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MEGAPHONE

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ACT changes

Beginning in the 2020-21 school year, students who have already taken the full ACT test at least one time will be able to retake any single section rather than the complete test.

BY NIC NAPIER

Major changes are coming for ACT test takers in 2020. Current juniors and sophomores will be able to retake specific sections of the ACT next year rather than having to sit for the entire exam.

The student will of course first have to take the full ACT at least once before they can pay to retake any single section.

The ACT is one of two national tests, along with the SAT, that is widely accepted by colleges during the application process, even though fewer colleges are requiring either. Colleges previously have accepted only a composite score of either the SAT or ACT, but over the years schools have moved to using super scores, or taking the best scores from each section from each time the student takes the test. This is supposed to allow students to receive the best score possible and colleges then will see only their best scores from each section rather than the composite score.

College counselor Ms. Kathy Pivonka said she believes this change made by the ACT will be beneficial for students who may have test anxiety or a diagnosed learning disability and qualify for extended time but do not receive the benefit of testing over multiple days. This testing change would give students the chance to go back and take the single test that they may have not done so well on.

Changes in scoring anticipated

Pivonka added that she thinks the colleges that super score will see an increase in ACT scores due to this testing change. "If you had the chance to go just take the math and not worry about the other sections and whether you tried hard enough or not, it could be a real good strategy for a lot of kids," she said.

Although Pivonka is not sure about the future of the ACT based on this change, she believes that it has the opportunity to increase in popularity. The test, she says, is already widely taken throughout the country, but the single section testing may be attractive to many students as they apply to colleges.

Recently USA Today published an article warning about the rise in popularity, however, of the test due to this change. "Still, some say the advent of one-subject testing and 'super scores' could benefit the wealthy and add unnecessary stress to a culture already hyper-focused on test scores," they wrote.

Some experts expressed concern that those who have the ability to pay to take multiple tests will do so, while those unable to pay will just take the full standard test and their scores will not see the benefit that the wealthy are seeing.

Another upgrade that ACT has made in terms of testing is allowing students to take the test on line rather than on paper. Pivonka said that students will have to go to a specified testing location, but she suggests that it will be an interesting process because there will need to be a large amount of computers provided for all of the students willing to test. An upside that she added was that students will be able to receive their scores faster because the test is on the computer. ACT advertises, "New option to test online with faster results in as soon as two (business) days."

Pivonka proposes that ACT is making all of these new changes to keep up with a modernizing world. "(ACT) used to tell schools not to super score. That's why for years Notre Dame did not super score. It was the recommendation based on the make-up of the test that it was not designed to be a super scored test."

"At the same time they announced (the testing change), they announced that they are encouraging colleges to super score. I think they want to remain relevant, and they want to remain on the cutting-edge."

She says that both the SAT and ACT are non-profit organizations, but they still tend to compete with each other, which may be another reason for the testing change. Pivonka is unsure whether the SAT will change their testing policies in an effort to keep up with the ACT, but she thinks it is likely SAT will counter with a new test change.

Pivonka noted that she is glad that the ACT made this change because she believes it will take some stress away from students who she says are already overwhelmed by the college process. "If you have that one score that's a little out of whack, you can go back and take that (single test) and not worry about retaking the whole test," she said.

More stress or less?

Pivonka's biggest concern with the whole college process at this point is the amount of stress placed on students to go through the whole application and worry about getting into college. "I think that's my biggest job, helping to manage the stress and making sure you guys are on (an) even keel and actually make (applying to college) a little bit fun, as fun as it can be."

Taking Pivonka's advice, remember that the college process, as stressful as it is, is supposed to be, if not enjoyable, at least valuable. If you are testing this coming year, make sure to sign up early on the ACT website and don't forget to take a look at the make-up of the test before you head into the exam. The more you know about the exam before you take it, the better.

Peer mentoring

A peer mentoring preparation class for juniors has started for the first time in school history. This new class takes the place of the future peer mentors' theology course.

BY EMMA KRESS

In an interview with Miss Katie Klee, sophomore theology teacher and co-director of peer mentor program and freshman experience program, she explained responsibilities in leading the peer mentoring program. She said, "For the past year, my role has been to select the peer mentors for last year and this coming year and also once selected, help them develop leadership skills and training so that they can work with freshmen during their freshman resource. So throughout this past semester, we have been teaching a class on days two and five during flex to the peer mentors and helping guide them through what to cover."

Next year's peer mentors will get a different experience, as they will have completed a class prior to becoming peer mentors, rather than during that semester. Klee said, "They will be enrolled in a class that would take the place of their theology class. We might be meeting with them throughout that first semester as they're in the freshman resource classes, but the majority of the teaching and preparation are going on this coming semester."

However, this does not mean that these juniors will not learn any theology. Klee said, "We will be covering the core concepts of what they would be otherwise learning in that theology class, as well as leadership training and social/emotional learning, so they can be prepared."

Klee explained the benefits of the peer mentoring class. She said, "I can only speak from this past year running it, but it felt a bit like we were learning things and helping guide them in the things that freshmen were experiencing as it was happening."

"I think the class will help us take a proactive approach to how to best prepare them and make them feel truly confident in developing those leadership skills, whether they have them or need to keep building them, so that by the time the freshmen come next year, they feel totally confident and ready to guide them at that point."

Junior Madison Ackley, who was accepted to be a peer mentor and take the class, said that she believes that the peer mentoring course will effect a positive change. She said, "I'm not going to lie in that I will kind of miss my theology class. But I think having prepared peer mentors is paramount. We want to improve the freshmen's experiences in high school, and improve their character, as well as our own. The class will be valuable and applicable to life as a whole."

Because peer mentors must now take a class in the second semester of their junior year, applications occurred earlier this year. Klee said, "In October, we asked all of the applicants

to answer questions about how they can speak to the elements of portrait of a graduate. They also had to have two recommendations and their resume. We had 146 (applications), which is about half of the Junior Class. We went through them and talked about each of these students in our review of applications, and then we decided to meet with some of the students that we didn't know very well so that we could get to know them better than just from reading their applications. Otherwise, we felt like we had a good grasp on who the other students were."

Out of the 146 people who applied, 61 were able to be chosen as peer mentors. Klee said, "The thing I was looking for is if students were well able to embody the portrait of a graduate, but also be able to speak to the fact that our freshman class will be really diverse in so many ways. We needed seniors who could speak to and speak from that sense of diversity, so we chose students who are all over the board academically, socially and spiritually. We felt like that would be the best way for them to be able to connect with the freshmen."

Ackley was one of the 61 students accepted into the program. She said, "In grade school, I did all of the programs similar to peer mentoring and really enjoyed them. I also wanted the opportunity to improve the transition from grade school to high school for my mentees. Lastly, I wanted the opportunity to ensure incoming students know that it is not OK to make fun of other students for any reason, which I worry has been perpetuated on some level in the grade schools."

