

NEWSPAPER

In this Issue

- 5 // Capitol riots
- 6 // Women in STEM
- 10 // IB program
- 13 // College visits

Cathedral High School
Volume 100 Issue 7
January 26, 2021

Remembering Jon
Page 19

5225 East 56th Street
Indianapolis, Indiana 46226

MEGAPHONE

JANUARY 26, 2021 VOLUME 100 ISSUE 7

- 4** Here to help
- 5** Eyewitness to history
- 6** STEMing the tide
- 7** Making change
- 8** Let there be light
- 9** At your service
- 10** IB is no more
- 11** Keeping the faith
- 12** Working on the work
- 13** Not on tour
- 14** Minds made up
- 15** Learning Commons spotlight

SPORTS

- 17** Luck of the Irish

OPINION

- 19** Remembering Jon
- 21** Face off

MEGAPHONE STAFF

CO-EDITORS-IN-CHIEF

Ava Amos
Ashlynn Bakemeyer

NEWS EDITOR
Jameson Browne

SPORTS EDITOR
Jake Langdon
Luke Spencer

GRAPHIC DESIGNER
Ethan Marasco

REPORTERS
Tory Basile
Nick Bozzelli-Levine
Ella Bundy
Ainsley Danilson
Andrew de las Alas
Liam Eifert
Zoey Johnston
Luke Hern
Julia Hurley
Emma Kress
Ellie Moores
Caroline Schilling
Ellie Schnur
Avery Stuckey

PHOTOGRAPHERS
Maggie Johnson
Grace Straley

MODERATOR
Mr. Tony Willis

PRINCIPAL
Mrs. Julie Barthel

PRESIDENT
Dr. Rob Bridges

CONTACT US

TWITTER
@IrishMegaphone
WEBSITE

irishmegaphone.com

MEMBERSHIPS

Indiana High School
Press Association
National High School
Press Association

On the front cover

During a five-minute passing period, students make the trek across the parking lot on their first day back on campus on Jan. 12.

Photo by Addison Bakemeyer.

On the back cover

Students crossing the wooden staircase from Loretto to Kelly each day are provided a close-up view on the construction of the Innovation Center, which is scheduled to open next fall.

Photo by Diana Martinez.

Here to help

Learning Commons adds virtual sessions and availability during office hours to provide free math tutoring.

BY ALYSSE NEAL

The Learning Commons is finding new ways to reach students, according to the director, Mr. Parker Leisure, with an app called Nexus and an adjusted schedule for the start of the second semester.

With classes now beginning on the Hill at 9 a.m., the Learning Commons is open all day during the school day as well as during office hours on days 1, 3 and 5.

The app has online tutors available to help students. Senior Kieran McCauley, one of the students who volunteers as a tutor, said, "I like how Nexus allows us to work with students online."

Leisure said, "There are a lot of things we have to do differently to ramp up our online presence, so we have online tutoring that is available on Nexus." The Nexus app has been downloaded to every student's iPad.

Leisure noted that the Learning Commons also offers Zoom as an alternative to Nexus if online students are more comfortable with that platform.

This semester Leisure also hopes to promote Nexus to teachers. Leisure said this would help boost traffic just to get people familiar with the app. The goal is to make people aware, and he hopes teachers will become familiar with it and recommend their students to use it.

During on-campus instruction, the Learning Commons saw between 10 and 15 students a day. Before the school switched to eLearning, Leisure said he was starting to see an increase in the number of students. More teachers started to send students to receive support in the Learning Commons, and students were starting to go by themselves. Leisure said, "The students are mostly underclassmen. We have students that were assigned to the Learning Commons for their resource, but also those who

come in during their own time."

Select students who use Nexus have seen an improvement in their grades. Leisure said, "I have seen several students who have had their grades go up but it's up to students to take initiative and get help."

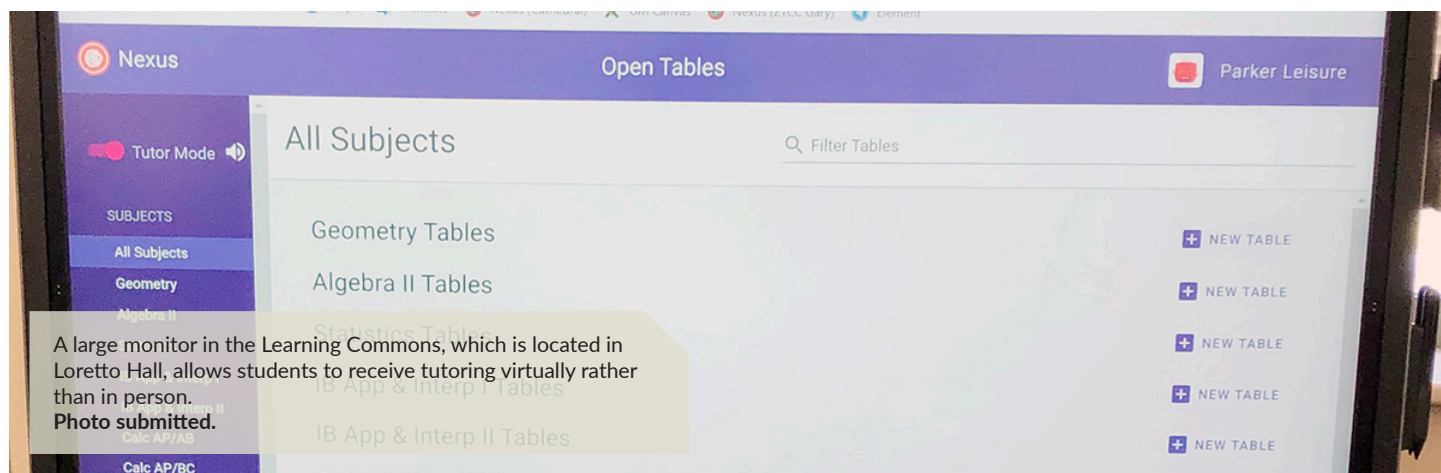
Students can get assistance during resources, before school and after school. Now that instruction is virtual, there are tutors on Nexus during each period that are standing by to help students. The tutors are all juniors and seniors with the exception of one sophomore. Leisure said the majority of the tutors are seniors, but that is not a requirement. For example, freshmen in classes higher than Algebra I are welcome to apply to be a tutor.

McCauley said, "I became a tutor because (Vice Principal) Mr. (Mark) Matthews emailed me and asked if I would be interested in becoming a tutor. I said yes, and then I filled out an application and had an interview. After that, I became a tutor."

Sophomore Isabelle Tompkins said, "The Learning Commons has actually helped me a lot! It helped raise my grade the five times I've been. And it helped my understanding of the topic I'm working on. The tutors are extremely helpful and are patient with you all throughout you working and I highly recommend people checking it out."

