

# MEGAPHONE

**THIS MONTH**  
IN PHOTOS

SUICIDE  
**PREVENTION**  
MONTH

HAPPY  
**HOMECOMING**  
CATHEDRAL





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## ON THE COVER

## TIE-DYE TUESDAY



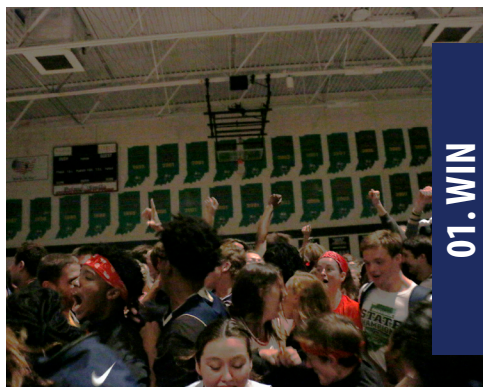
During Homecoming week, students dress up in hopes of winning points for the spirit stick. The theme of the day in the photo is "Tie-Dye Tuesday." The Junior Class won the dress-up day competition, and following them in second place was the Freshman Class. The senior grade went on to win the spirit stick for the fourth year in a row.



# THIS MONTH IN PHOTOS

## SEPTEMBER 2019

FRIDAY, SEPT. 6, 2019 | MEGAPHONE



### 01. WIN

Class of 2020 won the 2019 -20 spirit stick. Coming in second place was the class of 2021, followed by 2023 and 2022.

Seniors Marcelle Blanchet and Harry Huang are crowned Homecoming king and queen at the Homecoming football game. The game took place at Arsenal Technical High School against Jeffersonville. The Irish secured a win with a score of 56 – 0.

### 02. RULE



Cathedral hosted members of the Indianapolis Fire Department during the 9/11 Memorial Mass in the Welch Activity Center. To honor all first responders, the firefighters flew the American flag over the courtyard.

### 03. HONOR



### 04. COMPETE

Class officers for all four grades stand in the middle of the Welch Activity Center waiting to find out the winner of the spirit stick. Excitement was in the air as each grade cheered for themselves in hopes of winning the spirit stick, a longstanding tradition of the school.





A note from the editors: September was an extremely busy month filled with competition, charity, and fun. We celebrated our 101st birthday, served over 60 agencies throughout the city, secured wins in football, and ended the month with a fun Homecoming week. We hope you enjoy our newly designed Megaphone magazine.



### 05. SERVE

Senior Olivia DeLise, a member of Kerry County, writes on a chalkboard at her outreach location during her day of service. On Sept. 13, the school celebrated its 101st birthday. The school commemorated this day by working with more than 60 local outreach agencies to work those who are in need.



### 07. WORK HARD

Seniors pose for a photo in front of their decorated hallway on the Tuesday of Homecoming week. The senior class went on to win second place in the hallway decorating competition. The theme of their hallway was "Space Jam Seniors."

Head Coach Paul Kapsalis said "We have a hard-working group of boys but our challenge has been able to string together a solid 80-minute performance."

### 06. PLAY



### 03. HAVE FUN

Some juniors dressed up as dinosaurs during the Homecoming pep rally on Friday, Sept. 27. The theme for the class of 2021 was "Jurassic Juniors." The juniors came in first place for the hallway decorating competition and raffle ticket sales, amassing a total of 10 points, the most out of all four classes. Seniors won by default.





# Another step to safety

**Intruder drills cause some students anxiety,  
but they are a necessary protocol for school safety.**

A recent article in The New York Times titled “Fear and Anxiety From Repeatedly Preparing for a Nightmare” called to light a rising issue in the modern day United States: intruder drill induced anxiety. Intruder drills have become a national standard in schools all over the United States due to a rising number of school shootings. The goal of these drills is to best prepare students and faculty members for the event of a hostile school intruder.

Yet, as author Elizabeth Williamson reports, expert opinion is now supporting the claim that intruder drills “do little more than terrify already anxious children.”

“I can see it from both sides,” said Mrs. Gretchen Watko ‘00, school counselor and a member of the school’s safety team. She spoke on how there are always conversations and questions following

intruder drills here that prove that intruder drills are, in fact, affecting students. Yet Watko said she leans “more towards the research and the trends that say it is more important to stimulate real-life crisis situations in order for students to feel prepared.”

School Resource Officer Mrs. Tabettha Emenaker agrees. She said, “I think it’s an approach method. It’s one perspective versus another. If we teach these staff and these students then we are informing them, empowering them, and training them.” The last thing she ever wants to hear from a student or faculty member is “why didn’t anyone tell me?”

As it stands, the school protocol states that teachers must pull in students from the immediate hallways into their classroom and to lock down. Lock down includes shutting the door, pulling a shade over the glass in the door and turning the lights off. Everyone is meant to stay silent as they wait for further instructions.