Klee shared her hopes for the program. She said, "We're keeping with the goal that began the program in the first place which was that we want to keep freshmen here and help the transition in smoothly. So, we are hoping that these senior peer mentors can help be a positive influence and show freshmen how to be successful both socially and academically."

Some of Ackley's motivation for wanting to become a peer mentor stems from her own experience as a freshman. She said, "I'm looking forward to feeling like a leader, and having the ability to make a kid feel welcomed and appreciated. That was something I found a bit lacking in my peer mentor group as a freshman, and I would love to make it a focus this coming year. I want to get my kids to the point where they look forward to our group meetings, and I want them to feel heard."

By making these changes, Klee said that she plans for the program will improve for the better. She said, "We're really hopeful with this group of people we have a great group of role models to really help these freshmen next year. We're really excited to see what happens with this new initiative."

Check in system

With greater safety and security in mind, the school has installed a new security check in system that runs a background check which includes things like looking at criminal records. **BY TOBY BRADSHAW**

Once unheard of, school shootings and other intruder incidents are sadly occurring more frequently. However, technology has improved, and this school is determined to do whatever possible to better protect its students. This meant hiring School Resource Officer Tabettha Emenaker, who was part of a team that worked to install a new security check in system in the front office.

"The old (check in system) wasn't as secure as for what we need today in 2020. The new system was fulfilled for what we need today" said director of technology Mr. Brian Haselby, who coordinated the installation and testing of the new system.

Haselby said, "The previous check in system was a paper handwritten log where you could write your name, time in and time out and then you would grab an orange visitor sticker."

Emenaker added, "With the old system, people just signed in and walked in no matter what."

According to Haselby, "It's been a long time coming and we wanted to get up to speed and up to the level of security that Cathedral needs now."

However, all of that will be improved with the installation of a device that runs a background check on visitors that includes criminal records, the sex offender list and the school's do-not-admit list.

Emenaker said, "It will (also) send me a picture of suspected criminal's driver's license for me to double check. I can be called up to bypass the system in case someone is flagged but not actually a criminal."

In addition to background checking the people admitted to campus, Haselby said, "We can quickly check who is in the building at all times. (This will be) helpful for drills when we are going outside like a reunification of fire drill." Haselby continued, "This is not the only phase of our plan to make the school safer.

There are three phases. (with) Phase 1: this new security check in, Phase 2: we will track the volunteers and vendors that visit the school and Phase 3: we will track who is leaving early or coming in late."

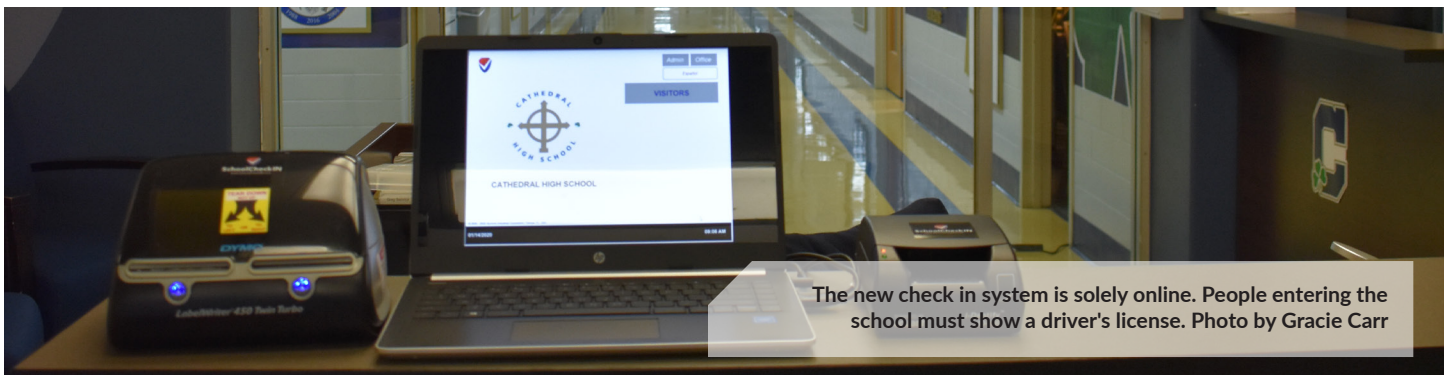
In order to successfully implement the system, front desk personnel had to be trained to use it. According to Haselby, "We took one week for training and the system officially went online one week after." Haselby continued, "For the last three weeks, we have been putting a notice in the parent newsletter to notify them (about the change)."

Haselby said, "It's important for students to remind their parents to bring in their driver's license. At the beginning, it's going to take a little bit longer to check them in, but it's going to make us safer and allow us to manage who is in the school easier." Haselby continues, "It takes about a minute to check in. As we go, I see that time going down to around 15 seconds. The front office is going to get better at giving directions and people will become more used to it."

Emenaker said, "It may seem tedious to people who aren't used to it, but more and more private schools are getting this system now. (We consulted) different schools to find out what other schools are using and we decided to go with this check in system."

In addition to the heightened security at the front desk, Emenaker aims to "hopefully get Intruder Stop locks on the school doors, locks that attach to the bottom of the door which SWAT teams couldn't breach. We're doing this to increase your level of safety."

Haselby said, "We're continuing to update systems and spend technology money to better the systems when at Cathedral." However, he continued, "With the Innovation Center construction beginning soon, we have a greater need to track visitors. Doors will be blocked off. And there will be a lot of workers going in and out making security more difficult."



The new check in system is solely online. People entering the school must show a driver's license. Photo by Gracie Carr

Bus service

Even though the winter weather in Indiana can be unpredictable, veteran bus driver Mr. Michael Ivory is always prepared.

BY ASHLYNN BAKEMEYER

Even though the winter weather in Indiana can be unpredictable, veteran bus driver Mr. Michael Ivory is always prepared. "I get here at about 5:30 a.m. and give the buses fifteen to twenty minutes to thaw out," Ivory said.

The snow, ice and cold cause issues for the buses and problems on the road. Director of transportation Mr. Greg Bamrick said, "Buses are kept in a transportation barn in the same way people keep their cars in a garage, but we don't have a transportation barn, so the buses sit outside. Bus drivers have to warm them up in the morning."

In order for bus drivers to be certified to drive buses for the school, they must have attained their Commercial Driver's License, pass a written test at the Bureau of Motor Vehicles, hold their learner's permit for six months, pass the CDL national exam, the school bus written test, the public passenger written test and the air brake written exam. Bamrick said, "Part of the testing is on adverse weather."

Ivory said he has been a bus driver for about five years. "The tests probably took me a total of about three weeks," Ivory said.

After passing all of the tests, Ivory is aware that he has to drive even more cautiously during the winter. "You have to look at yourself as a value. If you get in an accident, there is a price tag because you've got kids in there. The kids' safety is the Number-1 priority," Ivory said.