Leisure said if any students are interested in becoming tutors next school year they can email him or Matthews.

As students are at home, Leisure said he encourages students to get on Nexus, create an account and get any extra help they need. To create an account the username is the first part of the cathedral email (for example, absmith25). For the password click "forgot password" and students will receive an email to create a password for their account.



A large monitor in the Learning Commons, which is located in Loretto Hall, allows students to receive tutoring virtually rather than in person.
Photo submitted.

Eyewitness to history

A member of the Class of 2016 was in the Russell Senate Office Building when the Jan. 6 Capitol riots broke out.

BY NICK BOZZELLI-LEVINE

A Cathedral graduate was in the Capitol on Jan. 6 and got a first-hand encounter with the riots that took place that day.

Ms. Audrey Arbogast '16, who serves as a legislative aide for Indiana Sen. Mike Braun, reflected on her close encounter with the deadly riot and her perspective on how the country can move forward.

It was a typical day for Arbogast. Her office's staggered schedule has her work in person Mondays and Wednesdays as a healthcare adviser for the senator. "I look at other senators' bills and their legislative ideas and I help the senator consider if it's something he would like to support and be a co-sponsor on," Arbogast said. She was in her office in the Russell Senate Building when events escalated.

"We weren't entirely sure what was going on and we were seeing on TV that there were people starting to come toward the Capitol building," Arbogast said. "It was really scary because we were in our office and over the loudspeaker they were telling us to lock the doors and get away from the windows and to gather our desks if need be and barricade the doors."

Bombarded by the cacophony of rioters and sirens, Arbogast even recalled hearing the Marine helicopters coming in. However, other parts of the Capitol had it even worse. "I have friends who work over on the House side and the House side was the side that got hit hardest," Arbogast said. "I'm very lucky because the Russell Building was left largely undisturbed by people who came into the Capitol."

Arbogast said she hopes that this sort of thing will never happen again.

"It doesn't matter what side of the aisle you're on. I think what happened should not be tolerated by anyone," Arbogast said. "The Capitol is the people's house but it's also a symbol of freedom and liberty and I think it should be treated as such." She said she believes that the root of this tragedy was, at its core, a lack of understanding and honest conversation. She added, "I think what we saw was that there were people who felt that they hadn't been represented by their government."

According to Arbogast, the Capitol has made many efforts to ensure the safety of legislators and lawmakers in light of the riot. "Probably within a six- to seven-block radius in every direction they've got fencing up and I've heard (that) between 21,000 and 30,000 National Guard members were deployed to D.C.," she said.

However, according to Arbogast, while ensuring safety is certainly top priority in Washington right now, the real goal should be addressing division and striving for peace and understanding. "I think this is a really good opportunity for us to reflect about how we disagree with one another and the approaches that we take to

compromising and having appropriate dialogue," Arbogast said.

The key to do this, according to Arbogast, is extending an arm of peace toward those one doesn't agree with, whether that's in the Senate or here on the Hill with one's fellow classmates. "I think (that) moving forward, it's just very important to continue to have bipartisan conversations and (not to) shut the door on ideas that we don't 100% agree with," she said.

Arbogast said she wanted to give a shout-out to Ms. Jill Twilleager, social studies teacher and We the People head coach, for putting her on her track to politics and allowing her to be part of this exchange of ideas.

Arbogast said that she and Braun share the goal of working together with lawmakers on both sides of the political spectrum. "I love working for my boss because he puts such an emphasis on wanting to do things in a bipartisan way," Arbogast said. "I personally am looking forward to working with bipartisan counterparts and people across the aisle on (coming) up with solutions that are going to better the American people."

Summing up, Arbogast said she believes that the United States can heal and move forward as a country if the people learn to listen to and respect each other's differences more. According to Arbogast, "It's great to have a foundation of ideas and it's important to have ideological principles that you feel passionate about. But I think the most important thing is to be well knowledgeable about those ideas but also humble enough to hear the counter argument."

At the end, she said she believes the good of human nature will prevail, and the nation can move forward. Arbogast said, "At the end of the day, people want to do what's best for other people."



Ms. Audrey Arbogast '16 is a legislative aide for Indiana Sen. Mike Braun.
Photo by Ava Amos.

STEMing the tide

Two senior girls enrolled in AP Computer Science tell their stories about excelling in a field that has traditionally been dominated by males.

BY TORI BASILE

The science, technology, engineering and mathematics field, while a powerhouse of modern innovation, has maintained a decades-long infamy for industry-wide sexism. Today, though there is an increasing number of women pursuing successful STEM careers, they still make up around 27% of the entire STEM workforce, according to the American Association of University Women.

On the Hill, computer science and robotics teacher Ms. Ria Pereira, and her students, seniors Lauren Dubbink and Whitley Walton, are just a few of the many women who have proven their dedication and value to the industry.

Pereira, who was born in India and raised in Kuwait, said her passion for computer science emerged after her sophomore year of high school. In Kuwait, students are able to select a concentration of study. Pereira said, "(Students) specialize for two full years of high school, junior and senior year." She chose computer math, and said, "I loved it, and I loved my computer science teacher."

After high school, Pereira went on to study electrical engineering at Western Michigan University for her undergraduate degree, and later earned her masters in robotics engineering from Wooster in Massachusetts.

She said, "When I graduated college for my undergrad, I was offered a position to be a software engineer in Watertown, New York, for a company called New York Air Brake." Pereira continued, "You could taste what it was like to be a woman engineer — there's not a lot of us out there. In that department, I was the only girl, and I was also very young, and the office itself was very small. So all of that sort of factored into feeling like, 'My gosh, I'm the only girl engineer here.'"

Pereira said about her experience being a female engineer, "There's a lack of confidence, in a way. Maybe when you don't see people of the same gender around you a lot, there just might be a hesitancy to speak up or voice your opinions."



Senior Whitley Walton, left, and senior Lauren Dubbink are enrolled in AP Computer Science class this year.
Photo by Kylee Lucas.

Eventually, Pereira came to Cathedral in 2017. She said, "That desire to be a teacher was just not going away. I couldn't fathom how I could fulfill this desire with so much family opposition."

But after doing some research and discussing the situation with her parents, she decided to pursue teaching. She said, "It was really hard to find a job that would teach what I studied. I eventually came across Cathedral's position, and everything seemed golden. That was the only teaching job I applied for, and I submitted it right at 11:59 (the day it was due)."

This year on the Hill, two seniors, Dubbink and Walton, are the first female students to take AP Computer Science. Pereira said, "In our classrooms, over the years I've started to see more girls coming in. When Whitley took Programming I, she was the only girl in the class. By the time Lauren took Programming I, my third year here, I think that was the first time I actually felt like it was an even ratio (of male and female students)."