During a drill, assigned teachers will go around and pull on classroom doors while walking the hallways to make sure that everyone is following procedures. Yet during an actual crisis, everyone must find a secure location on campus. There is an assigned faculty member who has been given the responsibility to go to a secure location, look at the security cameras posted around the school and announce the location of the intruder over the loudspeakers.

According to Watko and Emenaker, despite the potential for increased anxiety, getting rid of intruder drills is not the best course of action.

Rather, they said they believe that moves need to be taken to ensure that the campus is truly ready for a real-life crisis situation. "Real, unannounced, that's the only way we are going to identify what we need to work on so that we can all be prepared" said Watko.

However, in light of recent findings of increased anxiety due to intruder drills, the safety team would do nothing unprompted and largely realistic without the complete picture of the student in mind. Watko has a deescalation process that would take place after the drill.

This idea was drawn from another proposal already in the works that Emenaker is aiming to implement into the school's crisis protocol.

Emenaker introduced the new Private Education Safe Schools Commission in a letter addressed to private education schools in the Marion County area. The objective of the commission is to "develop camaraderie, share information in matters of safety and security, policies and procedures, mental health needs of youth, and new technology needs/concerns that we provide in our private education schools."

The committee recognizes the diverse needs of private schools compared to public schools, and the scarcity of resources to meet these needs. One of these deficits is the amount of counselors private schools have on staff. In the event of a crisis, students need counselors in order to help them deescalate mentally from the shock and trauma of the event. Within new Private Education Safe Schools Commission, Emenaker will implement plans to provide emergency counselors that will aid students. This way, the mental health of students receives the attention it deserves.

Yet in the meantime, Watko reminds everyone that counselors are here for any students who are experiencing any anxiety or signs of stress based off of intruder drills, and encourages them to reach out with any concerns because at the end of the day, the Safety Team desires the safety of all students both physically and mentally.

**By Katie Darragh**



## Library assistant, Ms. Alannah Cataldo



## Theology teacher, Mr. Quanah Jeffries





# Theology teacher, library assistant provide their view on Church teachings

**A**fter speaking to the writer of last month's editorial (Sept. 6 issue of the Megaphone), the issues that seemed most pressing were: the accusation that the Catholic Church does not welcome a diverse people, the presumption of God's approval of our actions because He loves us and the importance of perseverance in pursuing perfection.

I would first like to impress upon the reader that the Catholic Church welcomes people from every walk of life. Regardless of race, skin color, sexual orientation, gender or age, you are welcome here. From the moment of conception until the moment of natural death, every person is precious, valuable and worthy of love. The Catechism of the Catholic Church specifically condemns any word or action that devalues the human person or that exhibits prejudice.

However, the welcome the Church gives to everyone does not apply to actions that flout the abundant mercy of God. Note the use of the word "actions."

God always loves us, but the condition of forgiveness is that we must not persist in sin. The issue with a same-sex union is that the lifestyle of those involved persists in immoral actions. When we confess our sins and ask for forgiveness, we resolve to sin no more. When someone, especially one who ministers to minors, is willfully persisting in a public immoral activity, the Church has every right to remove

**W**hen I first heard Herr (Joshua) Payne-Elliott had been fired I was sad. Sadness quickly turned to anger, and anger has remained two and one-half months later. Like the Sept. 6 editorial, I also believe that his firing was an act that distanced the school from its Holy Cross core values.

Considering my anger and that I believe what happened to Herr Payne was wrong, it may sound paradoxical that I do not believe this is the fault of the Catholic Church. The editorial referred to "the complexity of a controversial issue," a hoped for conversation, and stated the intention to "inform and open the door for reflection." My agreeing about the firing of Herr Payne being wrong while at the same time disagreeing that it is the fault of the Church is an indication of that complexity, as is the hoped for conversation being between more than two sides in this crisis.

This means right reflection is all the more important for fruitful conversation, and right reflection is only possible when one is properly informed. Unfortunately, every statement concerning Catholic faith and life was factually incorrect. Rather than informing, the editorial misinformed.

The heart of Christianity is not that we are made in God's image and likeness and should share our gifts and talents,

them from a position of authority until such time as the immoral activity has ceased. This is not a judgment on the person, but on the action. All persons are called to follow the laws of Christian chastity; no one is an exception to these rules.

As Catholics, we believe we are not only responsible for ourselves, but for our brothers and sisters in Christ. If we mislead someone into committing a sin, we ourselves are guilty of that sin and will be held accountable. Our goal is heaven, and we are responsible for leading others to heaven as well. Our time on earth should be spent in relentless pursuit of perfection. We will often fail, but the beauty of the Church is that we can admit the wrong done, make up for it and resolve to be better.

These are incredibly hard truths to uphold. Especially in today's world, to live as a Catholic is radically counter cultural. When Jesus came to earth, His message was radically counter cultural and remains so today. However, with the knowledge that God loves us, we must continue to persevere in His law and seek out only heaven.