Bamrick is also conscious of the risks of driving a bus in dangerous winter conditions. "Driving a car is scary enough on icy roads. You can imagine a huge school bus with 44 kids in it is scary," Bamrick said.

While the size of a car is significantly less than a bus, Bamrick and Ivory both said driving a bus applies to the same standards. "It's the same principle as driving a car. New car drivers learn about adverse weather, greater braking distance, slower speeds, more space between vehicles, and that is especially true the heavier the vehicle is," Bamrick said.

The preparation of buses in the morning before picking students up is also vital for bus drivers to account for during the winter months. Ivory said, "I think it is important for us to make sure that all of our lights are working properly, make sure our fluids

are up to the levels that they need to be and then you want to make sure that all of your doors are opening because during the winter months, down on the steps where kids come in they have water on their shoes and then that freezes down near the door which makes it difficult to open the doors."

Ivory's longest route is at 82nd Street and Lafayette Road on the northwest side and Bamrick said the longest route that any bus driver has to take is the southwest route which is 92 miles on way. Ivory said the snow, sleet and ice could cause his route alone to take up to an hour longer. "It definitely depends on the conditions."

The winter weather is always considered when the school administrators are trying to decide whether or not the school day should be delayed or canceled. "I remember once last year, I went out on my route and picked up some of my students and then they called school off. I was way out on the northwest side. They called me and told me to bring my bus back in, but I'd already picked the kids up, so I just brought them back to their houses to make sure they got there safe instead of dropping them off at school and wondering if they got picked up."

Lifelong connections are evident through the transportation system, whether it is in the office or on the bus. Ivory, the father of Michaela Ivory, a Cathedral graduate, said, "I really appreciate working here, I really like working here, driving the bus and meeting some of the kids. I've had some kids that I have driven that go on to graduate and go off to college and when they come back to campus they see me and stop to talk to me. That makes me feel good. I think the relationships you form around here are priceless."

Timing, communication and scheduling are all put into play between the transportation administrator and bus drivers. Ivory said, "I like the way the administration puts safety on the top shelf."

After all of the tests and procedures put into becoming a certified bus driver for the school, bus drivers are given all of the knowledge on how to be prepared for the adverse winter conditions. Even though the winter weather can extend routes and cause the need for cautious driving, Ivory said, "I try to be a safe driver in all aspects."

"You have to look at yourself as a value. If you get in an accident, there is a price tag because you've got kids in there. The kids' safety is the Number-1 priority."

Pep band

With basketball season in full swing, the Pride of the Irish marching band moves from the football stands to the basketball bleachers

BY WHITLEY WALTON

With basketball season in full swing, the Pride of the Irish marching band moves from the football stands to the basketball bleachers. Directed by Mrs. Kathy McCullough, the band plays at some games for both the men's and women's teams, bringing spirit and talent to the Welch Activity Center.

Even after 23 years as a band director, McCullough said, "I love pep band. The music is up tempo and fun for the kids and, I think, the audience. It brings a lot of spirit to the game." McCullough played in her college pep band and supervised the pep band at West Virginia University as a graduate assistant. "We try to give (the marching band students) an experience as close to a college pep band as we can, and that's how I run it."

Juniors Chloe Miller and Gabe Tice are the current drum majors and always feel the spirit at pep bands. While they conduct on the football field, Miller and Tice play the flute and alto saxophone on the basketball bleachers. Tice said, "There's a lot more energy at football games; there's a larger crowd," while Miller said, "It's more hype at basketball games."

"I think (pep games) are a lot of fun because being in the gym, it's really loud, the energy is up and we're watching basketball," Miller said.

Mr. Jason Delaney, associate athletics director and men's head basketball coach, could not agree more. Delaney said, "I think (the pep band) adds a lot of excitement and school spirit to (basketball games). I always enjoy it because not only are they playing, but also how into the game they are." Delaney recognizes the support and energy the Pride of the Irish brings to the WAC.

Delaney takes a step back to look at the bigger picture: friendship. "The players enjoy seeing their classmates support them." When Delaney worked at Arsenal Technical High School, he reminisced on how the band would perform at almost every home game. "It was neat to see those kids get into (the game), too, and you started building relationships between everybody because you're supporting each other."

Delaney mentioned how basketball players would go to band concerts and show the same support. "At the end of the day, we're all one school and one team."

"Everybody should join band," McCullough said. "You're never bored. You're either in pep band or color guard, or you're preparing for solo and ensemble, you're marching or you're getting ready for Hawaii. It's something different, exhilarating and exciting."

Preparation for pep band starts during the previous spring, at which time McCullough selects songs for the pep book. "I listen to a lot of music, the new stuff that comes out. I look it over and decide what could fit our band," McCullough said. Students also get input on the songs chosen and can vote out a song to remove from their playlist.

Preparation for the students is a bit different. "We practice our pep tunes," Miller said. "We play the same songs as we do in football." Tice added, "We'll start practicing them a class or two before the show." The band tends to play between 20 to 30 songs at pep games.

Tice explained how football games allow the band to have more flexibility when it comes to playing music in the stands, but during basketball games, "you have to be right on it or you could cause a foul for the team."

When asked about their favorite things about pep games, Miller immediately said, "Song Number 23." Upon further explanation, Song Number 23 was revealed to be "September" by Earth, Wind & Fire. Tice, on the other hand, said he loves the energy. "You're almost interacting directly with the crowd and it can make it that much more fun to be there," he said.

Impeachment

House Democrats drafted articles of impeachment accusing President Trump of abuse of power and obstruction of Congress. Mr. Rhodes provides his perspective

BY KATIE DARRAGH

News following President Trump's impeachment continues to sweep the nation as we head into the new year. In order to better understand the events to come in the Senate, Mr. Lance Rhodes, economics and public policy teacher, helps shed light on the past impeachment trials that took place in the House of Representatives.

Last December, House Democrats drafted two articles of impeachment accusing President Donald Trump of abuse of power and obstruction of Congress. However, according to Rhodes, these articles never held much water, or at least they shouldn't have. "They don't like the fact that Trump won," said Rhodes referring to the Democratic Party. According to Rhodes, the trials held "no legal basis whatsoever" and instead relied on pure "(h)ear say, innuendo and secondhand information."

He continued, saying, "if it was in a legal setting, any and every protection a person is provided for in the Constitution was violated. It was just a political process. They don't like the fact that Trump won, and they are going to try to impeach him and try to get him out of office."

He used the phrase "political process" in order to emphasize that he did not believe the congressmen and women of the House had a personal vendetta toward the president, but rather a political one. "I don't think you can say personal. I don't think they are going after him personally because of -- say -- his hair color. It's political," said Rhodes.

This trend comes with the increasing polarization in government, in which party affiliations are becoming more and more synonymous with political ideologies.