Walton, who will attend Spelman College in the fall to study computer science and art, echoed that sentiment. She said, "Although I'm the only girl in C period APCSA, I never feel left out because having a woman teacher makes all the difference. While I have gotten used to being the only girl, I don't let it hinder me in my performance. I'm creative, dedicated and work to the best of my ability. When (women) get in places of power in STEM, we can help other women and pass on the torch."

Dubbink, who intends to study human factors engineering, reflected on APCSA, saying, "It's my favorite class, (but) it's a lot of work. Your mind is working in different ways than any other class would challenge you. You have to think and apply so many different skills."

She continued, "It's a little bit of pressure when it's just me in a classroom with four other guys and they all finish a test faster than (me). I want to live up and prove that I'm just as competent. It's not societal pressure; it's almost like proving myself to myself."

Pereira reflected on her experiences teaching and STEM. She said, "We're all so unique. We all have natural gifts and passions. It's important to recognize that and cultivate that in a very reasonable way."

Specifically to younger girls at school thinking about computer science, Pereira said, "Remind yourself that the skills that you have to offer are equally valuable as (your peers') skills. I think we ourselves sort of put a wall between us and computer science. I try to remind myself to stop looking at myself as a woman who's alone, but realize that I'm as educated as any of these other people are."

Making change

Principal notes the many advantages, including a later start time, for the new schedule put into place for the second semester.

BY AVA AMOS

It may come as no surprise that the administration released a new schedule for the second semester, but it's all for good reason. Principal Mrs. Julie Barthel provided insights regarding how this new schedule came to be as well as her own thoughts the changes.

Barthel said, "We felt like the benefits of the other schedule, like having a seven-day rotating cycle and seeing kids at different times of day, were not being able to be fully utilized because of Covid. Things like flex — I love flex — there's brain research that shows kids should be able to do what they need to do at school. But because of Covid and having to stay in pods, we couldn't have flex. We thought we needed to look at the schedule and see if we could make some changes that would work for Covid."

The idea of a schedule switch stemmed from the sudden shutdown of school in November due to the virus's spike. With the help of the Academic Leadership Team, which includes Vice Principal for Academics Mr. Mark Matthews, STEM director Dr. Aarti Brooks, humanities director Mrs. Lizabeth Bradshaw, counseling director Mrs. Gretchen Watko, and Holy Cross director Ms. Ashley Hill, the new schedule was created.

Barthel said, "We came up with our eLearning schedule, which we thought would be best, and again was very much driven by what was student-centered and research-based, so we had a late start because all the research shows that because of teenage sleep patterns, we should start later. We mirrored (this new schedule) off of our eLearning schedule and then we felt like that would be

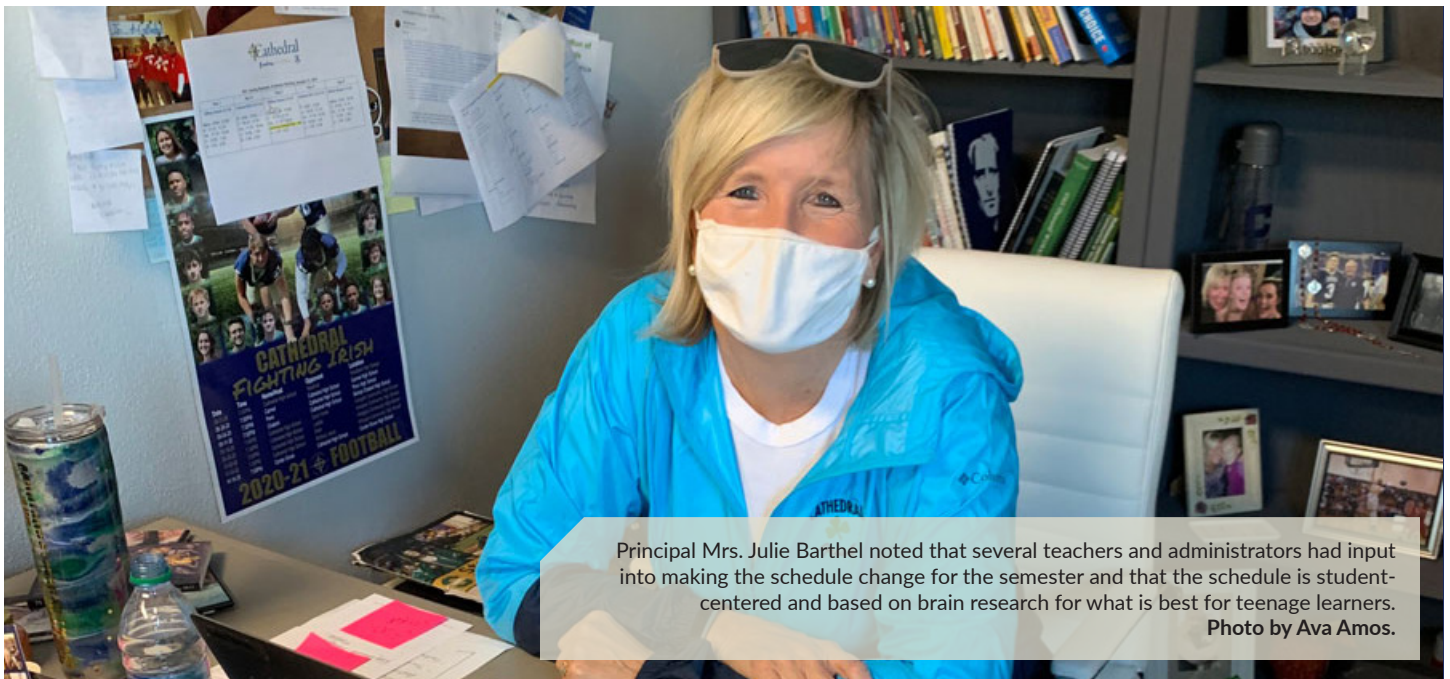
a better transition coming back. (It would be better) to not have to come back to a brand new schedule, but to almost simulate the schedule we had during eLearning."

Barthel added that she likes the schedule for all of the benefits she mentioned. She said, "It's very student-centered, (and) that's what we need to do, (to) put things in place that help out students. Also, (it's) research-based and I think because of Covid, and just in general, teenagers are under a lot of stress and social-emotional pressure. So having five classes a day and five classes to do homework for a night is nice for students."

"And yet we didn't lose any academic minutes. We have the exact same academic minutes that we had the first semester and in some periods we have more minutes."

The schedule also allows for flexibility for teachers, with office hours for 45 minutes on three of the mornings and time to teachers to meet, plan and collaborate for 45 minutes of two days during each five-day cycle.

The principal added she likes that changes to the academic schedule are always going to be based on feedback from several teachers and administrators. Barthel said, "My Academic Leadership team is always going to make a decision like this. We're always going to put students first (as well as that of) the social-emotional health of students. Parents and students should know that when we make a decision like this, it's very thoughtful and we always try to use research and put students first."



