams, but Mother McAuley was probably our biggest competition,” Crane said. “But the girls handled them the same way they’ve handled the uncertainty of the entire season, graciously. They came in confident, positive and ready to do their absolute best.”



photo by Jordan Mighty

RedHawk bowler sophomore Alexis Dunaway got a strike on this throw at Arena Lanes on February 28. Dunaway was named the 2021 GCAC All-Conference Athlete with a 148.2 average and a 4,446 pin total for the season.



# RedHawks open football season tomorrow against Notre Dame

Angel Ortiz Jr.  
senior reporter

The varsity football team will open the season on Friday at Notre Dame High School. Kickoff is at 6 p.m.

With a season abbreviated to only six games and no playoffs, head coach Ron Dawczak emphasized that the team’s goals remain the same as during any normal season.

“For a very long time, it did not look like we would get to play this spring,” Dawczak said. “Now that we have the chance to play, we want to practice hard every day to give ourselves the best opportunity to win every week. I want to make sure that I give the seniors the best possible experience for their last season and to make the most of every opportunity we have together.”

Senior defensive back Jovan Marsh is excited about the six-game schedule and the opponents that the RedHawks will face, including Brother Rice, Mt. Carmel, Nazareth, St. Patrick and Loyola Academy.

“We face great competition every week,” Marsh said. “Loyola is going to be a tough team to beat because we defeated them twice

last year and they are out for revenge this season. Brother Rice and Mt. Carmel of course are always great competition and we share a great rivalry. But we as a team believe in each other and that we will finish with a great season.”

The RedHawks were not able to hold their traditional offseason strength and conditioning programs and practices together due to COVID restrictions, making it more challenging to prepare for the upcoming season. But Dawczak notes that the players did not let that stop them.

“The players were asked to do a lot on their own to get themselves ready for this season. We’ve had an abbreviated time to get ready, we will be playing in front of mostly empty stands, and there is no state championship to play for,” Dawczak said. “The players will be playing strictly for their love of the game, and the camaraderie that comes with being part of a team.”

At press time, IHSA rules allow for 20 percent capacity of stadiums to be filled by home team fans only. MHS Studio will livestream the home games on the Marist NFHS network, which is free when users set up an account at [nfhsnetwork.com](http://nfhsnetwork.com).



photo by Angel Ortiz Jr.

Senior kicker Mark Brannigan practices field goal attempts with his teammates at Red and White Stadium ahead of tomorrow’s opening matchup against Notre Dame. The RedHawks will host Brother Rice for the first home game on March 26 at 6 p.m. and the game will be broadcast by MHS Studio.



photo by Hannah Finnegan

Senior forward Sydney Affolter shoots a free throw in the home game against Lincoln-Way Central on March 9. The RedHawks came away with the win, 69-45. The team’s won the ESCC title on March 13, and the RedHawks’ only loss this season was in overtime against Benet, 46-49, on Feb. 28.

## Girls’ basketball team 2021 conference champs

Hannah Finnegan  
senior reporter

The girls’ varsity basketball team finished its season with a record of 15-1, earning the first ESCC title since 2017. With no state playoffs and a short season, there was less time for the girls to practice, so the team focused on strengthening specific strategies.

“We really focused on defense and getting down the floor on the fast break,” senior Sydney Affolter said. “Teams can’t stop us when we get the ball out quick and run, plus it’s so much fun to play like that.”

Head coach Mary Pat Connolly attributes the success of the team this year to all 14 girls and explained that although there are stand-out players, each girl contributed both on and off the court. Both Connolly and Affolter believe that the pandemic created a stronger bond between the players.

“This has been a fun team to coach,” Connolly said. “We had incredible chemistry

last year. This year, we had to quarantine the first two weeks of the season, but I think the quarantine formed an even tighter bond among the players. They went into every game fighting because they knew at any time it could be their last game. We didn’t have too much time to focus on the usual team bonding activities, but I think the girls just enjoyed being with each other whenever they could and they didn’t take anything for granted.”

Affolter said the highlight of the season was the RedHawks’ 72-39 win against the Mighty Macs at Mother McAuley on Feb. 22.

With her final season as a RedHawk behind her, Affolter shared some advice for next year’s team.

“To next year’s players, I would just say be sure to play every game like it’s your last and leave it all out on the floor,” Affolter said. “You’ll never get another chance to be a high school athlete, so cherish those moments you have with your team and coaches.”

## Boys’ basketball team finishes challenging season

Patrick Maxwell  
junior reporter

After finishing last season with an 11-16 record, the varsity boys’ basketball team continued to fight in a tough division in a shortened season this year. The team went 2-6 in the ESCC and 4-9 overall.

Head coach Tim Trendel is proud that his team continued playing hard down to the final whistle, noting the team’s strengths and things to work on next season.

“The guards played very well, the team passes the ball very well and we were able to put pressure on the opponents when they have the ball,” Trendel said. “A concern is that we had a very limited number of games that were scheduled close together. Keeping the team healthy was the most important part. Trying to train and condition was very difficult this season.”

The team played a total of 13 games this season, compared to 27 last year. Wins came against Marian Central Catholic (72-36), Joliet Catholic Academy (69-55), Nazareth Academy (36-30) and Providence (48-44).

In a hard-fought season finale against Mt. Carmel on March 13, the RedHawks fell in overtime, 81-86.

Junior guard Josh Ellison is proud of the effort his team gave, even though the season was shortened and in spite of other challenges.

“I had a ton of fun with my teammates this year,” Ellison said. “I created many strong bonds with the team and won some games, too. I am just glad we were able to have a season.”

Senior guard Alex Knight, a four-year RedHawk basketball veteran, was also grateful for the opportunity to have a season in his final year.

“My hope going into the season was that the team and I give our best effort and take as much pride in our program as possible,” Knight said. “I think we achieved that this season. Having a shortened season was definitely better than having no season at all. Being able to play these last games with the team gave me so much joy, especially after hearing that the chances of having a season looked pretty slim earlier this year.”



photo by Patrick Maxwell

Senior guard Alex Knight runs the offense during the Senior Night game against Providence on March 8. The RedHawks won 48-44. In their final game of the season on March 13, the RedHawks fell in overtime to Mt. Carmel, 81-86.