Rhodes comments on this trend, saying, "The bottom line is I think today the parties have moved to ideological positions. There is no question that Republicans are right of center and that Democrats are left of center, and then those moderates on either party don't really exist any longer. So it is not a matter of if we agree on this issue or we don't. We've just come down to the point that one's on this part of the fence or that side of the fence"

Therefore, he argues, that Democrats were blindly following extremists' push to remove Trump based largely on party affiliation. "The case in point was we had 167 Democrats in the House of Representatives that said that he should be

impeached before a word or shred of evidence. So tell me that that's a fair operation. Tell me that they were open minded," said Rhodes.

Even the Speaker of the House, Democrat Nancy Pelosi, only "went ahead with impeachment because she was (dragged) by the extreme left wing of her party," according to Rhodes. "They pulled her farther to the left to maintain her job."

In the eyes of Rhodes, the transcripts were not properly examined or applied to the case by the Democrats because "there was not anything, in a court of law, that would stand up in the transcripts to say that he withheld money" and thus acted in bad behavior, an offense punishable by impeachment. "In fact," continued Rhodes, "money wasn't even discussed in the transcripts, and so I don't think legally anything could be used in the transcripts."

However, Rhodes did admit that the transcripts did not completely exonerate the president as they contain "some phraseology in there that would allow people from both sides some ammunition." Yet he stands by that in order for a president to be impeached, he or she must be convicted of treason, bribery or other high crimes and misdemeanors, as written in the Constitution, and a few ambiguous phrases do not warrant such a response.

Looking forward, now that the House has impeached President Trump, Nancy Pelosi will hand over the articles of impeachment to the Senate. When asked if he believes that the president will be removed from office, Rhodes was quick to laugh. "No. No way," said Rhodes.

In order for the president to be removed, two-thirds of the Senate must vote yes. Effectively, there are 53 Republicans, 46 Democrats and one independent who caucuses with the Democratic Party. In order to obtain two-thirds majority they would need 67 votes in favor of removal. "They have to get 20 Republicans to switch their votes, and that's not going to happen," said Rhodes.

While the Republican majority in the United States Senate seems to point to the fact that Trump will be acquitted, only time and evidence during the trial will tell whether or not President Trump will be the first president ever removed from office.

"They don't like the fact that Trump won, and they are going to try to impeach him and try to get him out of office."

We The People

The school's We the People team won the State championship during competition in early December and now heads for Nationals in April.

BY ASHLYNN BAKEMEYER AND EMMA KRESS

As We the People begins to prepare for Nationals, social studies teacher and We the People coach Mrs. Jill Twilleager said, "It's just an honor."

The team, which won the State title on Dec. 9 and has qualified for the national competition on April 23-28 in Washington, D.C., has three-hour practices on Sundays and meetings throughout the week. Twilleager said, "The Sunday practices are set up like scrimmages and we simulate Congressional hearings for the students. During the week we have attorneys come in to speak with the students." In addition to the Sunday practices, the team meets throughout the week. Senior Kat Griffith, a member of the State champion squad, said, "The team works about six to seven hours during the week."

Twilleager said, "On top of that is researching and forming opinions."

The coach said the team's trip to Washington provides them a chance not only to compete at the national level, but to visit many historically significant sites. Twilleager said, "The team gets to see places they have studied about. A lot of students go to D.C. for their eighth grade trip, but when they come the second time, they have a new appreciation for it."

Griffith added, "I'm just really excited to have that opportunity to get closer with the team."

The size of the team has had both positive and negative effects. Griffith said, "Positively, because our team is so small we all

have to do two units for the competition, but we can bring that knowledge from one unit into another so we are more knowledgeable. Negatively, we have to do twice as much work because we only have nine people."

Twilleager added, "This is the smallest team that has ever won the State competition in Indiana and is the smallest class eligible to compete at nationals. Some of the top teams at nationals will have up to 36 kids on their team."

The We the People team is not unfamiliar with success. Twilleager said, "Out of the eight years that we have had a competitive team, this is our fourth State championship." Twilleager noted that the program's highest national finish occurred in 2017 when the team finished in third place out of 56 teams.

Griffith said, "I've wanted to be on We the People since I was a freshman. That's one of the reasons I wanted to come to this school was to be a part of the program."

Twilleager said, "It's just an honor to know that the students worked that hard and it paid off."

Besides Griffith, the other members of the State champion team are Annika Garwood, Jackson Hern, Carson Kwiatkowski, Max Martin, Kendrick Mernitz, Anya Neumeister, Tim Sullivan and Garrett Wright.



The school's We the People team won the State championship during competition in early December and now heads for Nationals in April. Photo submitted

Meet the Eiferts

Senior Henry Eifert is widely regarded as a genius when it comes to computer science. His brother, freshman Liam Eifert, decided to take a slightly different path in his education. **BY TOBY BRADSHAW**

Senior Henry Eifert is widely regarded as a genius when it comes to computer science. According to junior Joe Egan, "(While) enjoying my flex one day, I wandered into my mother's classroom and found Henry explaining a computer concept that was clearly way over her head." Egan added that "(by) the time I left, I had more knowledge than Wikipedia could provide of the Linux/dev/random device."

However, his brother, freshman Liam Eifert, decided to take a slightly different path in his education. Despite this being his first year of high school, Liam is enrolled in honors precalculus, a class that mostly is reserved for juniors and some seniors.

However, Liam didn't always excel in the subject. Liam wrote in a text, "Before fifth grade, I didn't really think that I was that good at math compared to other students because I was really average at this thing called Rocket Math. It was essentially just like math facts, and while I was never all that slow, I really disliked it." Liam added, "I think that math presented like that is just lame; memorization isn't fun, it's basically just intellectual masochism and it doesn't help you much in real math if you can do math facts just a bit faster."

Because of this dull system, Liam said, "I started getting bored with it and asked my dad how to convert really weird fractions to exponents. I know this goes against what I said before, but it was so much fun." He continued, "It had a sort of elegance to it where math came together and the fraction bar made sense as a division symbol and math became more than just a collection of facts and became more a system of logic."

This is a view that Liam holds to this day. According to Liam's precalculus teacher, Mr. James Nohl '78, "Both (Henry and Liam) have minds that don't look just to regurgitate but also look to find the logic behind the math."

Due to this realization about the logic of math, Liam began to work ahead of his peers. Liam said, "In sixth grade there was this thing called ALEKS, an online program where you could do as many topics as you wanted but there was a minimum. I got really into it and ended up finishing eighth grade math, Algebra I."

According to Liam, "I didn't really have a goal for a long time, I just liked learning. What motivated me was ALEKS. (It's benchmarks were) kind of a goal within itself."

Liam continues, "The next year I took the Algebra I class with the eighth graders." By the time he was done with middle school at Our Lady of Lourdes, Liam was finished with Algebra II and tested into precalculus here.