Let there be light

Newly installed LED bulbs are more energy efficient and easier on the eyes in both classrooms and hallways.

BY ERIN EMMICK

The classrooms and hallways along with the campus grounds now are brighter in January thanks to the installation of LED lighting, according to technology coordinator Mrs. Gara Schommer.

LED lights are more energy efficient than traditional bulbs. Schommer said, "(The use of LED lighting) reduces our operating expenses."

The new LED lights need only half the energy of fluorescent lights. LED lights also need to be changed every five years, rather than more frequently as do fluorescent bulbs. Schommer also said that LEDs last 25,000 hours in comparison to fluorescents, which typically burn out after 8,000 hours.

LEDs have even more benefits than just economic and environmental. LEDs are also easier on the eyes of students and teachers in the hallways and classrooms. "The health benefits are decreased headaches, less eye strain and an increase in focus and memory retention," said Schommer.

However, LEDs are more costly than regular lights. "The overall initial expense is high. This expense will be recouped after five years. We needed to save up for this project," said

Schommer. So while the new LEDs won't be cheap to install, since they last more than three times longer than fluorescent lights, they won't have to be replaced as often.

The only location on campus that will not have LEDs as part of the current project is the theater, as it needs a specific type of illumination for plays and concerts, but eventually the lighting will be updated there as well. "The theater will be changed within five years," Schommer said.

Schommer also said that there were three different financial rebates that the school has taken advantage of, and 80% of the project has to be finished by the end of this calendar year to be able to make use of the rebates. Planning for this project had begun even before the school went online, and Schommer expects the entire project, excluding the theater, to be completed by the end of January.

So while the days get darker in these winter months, the hallways of school will be brighter in the new calendar year. Schommer said, "The lights may seem brighter to everyone once you come back to school. Your brain will adjust to this and within a week or two, no one will notice the difference anymore."



Before they were installed throughout the campus, the Shiel Student Life Center served as the storage location for thousands of new energy-efficient LED bulbs.
Photo submitted.

At your service

Because the annual service hours requirement has not been changed, students make adjustments on how, where and when they volunteer their time.

BY AVERY STUCKEY

The service hours requirement has not been adjusted due to Covid-19, but how students earn those hours may be affected.

Christian service administer Mrs. Shannon Fox '80 said freshmen still are required to serve 15 hours, with 20 hours for sophomores, 25 for juniors and 25 for seniors.

With the numbers not being altered, students are still required to obtain all their service hours. "Completed hours each year are a graduation requirement," Fox said.

Even with precautions due to Covid-19, many organizations that were originally allowing volunteer opportunities are still allowing students to come.

Religion teacher Mrs. Cece Kasberg '83 has worked with Fox trying to make sure everyone is aware of any changes. The biggest challenge that students are having to face is interacting in a way that does not violate social distancing rules. "Service hours require people interacting," said Kasberg.

Because of the risk of getting Covid-19 for individuals 65 years and older, those at lower risk are most helpful. "Younger volunteers are needed more than ever since most volunteers at age 65 or older fall into the Covid high risk sector and are not able to volunteer, so agencies need the younger population," Fox said.

But there are still organizations not accepting volunteers. Those most prominently are facilities with people who are at higher

risk. "Senior living communities are not allowing any volunteers of any age currently," Fox said.

Opportunities to allow students to receive more hours that include less one on one contact have taken place on the Hill. "Get hours for donating clothing to Saint Vincent de Paul. There is a drop off at Cathedral," Kasberg said.

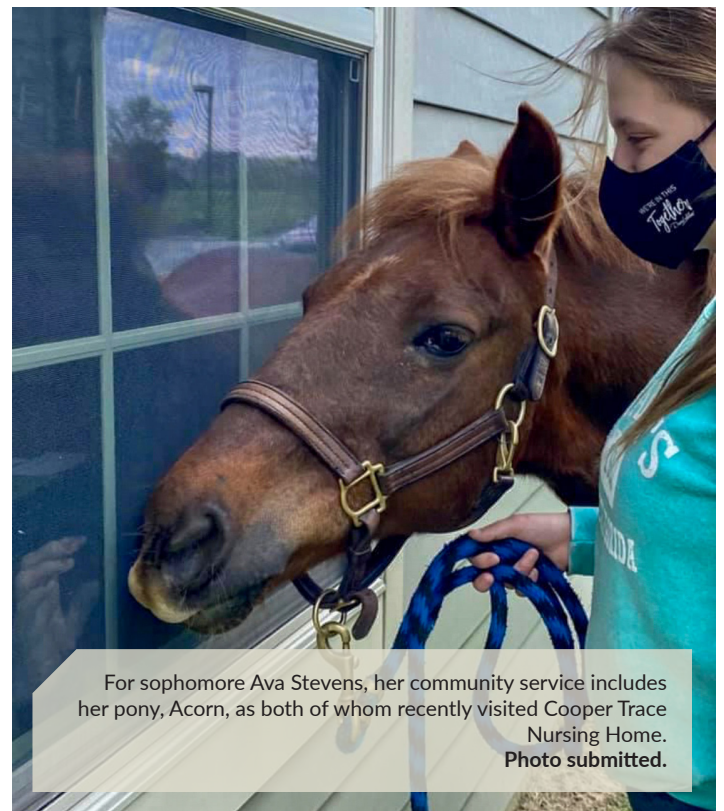
With the situation clearly being different now than years in the past, staying caught up and reading emails and newsletters is most important. "It's all about staying informed," Fox said, encouraging students to check the updates that she sends along with Principal Mrs. Julie Barthel's Friday afternoon emails to the student body.

The challenges of the pandemic have caused students to be a little more creative in obtaining their hours. "We are so limited due to Covid. I think it encourages thinking outside of the box," Kasberg said.

The primary purpose of service hours is to teach students about how they can contribute to society. Fox said, "Service is meant to build one's character and to help young people realize that there is a community and world around them that they are responsible for."



Administrator of Christian service and community outreach Mrs. Shannon Fox works in her office in the Student Life Center. Megaphone file photo.



For sophomore Ava Stevens, her community service includes her pony, Acorn, as both of whom recently visited Cooper Trace Nursing Home. Photo submitted.

IB is no more

Director discusses the reasons behind the cancellation of the IB program effective at the end of this school year.

BY ASHLYNN BAKEMEYER AND AINSLEY DANILSON

Fifteen years after its institution, the International Baccalaureate program is being discontinued on the Hill.

Accounting for small class sizes, scheduling pressure and additional college credit courses, the academic administration team decided to cancel the program starting at the beginning of the 2021-2022 school year.

IB coordinator and English teacher Mrs. Lizabeth Bradshaw said that the academic team has discussed the cancellation of the IB program since last spring and made the official decision last semester.

The academic team members involved in the decision included Principal Mrs. Julie Barthel, Vice Principal for Academics Mr. Mark Matthews, Director of Counseling Mrs. Gretchen Watko, Student Innovation Team member Dr. Aarti Brooks, Language Support Program teacher Miss Ashley Hill, Language Support Program Director Mr. Brian Gross, and nearly every IB teacher.

Bradshaw said she had expected the IB program to be discontinued because she was “aware of the stresses that come along with running the program.” She added, “It’s expensive and difficult for

the school to support such small classes.”

Along with that, she mentioned that the administration found that IB classes made scheduling more difficult as well. Although she had been made aware of the possibility of the cancellation, Bradshaw said that many others were surprised by the decision. “The students especially were very sad and expressed all of the ways that the IB program had helped them,” Bradshaw said. She said that she would continue to support all currently enrolled IB students through their classes for the rest of the year.

IB English student junior Amelia DeSanto said she was shocked that the IB program had been discontinued. She said, “Cathedral talks about core values, and IB has a lot of the same values and traits.” DeSanto said that she and her seven other IB English classmates “did not find out about the IB program stopping until (early in the week of Jan. 18).” DeSanto’s IB English class, taught by Dr. Stephanie Kuscera, will be the last to finish this specific course before the cancellation goes into effect.

As for how the school’s admission would be affected by the cancellation of the IB program, Bradshaw said that there is only what she called “a small number of students who come to Cathedral specifically for the IB program.” Bradshaw added that the students who want to attend a school with an IB program “probably would’ve already chosen a school with a long-standing IB program.”

Despite how upset she and many others say they feel about the cancellation, Bradshaw believes that there will be many positives from the end of the IB program. “Teachers, counselors and students will be more focused on the ACP and AP students,” Bradshaw said.

In addition, all of the administration’s energy, focus and analysis can be put toward the other programs such as AP and ACP, instead of having to balance three different academic strands. She also said that she thinks that the removal of the program will allow the school to better analyze how the students in the other two programs are faring. Bradshaw added that she believes that students overall will have better experiences in the other classes on the Hill without the additional pressure of the IB program.

Bradshaw said that the IB program has helped her and its students become better thinkers and people.” DeSanto added, “It was a really great program and helped accommodate students’ preferred learning styles.”

Although the IB students and teachers are disappointed to see the program be discontinued, Bradshaw said, “I’d like to believe (the IB program) will come back. However, I think it’s the right decision for the school.”



English teacher Dr. Stephanie Kuscera instructs her A period IB English class.
Photo by Ava Amos.

Keeping the faith

Campus ministry works to ensure that Masses are offered even though the number of celebrants in the chapel continues to be limited due to Covid-19.

BY DEARBHLA DELANEY

Faith is one of the core values of this school. One of the many ways faith is expressed is through Mass, which calls us to come together to give thanks to God. Due to Covid-19, the way that many access Mass has changed.

Before Covid-19 was a concern, Mass was a regular celebration at school. Many gathered to receive it daily and the students participated in all-school Masses in the Welch Activity Center. That had all changed and virtual Mass became the new way of attending. Assistant campus minister Mrs. Sara Bozzelli-Levine said, "We had to do what we could to be safe and still continue with our lives, our learning and our worship."

When quarantine struck last March, many relied on virtual Mass and adjusted to a new routine, but some struggled. Sophomore Sally Bradshaw, a server at her parish, St. Joan of Arc, said, "I do think that not being able to attend Mass in person was a setback because it was very easy to not pay attention and slip things I ought to be doing."

Bozzelli-Levine said, "Mass is an important part of the Cathedral culture."

School Mass had to be adjusted. When students were in school throughout the majority of the first semester, Mass was celebrated twice a week. Masks were required as well as social distancing and limiting the number of people, because of the size of the chapel.

When students are not in school, there are no in-person Masses but instead virtual Masses for important liturgical dates. Fr. Jeff Godecker usually celebrates the Masses, but if he is not available, campus ministry secures another priest.

Campus ministry organizes the virtual all-school Masses, scheduling a priest, location, videographer, editor, cantor, the music and readers. Sometimes Mass is recorded in the school chapel and other times at Our Lady of Fatima Retreat house.

Mr. Tyler McClure, the school's multimedia specialist, is the videographer and editor. Mrs. Marian Bender serves as the music director and Mr. Matt Cannaday is the cantor. Students usually participate to record readings and prayers of the faithful to send them in.

Since Mass has been virtual, the Eucharist has been received virtually as well. Religion teacher Mrs. Cece Kasberg '83 said, "Going without the Eucharist, the summit of our faith, has made me revisit how special it is to me."

Bradshaw described receiving the spiritual communion as being more like a prayer than a sacrament.

Bozzelli-Levine said, "I miss joining my voice in prayer with people and actually receiving the Holy Eucharist."

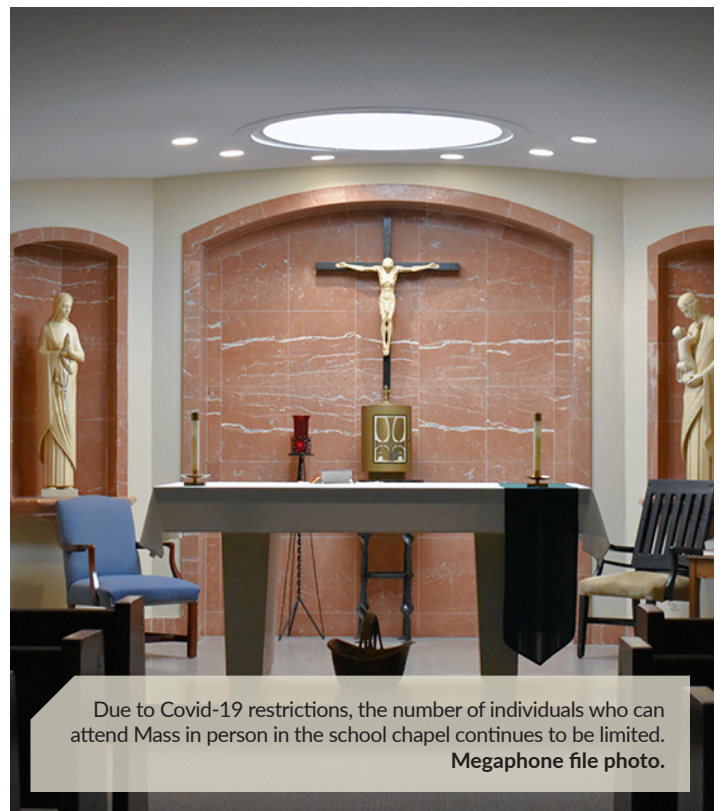
With many challenges throughout the past few months, faith has been a safe haven for many. Bozzelli-Levine lost her sister-in-law, so her family turned to even more prayer. She said, "When my sister-in-law died, we were isolated as a family, but I felt we were united in prayer." Bozzelli-Levine described that she had never felt so drawn to God before and that faith was her lifesaver.