When it comes to the relationship between Henry and Liam, they aren't very competitive, except for video games. Henry said, "There's a three-year gap between us and our interests

don't really overlap all that much, so there's not much grounds to compete."

According to Liam, "Really, what my brother did was keep things interesting. He was someone I could talk to who could understand (the math) really quickly even if I couldn't really explain it." Liam added, "Someone else to talk to about (my learning) was good."

However, Henry said, "I wouldn't take that much credit. (Liam) did a lot of it on his own."

Liam consulted his grandfather for help. According to Liam, his grandfather "used to teach mainly linear algebra at Rose Hulman." Liam said "(I would) talk to him about concepts or questions I have," similar to how he talked with Henry. According to Liam, "he inspires me."

And, even though much of his former math education hasn't been with a traditional teacher, Liam has quickly adapted to Nohl's precalculus class. Nohl said, "(Liam's) up in the top 1 percent. He makes little mistakes just like everyone else, but his grade is still good."

Liam is also an active participant in class. According to Nohl, "His hand is up before everyone else's to explain every question. Nowadays, everyone waits to let Liam answer most questions." Nohl said that Henry was the same way with answering questions.

Liam even likes that none of his friends from other classes take precalculus with him. "I probably pay the most attention out of that class out of any class. I don't have to choose between paying attention and talking to my friends," he said.

Even though Liam has spent about the last four years of his math education working ahead, he is content with his current level. Liam said, "There starts to be a point where you really do need a teacher for the math classes." Liam continues, "When it gets to (trigonometry), I don't think that I'm intuitive enough to teach myself and still understand it. Precal is the cutoff (for working ahead)."

Liam said, he isn't going to try to graduate early because he "likes learning stuff and there's definitely four years of stuff to learn here."

Given this, Liam's plan for his future math education is to "take BC calc." After that, Liam said he wants to take online college classes. But he hasn't thought much about what he wants to learn afterward, major in, or even what job he wants to have.

Although he may be unsure of his future, it seems to be pretty bright.

Civil rights

"The movement was a movement of course to end segregation and discrimination against African American people," according to U.S. History teacher Sr. Mary Ann Stewart

BY AVA AMOS

"The civil rights movement was a movement of course to end segregation and discrimination against African American people," said U.S. history teacher Sr. Mary Ann Stewart, who provided her perspective on this historical era and the annual Dr. Martin Luther King Jr. federal holiday.

She grew up during this time of racism and segregation, and can recall several instances of discrimination throughout this period, even in her hometown of Terre Haute. "This was during my high school years. I'm seeing this on TV where you have southern sheriffs beating black people who were simply kneeling in prayer and using fire hoses on little black kids who were protesting. So I'm growing up with all this," she said.

"Some people think that the movement really took off with the death of Emmett Till because his death really stirred up young black people, high school and college age students," she said.

By the time she entered high school the civil rights movement started getting more intense. She said, "I knew what was going on. I was beginning to be more and more interested in African-American history. I started reading Ebony Magazine and things like that," she said. She was strongly in favor of the civil rights movement, she said, and a lot of her classmates were as well. Catholic priests and nuns marched with civil rights protesters throughout the South and registered African Americans to vote in the 1960s.

There were many civil rights activists during this time, Stewart said, but one leader who had a major impact and is well-known is Dr. Martin Luther King Jr. He was a young minister at the time and black leaders asked him to step up. "He became the main leader of what was called the Southern Christian Leadership

Conference," Stewart said.

King started this new civil rights leadership organization and started using non-violent protests. King was assassinated on April 4, 1968 in Memphis, Tennessee. "I remember the night that I registered to vote, when I came back I was told that somebody yelled out our dormitory window that Martin Luther King had just been shot. That made a big impression on me," she said.

King is one of the reasons why Stewart became a U.S. history teacher. She first started teaching elementary school children because she thought that was the best way to live out her life as a Sister, "but as I was going through college (during the movement) with all the protests and the assassinations of Dr. King and (Senator) Robert Kennedy a couple months later, I began to take more history classes by the time I was finishing college. So I decided to switch over by the time I got my Masters to social science education."

The civil rights movement had a major impact on American society and will remain a significant touchstone in U.S. history, although Stewart said that racism and discrimination are still an ongoing struggle in society today. She said, "We are light years ahead of where we were when I was your age, but we still have a long way to go."

Stewart said that the civil rights movement is still necessary because we're still seeing white nationalism creeping up today. "It definitely ended a lot of segregation and discrimination in the North as well as in the South, but I think it's still in process, and there are still a lot of racial (issues) still under the surface," she said.



Meet Mr. Emery

Director of counseling and financial aid Mr. Duane Emery shared his personal career path both at this school and at other institutions

BY AVA AMOS

Over the years director of counseling and financial aid Mr. Duane Emery has had many positions while working here. He shared his personal career path both at this school and at other institutions.

Before he came here, he worked in college admissions for four years, three years at DePauw University in Greencastle and for a year at the University of the South in Sewanee, Tennessee.

Emery joined the Cathedral family in August, 1999, when he said that he wanted to make a switch to college counseling. One of his former admissions colleagues and one of the first college counselors at this school, asked Emery to apply for a newly created counseling position. "My first two years (at Cathedral I was a) college counselor, then for five years I was the vice president for enrollment management, then for three years I was the vice president for advancement, then for 10 years I was the vice president for enrollment management again and now I am in my first year as director of counseling and director of financial aid," Emery said.

He said that he really enjoys the college counseling component of what he does. He said, "It's pro/con. The college counseling I really like because I get to have such awesome conversations with seniors and I get to help them go through that process of choosing what hopefully is the right college for them, so getting to know the students in that way is something I really enjoy," he said.

On the other hand, he said that he loves admissions as well. "I got to know almost every student and family coming to our school and I'm going to miss that and not being in admissions anymore," Emery said.

He added that he feels he is most effective in the admissions role. Emery said, "I think I'm really good at building relationships, and I think I'm pretty good at seeing the big picture of the school. I think I'm good at analyzing data to make changes in the admissions process."

Emery said that the school's enrollment was at a high of 1,293 and at a low of 1,104 during his time working in enrollment, and the average number of students was 1,231. He said, "The part I disliked about (admissions) is it's a pretty pressure packed position because 85% or so of the school's operating budget comes from tuition, so there's kind of a constant pressure to have enough students in the building to do the things we want to do financially, so there's a little more pressure to that position than others."

"In advancement, I really liked knowing that I was helping financially for everything that was going on at the school, but I didn't like the fact that I didn't have nearly as much interaction with students. In counseling, I really like the constant interaction with students, but I don't like not being as involved in big picture strategic things about the school. In enrollment I was involved in the highest level strategic conversations and I'm not involved in those as much in counseling," he said.