Kasberg said, "When times are tough - and they have been - we should dig deep and truly rely on our Faith."

When asked about the core value, faith, of our Cathedral family, Kasberg said, "I think the key word here is family. I get a sense of we are all in this together."

Bozzelli-Levine had explained how events happen in families, joyful, happy, fun, sad, painful, victorious and unimaginable. Bozzelli-Levine said, "The family that prays together, stays together. And I will take that away with 2020 (and into 2021)."

Kasberg said, "Cathedral, because of her people, always responds above and beyond taking care of each other."



Working on the work

Construction continues on schedule on the new Innovation Center, with opening still expected next fall.

BY ZOEEY JOHNSTON

Construction on the new Innovation Center continues as scheduled, with opening set for next fall.

Planning such a big project like this comes with many steps and hurdles, including creating designs, finding cost estimates and raising funds. Mr. Rolly Landeros, chief operating officer, said, "The idea started in 2016, the design started in 2017, we did a feasibility study in 2018, then we started the campaign in 2019 and then we went to bid on the project once we had the money."

At first, the plan was to build onto the Shiel Student Life Center. However, due to the cost, the new facility was moved to go in front of the religion hallway. That change reduced the cost of the facility from \$25 million to about \$13 million.

In total, the new spaces will be able to hold eight classes for STEM courses. There will be a physics lab, an engineering lab, a biology lab and a chemistry lab. Each lab will be able to hold up to two classes of students, with teachers having their own space for their classes.

Landeros said, "We wanted to build STEM specific classrooms, we wanted to make a primary focus on improving our STEM education, and in doing so we needed to have classrooms built

to improve the curriculum."

Dr. Aarti Brooks, the school's STEM director and an AP Biology teacher, said, "Our goal is to provide more interdisciplinary teaching and learning for the students to have them engage in more real world applications through a more problem based learning."

She said she has lots of hope for the lab spaces being added. This semester, there are nine chemistry sections trying to fit into two labs. With more spaces, it will be easier for teachers to use a more hands-on focus with learning. Also, with the extra space, teachers will have access to more resources than are available now.

At the moment, there are no plans to add new courses or hire new staff with the extra space, but there is some discussion regarding those issues. There may be new STEM courses offered to expand if the number of students calls for it, but that's yet to be decided, according to Brooks.

Construction should be done sometime in September. When work is complete, getting certain permits and inspections for safety will have to be done, but after that, the space will be used as soon as possible. Until then, a virtual tour has been released to showcase the new addition.



On Jan. 15, most of the work on the new Innovation Center, other than the installation of drainage and plumbing, had been moved inside the new facility, which is expected to open next fall. Photo by Zoey Johnston.

Not on tour

Due to Covid-19, seniors find themselves having to finalize their college choice without the benefit of touring campus.

BY ADDISON BAKEMEYER

Touring campuses helps applicants decide where they will go to college, but this year has been different for the Class of '21 due to Covid-19.

One senior, Brooke Benkie, was able to tour two of the colleges she was planning to attend in person, but for several others, she had to look at virtually. Benkie said, "I was actually able to tour Purdue and Hanover. There have been some other colleges I haven't been able to tour, and I have had to look at them virtually instead, which has made the process more difficult for me."

Touring a college campus is a big part of choosing where you are going to further your education. Mrs. Beth Brandes, college and school counselor, said, "You would hate for students to go somewhere without getting a feel for the (college)."

Senior Nate Hillenburg noted a disadvantage going to a college in New York. Hillenburg said, "I was unable to get a feel for the campus in person, and I was unable to determine if I could see myself there for four years at Cornell University."

Covid-19 still on the rise may cause a few concerns next fall. Hillenburg and Benkie said they both felt comfortable attending college in person next August. Hillenburg said, "I felt wanted by the (football) coaching staff and players at Cornell, so that was an automatic done deal from the beginning."

Applying for college may be challenging enough without the additional obstacles as a result of Covid-19.

Brandes said the college application process has changed. She said, "(Some seniors) haven't been able to take SATs or ACTs, and

they couldn't visit college campuses out of state."

Benkie said, "My common application process overall went well, and I was able to meet with my counselor and she helped me out a lot with the process."

Even though virtual tours may not be the ideal way to get a feel for a college campus, it still gives students an opportunity to see the campus they will spend the next few years of their lives. Hillenburg said, "It has been difficult, but I am glad that I was able to see the campus at Cornell University."

With virtual tours, you aren't able to experience in person all of the places on the college campus. "(Virtual tours) are not really the same, because it's way different from getting yourself there or seeing yourself there," Brandes said.

Hillenburg and Benkie are moving onto the next chapter of their lives and they have advice for the juniors. Hillenburg said, "Please go visit the colleges or universities in person that you are applying to before you commit four years of your life there."

Benkie said, "Do research and start the common application process. Start the essay as well, and start researching and looking at colleges. It's better to have a head start than cram (at the last minute)."

Brandes provided a counselor's perspective when she said, "Be proactive and don't procrastinate and wait for counselors or parents to tell you when to do the next step. Reach out and research what you are looking for."



Senior Brooke Benkie took this photo of the Hanover campus during her college visit there. Benkie was able to tour only Hanover and Purdue in person.
Photo submitted.

Minds made up

Two seniors, Liz Wunder and Oliver Ossip, tell their stories about why they opted for early decision for their college applications.

BY ELLIE SCHNUR

Early decision and early action deadlines occurred a little more than a month ago for most colleges, and seniors who were proactive in their application processes, working through the summer and early fall, had the opportunity to submit their applications by those dates to quicken and confirm the arrival of their results.

Now approaching mid-December, many colleges have responded to their early decision and early action applicants and provided students with a status of admission.

Senior Oliver Ossip will attend Tulane University, having applied early decision before Nov. 1. According to Tulane's website, early decision is "designed for students whose first choice is Tulane University. ED is a binding decision, and students admitted through the ED timeline are committed to withdrawing all applications from other universities and enrolling at Tulane."

For Ossip, this application style was perfect. "I knew it was where I wanted to go, and doing early decision would increase my chances of getting in. Tulane met all my criteria in being a warmer (climate) surrounded by a fun city that most

importantly provided a good education."

Liz Wunder, another senior, will attend Indiana University next fall. She applied early action before Nov. 1. According to IU's admissions webpage, applying early action ensures that students are "in a smaller pool of applicants and will find out sooner if you've been accepted. 'Non-binding' means that even if you're accepted, you're not required to choose to attend IU Bloomington." As opposed to early decision applications, the early action route does not force a student to attend a particular school if accepted.

Wunder, however, has had her eyes on IU for a while now. "I have always wanted to go to IU to study science and got accepted into the school (during the first week of December). I'm so excited to start this new journey in my life, meet new people and learn new things."

Both Ossip and Wunder agreed that getting accepted and deciding on a school to attend has eased a lot of stress. Ossip notes that making a decision has "definitely lifted a lot of weight and anxiety" off his shoulders, while Wunder says that knowing where she's going "is a big relief."



Snow and holiday decorations adorn the Sample Gates on a winter day at Indiana University Bloomington.
Photo courtesy of Indiana University; used with permission.

Learning Commons spotlight

Come visit the learning commons in Loretto Hall 2210. You can also visit them online.

Every day: During school hours

Late start: Before School (7:30 AM to 8:45 AM)
After School (3:15 PM to 4:30 PM)

The Learning Commons offers math tutoring during every class period and after school at cathedral.xroadsed.com/nexus.



TUTOR SPOTLIGHT

Miriam Santos-Leon, Senior

Hobbies

My hobbies are thrifting and sewing.

Future Plans

I plan on attending Marian University and majoring in graphic design.

What excites you about tutoring?

Being able to help my peers in something they struggle or need a bit more help in.

TUTORS

SOPHOMORES

Nolan Stiffler

JUNIORS

Ollie Devera
Paige Emkow
Haleigh Kolosso
Louden Maciag
Hagan McClelland
Hudson Miller

Gabriel Rodriguez

Victory Sampson
Reese Sanders

SENIORS

Megan Cerar
Jesus Contreras
Mick DeWeese
Lisa Fallouh
Claire Fenwick

Madeleine Fenwick

Nathan Fiedelvey
Claire Griffin
Ben Hanchar
Anne Marie King
Jack Kleck
Reece Koehler
Rhiannon Ludes-Braeger
Kimberleigh Mattingly
Kieran McCauley

Corinne Melloh

Kate Moore
Lloyd Sage
Miriam Santos-Leon
Rachael Vavul
Terrin Wagner
Erika Weed



MEGAPHONE
Sports

Luck of the Irish

Athletes explain how their superstitions and game-day rituals help them achieve success during their competition.

BY ELLIE SCHNUR

This school is well-regarded, in part, for its numerous successful athletic programs. Adorning the Welch Activity Center walls, State championship banners display only a portion of the achievements of athletic teams over the years.

Already this school year, the women's soccer team finished as the State runner-up and the football team captured the Class 5A State title, and there may be more to come.

There is no doubt that excellence is present in its athletic programs, and for that reason, sports teams have attained a strong and impressive reputation.

To forge a victorious team, its members must bond and learn how to play cohesively with one another. The components of success might include loyalty, effort, intensity and perhaps even love. Some athletes, however, attribute their triumphs to the careful execution of some interesting rituals and routines.

Superstitions, if you will.

Mary Kate Bedich, a junior on the women's lacrosse team, said, "I have to put my right cleat on first, and I have to have two braids." Freshman Tommy Leaman, a football player, said, "I always have my music full volume and I show up in slides."

Lia Burnell, a senior on the women's softball team, adds, "Before I go up to the plate or step onto the field, I do the sign of the cross."

And Lilah Dausman, a freshman on the women's soccer team, has a very specific pre-game routine. "I put on my left sock, then right sock, then right cleat, then left cleat every time I play soccer. If I don't do this routine, I feel like I won't play to my best ability."

Each of these athletes swears by distinct superstitions and associates them with achieving success. As strange or silly as it seems, there is an importance behind these superstitions that cannot be defined or removed. To some, these may seem crazy. But there's always crazier.

Elle Lewis, a junior on the women's soccer team, is especially and intensely superstitious. She chews "three pieces of gum per game -- one for warm up, one for first half, and one for second half." She also explains, "I have to redo or fix my ponytail after warm up or before I go out on the field. During halftime, I have to have some kind of energy gel or chews."

However, Lewis does not stop there. "Once we found out we were going to be playing Brebeuf (Jesuit) in Sectional, I was

super nervous and couldn't fall asleep. So I moved to the ground. Then I told myself I would continue sleeping on the ground until soccer season ended."

Mr. John O'Hara '02 has a special perspective on these athletes' superstitious tendencies. As both the men's and women's track and field coach and the AP/IB Psychology teacher, his knowledge of human behavior presents a scientific explanation for both the origin of superstitions and the reasons for continuing to uphold them as routine. He said, "Superstitions stem from how we learn, specifically operant conditioning. Operant conditioning is the type of learning in which behaviors are emitted to earn rewards or avoid punishments. Athletes will often wear the same socks or utilize the same routines.

"Usually this stems from doing things you know have no real impact on reality because that one time you did it, the team won."

Maybe you find Lewis and the other superstitious athletes fanatical. Maybe you find the idea of it weird. Or maybe you can relate. Whether you agree or not, it's unlikely that those with superstitions will soon let them go. For many, they provide the glorious key to success.



Junior Elle Lewis is one of many varsity athletes who shared their stories about superstitions affect their practice and play in their chosen sport.
Photo submitted.



MEGAPHONE

Opinion

Remembering Jon

In December 2020, the Irish community lost another student, brother, son, teammate, and friend when senior Jonathan Knoll tragically passed away.

We remember our good friend, classmate and teammate Jon.

The Irish community lost another student, brother, son, teammate and friend when senior Jonathon Knoll tragically passed last month. The Class of '21, still continuing to mourn and remember the life of Mario McCullough, lost Jonathon in a tragic single-person single-car accident.

Just when 2020 could not have seemed to have gotten harder on the Cathedral family and the world, God decided to take another one of his children home prematurely. The Cathedral family gathered for an Advent service that was previously planned for juniors only, but adapted for the whole of the Cathedral community to remember, gather and grieve the passing of Jon.

As similar to the situation in which the school was placed last spring, on lockdown and unable to bring all of its people together to commemorate the life of Mario, the lockdown at the time prevented us from coming together in person soon to celebrate Jon. And while it has been six weeks since this tragedy, we ask that you would continue to keep Jon in your thoughts and prayers and reach out, talk and support those around you who are struggling after the recent shock.

As always, the counseling department's doors are open to any and every student who wishes to talk with a trained adult. If not comfortable with that, we ask you to talk with friends and family and let those close to you know your love and care for them, because if this school year has taught us anything, it is that we must live life gratefully for every day God blesses us with.

To the Class of '21: We as a Cathedral family feel and share in your pain of losing another classmate and friend.

Jon, a member of the soccer team his freshman through junior

years, was such a valued and cherished part of the family at Cathedral, and losing him undoubtedly is as hurting as it is shocking. By loving and being present for each other in our time of grieving and mourning, we can strengthen each other to get through this tragedy together.

For those of you who did not have the pleasure of knowing Jon, a friend of Jon's, senior Jameson Browne, shared a few words about what he meant to those close to him.