At one point in time Emery left the school briefly and then came back. He said, "(I) went to St. Richard's Episcopal School here in Indianapolis. I went there and was their director of admissions for about half a year, and then I had the chance to come back to Cathedral as vice president for advancement," Emery said.

In this new role in the counseling department and as a college counselor, Emery gave some advice to the Class of 2021 for the upcoming semester. He said, "Start doing your research in earnest, thinking about what you want in a school and then utilize online search tools to start identifying colleges. So start getting a list of colleges, start doing your research and try to start at least visiting some this semester. Another thing to do is to start planning to either take, during this semester or right at the end of this semester, the SAT and/or ACT for the first time."

Emery added that since he's new to the counseling role and serving as the director of the department, he's still learning and getting used to that position. He said, "I think I'll eventually be really good at that but there's a little bit of a learning curve

"(I really like college counseling) because I get to have such awesome conversations with seniors and I get to help them go through that process of choosing what hopefully is the right college for them, so getting to know the students in that way is something I really enjoy."

Flu season

The Centers for Disease Control reports an early outbreak of the illness this year across several states; school nurse offers advice for staying well

BY NIC NAPIER

As we are in the middle of winter, the spread of the flu and other diseases is on the rise. With students interacting daily and passing around germs almost every second, it is not surprising to see increased rates of illness.

The Centers for Disease Control reported an early outbreak of the flu this year across several states.

School Nurse Mrs. Courtney Jennings-Sood commented on viruses and diseases she has seen floating around in her office. Although she said that she hasn't observed too many cases of the respiratory flu, she has seen a lot of stomach viruses like mono and strep throat.

To help prevent people from getting sick, Jennings-Sood provided some tips on how to stay healthy and stay in school. "The Number-1 proven way to prevent the spread of disease is by hand washing and covering your cough. I recommend cleaning surfaces such as your cellphone, steering wheel and keys. There was a study that was done that showed that a steering wheel has so many more times the bacteria than a toilet."

She was in fact correct as motor1.com cited a study conducted by the National Center for Biotechnology Information which states "The car's interior are among the filthiest places on Earth, which can be even dirtier than a toilet seat. In particular, steering wheels

are four times dirtier than toilet seats – a very inconvenient truth, considering that it's the part of the car that we constantly have contact with."

Jennings-Sood said that high schools during the winter are a breeding ground for viruses and diseases because students come to school even when they are sick sometimes because they feel pressured to meet their deadlines and be there for their tests and quizzes. She added not being vaccinated and not washing your hands frequently can also contribute to the flu problem.

Many teachers on their own frequently wipe down and disinfect the desks in the classrooms on a regular basis to help keep their students healthy, as this type of cleaning is not usually done by custodial staff as part of its duties during after-school cleaning time.

WebMD explains in an article that "the virus lives longer indoors in winter, because the air is less humid than outside (and) we spend more time indoors and have closer contact with each other, which makes it easier for the virus to spread."

Take nurse Jennings-Sood's advice when it comes to washing your hands and be conscientious of your health when coming to school. She said, "Staying home when you're sick is another good tip."



School nurse Mrs. Courtney Jennings-Sood provides advice for how to avoid the flu. Photo by Caroline Steiger

Baseball locker room

Work continues at Brunette Park so that facility will be ready to go when season starts later this spring

BY MADDIE WIRTH

The odor upon entering Mr. Ed Freije's theology classroom on the first floor of Kelly Hall is quite prominent.

His door is positioned near the back, where several of his baseball players' bags are stowed. Freije '99 took role as head baseball coach in 2017 and lead the Irish to an undefeated season and State championship, with the team capturing State runner-up honors the next year, despite not having a home field.

Brunette Park, a former Little League tournament site, was also purchased in 2017 to house Irish baseball and softball programs. The 35-acre space has been utilized since, but construction of a true baseball locker room had not begun until winter break.

The space has always been there after converting it from the Little League's old gift shop space. But, the softball program fully installed its locker space during the 2018 season. Freije said, "We waited to make sure plans were solidified in that baseball would continue to be at Brunette (Park). We were unsure as far as other things were being built there and didn't know what the future would hold. It has essentially been used as a changing room with shelves until now."

The program decided to take the lead on renovations this year. Team mom Mrs. Amy Gallagher mother of junior Chris Gallagher, has been the force behind getting the project started. Junior Eamon Hays' father, Keith, has contributed a big role of the building process as well. Freije credited these individuals for their help with this project.

Freije said he hanks "the numerous parents who have donated whether it be time, talent or monies." He added that lots of players have been in and out helping in various tasks, too.

Freije predicts that the project should be done in the next week or two. He said, "Lockers have been built, everything has been painted and should be ready go. More cosmetic finishing touches will be done as we continue to utilize the space."

Although the space will soon be ready, he actually will continue to encourage his players to keep the bags in the back of his classroom in case of rain-outs, away game mishaps and just what Freije termed "teenage forgetfulness."

So perhaps that odor in Freije's classroom will linger after all.

Work continues on the new baseball locker rooms at Brunette Parks, according to Head Coach Mr. Ed Freije, shown at right coaching a regular season game last season. Photos submitted



"Lockers have been built, everything has been painted and should be ready to go."
Baseball Head Coach Mr. Freije

Winter sports

BY CALEB LAND

Women's basketball

Current varsity record: 12-5 (as of Jan. 16)

Highlights: Senior Justis Gordon scored her 1,000th career point earlier in the season. Head Coach Mrs. Lisa Finn wrote in an email, "We have gotten important contributions from all players, we have beaten some really good teams and show signs of improvement in all areas of our game and program."

Key upcoming games: After last week's City tournament, which was played in the Welch Activity Center, the Irish end their regular season with four road games: Jan. 21 at Avon, Jan., 24 at Triton Central, Jan. 28 at Carmel and Jan. 31 at Marion.

Coach's comments: Finn said, "We continue to focus on our defense and giving great effort. On the offensive side of things, we need to handle the ball and turn it over less. We have also struggled with our overall shooting percentage and finishing, so we have committed to an extra half hour of shooting each day to help with this. Once everything comes together, we could be a really good team and are hoping to peak at the right time."

Sectional: The team opens Sectional play during the week of Feb. 3, with Arsenal Tech hosting.

Men's basketball

Current varsity won/lost record: 10-2 (as of Jan. 17)

Key upcoming games: Irish are the Number-2 seed in the upcoming City tournament and will play the winner of the Howe vs. George Washington game on Jan. 23 at 7:30 p.m. in the Welch Activity Center. The semifinals will be played on Jan. 25 and the City championship game on Jan. 27 at 7:30 at Arsenal Tech. After the City tournament, the Irish travel to Culver Military Academy on Feb. 1 and host Center Grove on Feb. 4.

Coach's comments: Head Coach Mr. Jason Delaney wrote in an email, "Watching these young men overcome the obstacles that we have faced. We have been missing four major players that have experience due to injury or sitting out due to an IHSA transfer. With that we have had many young players and players new to varsity step up. We've had some big wins so far, including over Carmel, Avon and Marion."

"It is really cool to see the kids' hard work paying off and them being rewarded with wins. We lost 95 percent of all of our stats with graduation last year, but these kids have stepped up and kept it going. That is when you know that you have a program and I'm so happy for them because of their buy in to what we are doing."

Wrestling

Current varsity dual record: 15-0 (as of Jan. 16)

Key upcoming meets: The team will host senior night on Jan. 22 against Roncalli in the Welch Activity Center.

Highlights: The team won the Al Smith meet title during Christmas break, scoring 233 points to runner-up Columbus East's 18.5.

Individual champions included Zeke Seltzer and Logan Bailey and runners-up Elliott Rodgers, Holden Parsons and David Guhl.

Wrestlers' comments: Bailey said, "We have not lost this year and we are close to team season coming to an end. We plan on finishing strong this year and bringing back another IHSA team State championship in February."

Rodgers said, "I am very proud of the team's performance so far and am excited for our future success in the season. We work extremely hard in the room and it pays off."

Sectional: The team will open Sectional tournament action on Feb. 1 at Arsenal Tech.

Men's and women's swimming and diving

Current varsity won/lost record: The teams finished second in a meet against Roncalli and Brebeuf Jesuit and lost to Southport in a dual meet. Both teams won the City championship, according to Head Coach Ms. Ashley Hill.

City champion teams and individuals: Women's 200-medley relay (Samantha Klug, Bella Bunting, Sandra Granados and Emily Timberman); the men's 200-medley relay (Max Timberman, Sam Vander Missen, Nolan Clark and) Justin Pugh; women's 200 free (Abygail Dravis); women's diving (Sophie Mernitz, who set a school record); women's 100 free (Samantha Klug), women's 500 free (Sandra Granados); women's 200 free relay (Lindsey Huntzinger, Emily Timberman, Kaylor Jasiak, Abygail Dravis); men's 200 free relay (Justin Pugh, Michael Carnes, Emmett Williams, Ayden Fahey); men's 100 back (Max Timberman); women's 100 breast (Bella Bunting), men's 100 breast (Sam Vander Missen); women's 400 free relay (Abygail Dravis, Bella Bunting, Samantha Klug, Kaylor Jasiak); men's 400 free relay (Nolan Clark, Sam Vander Missen, Ayden Fahey, Michael Carnes)

Key upcoming meets: Senior Night is on Jan. 21 at the IU Natatorium against Roncalli, with the meet starting at 5:30 p.m.

Coach's perspective: According to Hill, "Both teams are doing fantastic. The Boys and Girls are both doing great. Winning the City championship meet with both teams this year was a special moment. We are looking forward to a great few weeks of competition heading into Sectionals."

Sectional: The women's Sectional prelims are Feb. 6, followed by the finals on Feb. 8 at North Central. The men's Sectional at Lawrence North includes the prelims on Feb. 20 and the finals on Feb. 22.

Bowling

Final season records: Men's team finished 6-6-1, women's team finished 0-13. The men finished sixth in the Sectional and the women were eighth.

0-13 for the girls

Highlights: Senior Jye Johnson qualified for Regional competition on Jan. 18.

Sophomore Charlie Schenk led the boys team all season with a 195 average, according to Head Coach Mr. Mark Noe, who said that both teams improved during the season. The men's squad have taken the program to higher expectations with their hard work, he said. "The girls have really improved and developed their games during the season. We are very proud of both squads," Noe wrote in an email. Freshman Mollary Dills was a late addition but led the girls with a 126 average. Noe added that Coach Keely Schenk was a great addition to the coaching staff. He said both squads competed hard and worked on their games during our practices and it was displayed this year.

"We still need to work on consistency and picking up our spares during crucial times of the match. Overall, we had a blast this year and want to recognize the seniors for their leadership and positive role they play for our teams. The Cathedral Irish bowling teams always has room for more participants for next year. The underclassmen will continue to improve their games during the off season at Hindel Bowl," Noe wrote in an email.

Men's varsity bowling averages: Aydan Alerding, 179; Antonio Arroyo, 134; Anthony DeSanto, 132; Jaylen Johnson, 184; Jye Johnson, 168; Nick Rodecap, 176; Charlie Schenck, 195; and William Teasley, 178.

Women's varsity bowling averages: Lauren Browning, 102; Mallory Dills, 126; Sydney Moore, 50; Erica Scott, 83; Joanna Suppiger, 104; and Lily Wagner, 106.

Being good sports

Athletes, coaches and athletic director all work together to ensure referees are valued and respected when they officiate a game, match or meet on the Hill.

BY MADDIE WIRTH



One of the three officials who worked the men's varsity basketball game this season against Carmel keeps a close eye on the action. Athletics Director Mr. Rick Streiff said the coaching staff and athletes place a priority on showing sportsmanship and ensuring that officials have a positive experience on the Hill. Cathedral file photo

With media coverage across the nation of parents behaving badly at high school games and schools finding it challenging to hire referees for those games, both the Indiana High School Athletic Association as well as this school's athletics department is working to ensure such conduct does not take place here.

Athletics Director Mr. Rick Streiff said, "It's one of (Cathedral's) biggest pushes to make sure parents, fans and students are in line and treating officials with the utmost respect."

The ISHAA for several years has used a Face of Sportsmanship social media campaign to encourage fans to do the right thing and also has advertised on local sports talk radio providing listeners with information on how to become a license game official.

He and his team are in charge of hiring officials for regular season games and in-house tournaments. They budget a ballpark estimate of \$35,000 a year for 27 different sport seasons to pay officials. Club sports like hockey, rugby and lacrosse are not Cathedral-funded.

Marion County athletic directors establish a pay scale each year to prevent an official from choosing one game or school over another in order to make a little more money.

The pay per sport varies across the board. Soccer charges \$111 for both the junior varsity and varsity matches on a given day, where a Friday night regular season football game is \$79. A freshman football game officials earns \$60 for several hours of work, so it seems that clear that officials often are more motivated by the love of the sport and the service they provide rather than a big cash payout.

Other standards set by IHSAA include officials with any affiliation to a school participating in the contest may not officiate the event. For example, referees from the Columbus, Indiana area often are in charge of officiating Irish football to prevent any biases or connections.

This rule applied to staff that were IHSAA licensed officials that include Mr. Ken Kaufman, transportation employee, as he was an umpire, and Mr. David George, a bus driver, who has officiated both high school and college basketball.

Football Head Coach Mr. Bill Peebles '88 chimed in on the conversation with Streiff and encouraged students "to get involved in the local area as a referee." Peebles continued that it is a "great gig for college students. Sign up and pick your hours where you can. Most games are at night or on the weekend when you're not taking classes. What a great way to make money."