"Before truly understanding Jon, his friends had to gain his trust. He was always a quiet kid, but once he knew you, Jon was someone that was always able to bring a smile to your face. He never was very loud, but he knew the right time to crack a joke that would bring people to tears laughing."

Some of the many activities Jon enjoyed were skiing and fishing. He would regularly drive to Perfect North with his friends and hit the slopes all day. Throughout high school, Jon developed into an entrepreneur. He would sell comic books or Supreme merchandise on the internet to make extra cash.

"His friends will always remember that laugh and smile that he carried around throughout his life," Browne said. "No one ever knew what prank he might be planning next, and he really was always planning something. The friendships he made will never be forgotten, and he will always be remembered for the positivity he spread to anyone that knew him."

We do know that while we are grieving and struggling with this recent loss, Jon would want us to have that same small smile everyone knew him by and to stay positive. The best we can do is to remember his life while keeping those closest to him in our prayers. While Jon might have been called away from us, we know he will be cherished by the Irish community as long as we continue to remember and celebrate what of Jon's life God blessed us with.

Recordando Jon

In December 2020, the Irish community lost another student, brother, son, teammate, and friend when senior Jonathan Knoll tragically passed away.

Recordamos a nuestro buen amigo, compañero de clase y compañero de equipo Jon.

La comunidad Cathedral perdió a otro estudiante, hermano, hijo, compañero de equipo y amigo cuando Jonathon Knoll falleció trágicamente el mes pasado. La clase del 21, que sigue llorando y recordando la vida de Mario McCullough, perdió a Jonathon en un trágico accidente de un solo coche.

Ajusto cuando 2020 no podría haber parecido haberse vuelto más difícil con la familia de la Catedral y el mundo, Dios decidió llevar a otro de sus hijos a casa prematuramente. La familia de Cathedral se reunió para un servicio de Adviento que anteriormente estaba planeado sólo para los jóvenes, pero adaptado para toda la comunidad catedralicia para recordar, reunir y afligir el fallecimiento de Jon.

A similar a la situación en la que la escuela se colocó la primavera pasada, en el encierro y no se puede reunir a toda su gente para conmemorar la vida de Mario, el encierro en ese momento nos impidió reunirnos en persona pronto para celebrar. Y aunque han pasado seis semanas desde esta tragedia, les pedimos que continúen manteniendo a Jon en sus pensamientos y oraciones y extendiendo la mano, hablen y apoyen a quienes están luchando después de la reciente conmoción.

Como siempre, las puertas del departamento de consejería están abiertas a todos y cada uno de los estudiantes que deseen hablar con un adulto capacitado. Si no se sienten cómodos con eso, les pedimos que hablen con amigos y familiares y dejen que los que están cerca de ustedes conozcan su amor y cuidado por ellos, porque si este año escolar nos ha enseñado algo, es que debemos vivir la vida agradecidamente por cada día que Dios nos bendice.

A la clase del 21: Nosotros, como familia de la Catedral, sentimos y compartimos tu dolor de perder a otro compañero de clase y amigo.

Jon, un miembro del equipo de fútbol de primer año a través de la tercera edad, era una parte tan valorada y apreciada de la familia en la Catedral, y perderlo sin duda es tan doliente como impactante. Al amarnos y estar presentes el uno por el otro en nuestro tiempo de duelo y luto, podemos fortalecernos unos a otros para superar esta tragedia juntos.

Para aquellos de ustedes que no tuvieron el placer de conocer a Jon, un amigo de Jon, Jameson Browne, compartió unas palabras sobre lo que significaba para los cercanos a él.

"Antes de entender verdaderamente a Jon, sus amigos tenían que ganarse su confianza. Siempre fue un chico tranquilo, pero una vez que te conoció, Jon fue alguien que siempre fue capaz de traer una sonrisa a tu cara. Nunca fue muy ruidoso, pero sabía el momento adecuado para bromear que llevara a la gente a reírse".

Algunas de las muchas actividades que Jon disfrutó fueron el esquí y la pesca. Conducía regularmente a Perfect North con sus amigos y llegaba a las pistas todo el día. A lo largo de la escuela secundaria, Jon se convirtió en un emprendedor. Vendía cómics o mercancía suprema en internet para ganar dinero extra.

"Sus amigos siempre recordarán esa risa y sonrisa que llevó a lo largo de su vida", dijo Browne. "Nadie sabía qué broma podría estar planeando a continuación, y realmente siempre estaba planeando algo. Las amistades que hizo nunca serán olvidadas, y siempre será recordado por la positividad que difundió a cualquiera que lo conociera".

Sabemos que mientras estamos de luto y luchando con esta reciente pérdida, Jon querría que túpiés tener esa misma pequeña sonrisa que todos lo conocieron y que nos mantuviéramos positivo. Lo mejor que podemos hacer es recordar su vida mientras mantenemos a los más cercanos a él en nuestras oraciones. Si bien Jon podría haber sido llamado lejos de nosotros, sabemos que será apreciado por la comunidad irlandesa mientras sigamos recordando y celebrando con qué vida de Jon Dios nos bendijo.

Face off

As the new year began, many people establish resolutions that they hope to carry out in the new year. Two students weigh in on how they are doing almost one month into the year.

I fulfilled my resolution

BY JULIA HURLEY

For many, the beginning of a new year is a time of reflection on the vicissitudes of the previous year. Perhaps the most common New Year's tradition is the resolution, a promise to change in the next 365 days. Some people make the decision to cut out a certain behavior and others opt to introduce a new habit into their lives.

While the journey of self-improvement is not easy, I think that's the point. It's hard to change a behavior when you've ingrained it in yourself, but the first step for improving is recognizing what you can do better. You achieve that first step the second you make your resolution.

The key to making a resolution is to focus on something specific. Broad goals, such as "I want to be a better person" are vague, which makes it hard to outline the measures needed to reach that goal. Instead, set a clear aim and don't overwhelm yourself.

You should also know why you're making a resolution. Identify your intent and ask yourself how your life will change by accomplishing your goal.

My resolution this year was to check on my friends and family every day, whether that be by asking everyone how their morning is going or by striking up a conversation. Following the steps, I outlined a specific goal and established my intent, which was to form deeper bonds with those I love.

Keeping a resolution teaches you to persevere and resist the temptation to give up, a quality that proves to be beneficial. It also makes the journey to fulfill other resolutions easier, since you already know you're capable of achieving your goals.

Yet, that doesn't mean you can't ever lose sight of your goal. A common misconception about resolutions is that you have to be perfect. But that simply isn't true. Just the act of attempting to improve shows that you're willing to change for the better, and beating yourself up when you slip up is taking a step back. Instead, recognize your blunder and pick up where you left off.

I didn't carry out my resolution

BY JAMESON BROWNE

My New Year's resolution was to write this Face Off. I didn't. So much for carrying out my resolution.



CONTACT US



@IrishMegaphone



irishmegaphone.com