Streiff said, "The IHSAA waives your initial fee to get licensed if you sign up within two years of graduating high school." In order to fend off negative reports from either a referee or high school, the IHSAA conducts surveys frequently to check in with both referees and their schools. Every five years, coaches rate their officials on a 1 to 5 scale, 5 being of State championship caliber

Streiff said he has been "well pleased" with the officiating this year, along with the school's ability to hiring excellent game officials.

Mr. Worland

Principal Mr. Dave Worland makes the transition to his new position of senior vice president for mission and advancement

BY JACKSON HERN

Students are not the only people on campus adjusting to changes as a new semester begins.

Principal Mr. Dave Worland has accepted the position of senior vice president for mission and advancement. As part of the school's advancement team, he will play a pivotal role in promoting the school's mission to the community as well as raising funds.

After leading the Cathedral family for nearly two decades, Worland has been both a catalyst and witness for many changes on campus. "Becoming more connected and affiliated with Holy Cross has been such a positive movement for our school," he said. "We were very intentional in fully embracing the Holy Cross values, which has helped our community become stronger and more connected to our faith and living out our mission."

With plans for the construction of the new Innovation Center well underway, Worland said he believes this is one way that the school has shown that "we will continue to be a school who leads and paves the path in innovation."

Overseeing an entire school community from the principal's office is certainly not always easy, but Worland testifies to the fact that any challenges were well worth it, and not insurmountable.

"Sometimes," he said, "the most difficult thing for me to do was to step back and out of the way, and empower the great people I have hired over the years to do their good work. I would often have to remind myself that I was not a specialist, but a generalist. This was a lesson that was vital for the success of our school."

One aspect of the job that he has enjoyed most about being immersed in the Cathedral family is the support system that exists here. When challenges inevitably arise, Worland said he is thankful for "how well everyone supports one another; we all know that we never go through these ups and downs alone."

Over the years, Worland has been an instrumental supporter of the Cathedral family by showing up at sporting events, theater performances, academic competitions and numerous other after-school events.

As for his many fond memories of his time at Cathedral thus far, they all have one thing in common: "They have all resulted in wonderful relationships being built among students, parents, educators and Cathedral supporters," he said.

As he begins his new role, Worland said he is eager to represent Cathedral and advocate for the "goodness and successes to celebrate here." He added, "I am most excited to continue to build relationships with our Cathedral family, while maybe at a different capacity, I cannot wait to share our mission and vision." For those who know and love him, he will not cease to be a familiar face around campus. As the school celebrates Worland's tenure principal, graduates and current students are thankful that it is not a true goodbye.

He said, "It has been a privilege meeting and getting to know countless students and watching them grow into the most awesome adults and citizens of the world. I have been honored to have a position that has allowed me to live out my faith every day. Serving as a principal was never just a job, (but) rather a vocation."



Mr. Dave Worland settles in at his desk in his new office in Kelly Hall. Photo by Caroline Steiger

Editorial

After the recent announcement that former Principal Mr. Dave Worland would be stepping down from his position and become the new senior vice president for mission and advancement, the Megaphone would like to take a moment and formally thank him for all his hard work and dedication to the Cathedral community.

Having spent almost two decades as the school's leader, we wish Worland the best as he transitions to his new role in mission and advancement.

His guidance has been powerful and has allowed for many great things on campus. In an earlier article, Worland had noted how he had hoped to properly integrate

the AIT, or Academic Innovation Team, hoping they would become pertinent to the functionality of the school. We believe his goal was met.

Worland also said he believed in letting the students' voices be heard and continuing to increase the amount of involvement the team had in some decisions the administration has to make.

He was always keen on student input, saying, "The more I can get our student body involved in their school, their input would be critical. I want to know what they think would make a better environment, both academically, spiritually and athletically. So I'm going to constantly be looking for ways our students can have input so that we can

improve their school."

Wee also thank Worland for his support of scholastic journalism at Cathedral High School. Because this is a private school, there are no First Amendment rights for student journalists. But Worland has trusted us to do our jobs and to print and post a wide range of stories, several on serious and controversial topics, and never has asked to review the paper or change its content. For that, we are especially grateful.

Although he will be on campus, we will miss him as our principal, but we are confident that he will continue to make positive change in his new position. Thank you, Mr. Worland, for everything that you have done for Cathedral and will continue to do.

Face Off: Are New Year's resolutions worth it?

YES: SOPHOMORE ASHLYNN BAKEMEYER

A new year means a new resolution. On Jan. 1 New Year's resolutions start off strong, but by the time February comes around, many people have dropped their resolutions already.

Even though there are numerous people who tend to forget, ignore and disregard their resolutions, I think having one in mind is extremely important. If you are not working toward a goal each day of the 365 (or 366), then motivation and self-esteem disappear.

New Year's resolutions have many advantages. They help people of all ages learn how to work at a goal and gain ambition. For example, if someone's goal is to go to the gym three times every week, then that person has to gain the self control and mindset to attain the goal.

Goal setting is vital throughout a lifetime. Any occupation requires goal setting. But goals and resolutions have to be smart and realistic.

For example, if someone sets a goal of eating healthier, that is nowhere near close enough to be a New Year's resolution. To specify, the goal should be to only eat a certain amount of calories or carbs every day. That is one of the major reasons that people drop out with their resolutions is because they are not strong, smart or specific enough.

However, resolutions do inspire good goal setting, dedication and consistency. They give you multiple traits that can be carried with you wherever you end up. Instead of giving up on your resolution, adjust it. Make your resolution more specific and attainable. Resolutions have countless advantages to help you throughout your entire life.

NO: JUNIOR AVA AMOS

There is a cultural expectation at the start of every new year that people should make changes to their lifestyles and within themselves. But frankly, New Year's resolutions are pointless.

Barely anyone ever keeps their promise, whether it's working out more, eating better, drinking more water or any other typical generic promise, it sticks for a bit, then something happens and then it's finally forgotten. I don't understand why people make these half-hearted goals for themselves, as many resolutions are basically set-ups to fail.

I think that if you're going to make a resolution, you should intent to commit to it and keep it going. Only a small percentage of people actually achieve the victory of continuing their goal throughout the year, but 80% of the other majority will give up on their resolutions before they barely even began.

For students, trying to make a resolution at the start of a new semester adds even more stress and makes keeping that promise even more of a challenge. You might be better off saving all that will power, self control and commitment for Lent.

One reason why most will drop their year's promise to themselves is they're in too much of a hurry to have whatever goal they set happen. They think that it will just occur quickly and easily, but that's not the case. You're treating a marathon like a sprint; it's not just going to happen. Learn to be patient. Moral of the story: New Year's resolutions are a complete waste of time and energy and there's no point in even trying to make one when we all know that you're not even going to keep it. Think that I am wrong? Change my mind.



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