For further understanding I recommend: "Made for Love: Same-Sex Attraction and the Catholic Church" by Fr. Michael Schmitz

The library has this and other related titles available for checkout.

with the concurrent call to be kind, generous and caring. Wholly absent from this statement is that we need to be saved. That the Son became one of us to be sacrificed and we redeemed. That this act continues in the Church today. No, the heart of Christianity is a person, Jesus Christ, and His saving work, whose life and work we enter into via the Sacraments, most especially the Eucharist.

Also wholly absent from the editorial's statement on the heart of Christianity was any theological orientation toward eternal life and perfect deification in Christ. Between these two poles of heart and accomplishment lies the Church. These poles give a very different understanding of kindness, generosity, care, and what it means to share our gifts and talents.

The editorial approached these through a secular lens and then applied that understanding to the Church as if it were Her own. It is necessary that people seek to understand others through the lens of the other, not their own. This is a challenge for everyone, including myself.

It is not possible to explain the actions of the Church and underlying reasons for those actions in this letter. My hope in writing is to bring an awareness of just how little understanding and knowledge there is concerning the Church, and with that awareness understanding may be sought to better speak with one another.

— LIBRARY ASSISTANT MS. ALANNAH CATALDO

— THEOLOGY TEACHER MR. QUANAH JEFFRIES



## September is National Suicide Prevention Month

Suicide is the third leading cause of death among teenagers, but males and females both have different suicidal tendencies. Males take their lives four times the rate that females do. Temporary mental health counselor Ms. Cyntoya Campbell gave her thoughts on how to prevent teen suicide and signs to know if someone may be in need of help.

Some signs she pointed toward are what students are posting and whether they are saying alarming things on social media. Campbell said, "If they're posting things that could be alarming on social media, things like 'I'm done with everything,' and I see a lot of kids posting things like emotional outbursts. I would say that's the first sign of depression."

More symptoms, she added, include individuals giving away their personal belongings or writing letters. "If someone who has been struggling with depression for a long time and all of a sudden there's a calmness, sometimes that's a sign that they've made the decision to commit suicide," she said.

She added that the most important thing is getting the person to talk, and if they are showing signs, ask them what is going on to get them to open up. "I think most kids will talk to their peers first about what's going on before they'll talk to a parent or any other adult," she said.

She said that she thinks the school is doing a good job of making sure the counselors are trained to assess suicide and ensuring students have a go-to person to talk to. "If you as a peer or as a friend know someone who is expressing suicidal ideation, I think you should let them know that they should go talk to somebody about their feelings," Campbell said.

Suicidal ideation is defined as the thoughts about committing suicide. She said that she thinks the most important part is asking if the person has a plan – how would they do it and how would they have access to hurt themselves. She said the most fearful part involved is when they do have a strategy. "If someone has a plan, I also think that as a peer you should get as many people involved as possible. But the friend may say, 'I don't want you to talk to anybody about this.' I think one thing to say back is, 'I think you should talk to a counselor,' or, 'are you talking to somebody about this,'" she said.

She said that she thinks it's important that teenagers know these signs and this information because teenagers will talk to other teenagers first before they will talk to a parent or a teacher. She said that teenagers are able to get information quickly, whether that's through social media or through other teens. So it's important teens know what to do in situations such as these.

**If you or anyone you know is suffering or in need of help, call the National Suicide Prevention Lifeline at 1-800-273-8255.**

By Ava Amos



# Mrs. Kimberly Carver

## explains her new ethnic studies class

**L**earning about events such as the Transatlantic slave trade or the conquest of South America is easy. To many people, the number of deaths, intensity of labor and cruelty of treatment are just statistics to be regurgitated on a test.

However, this changes in a new class, *Voices of the World: Ethnic Studies in Literature and Culture* taught by Mrs. Kimberly Carver, an English teacher who also serves as the English Language Learner and AP director. Open to sophomores, juniors and seniors, this class dives into the psyche and culture of many ethnic communities.

According to Carver, Ethnic Studies is as much of a history class as it is about literature. Carver said, “We’re trying to look at (African American and Latino American cultures) from a historical perspective so we’re starting off in slave literature.”

Carver said the first quarter of this one-semester class deals with poetry and slave narratives, what she called “the only truly American form of literature.” From there, the class jumps ahead to works from the late 20th century from authors like Toni Morrison.

Carver said, “The second nine weeks is Latino American literature, a genre called ‘Magical Realism.’ Harry Potter might be considered magical realism.” Carver continued, “Latino magical realism has a lot to do with magical and mystical properties of early Aztec and Incan beliefs mixed with Catholicism, it’s kind of a little crazy like

spirits and ghosts.”

Then, in the second half of the final quarter, Carver said the literature deals mainly with what she called “assimilation into American society and the problems involved in that. It’s not really problems, but people who were already here trying to figure out how to be Latino but still be American.” This can still be an issue in modern day life and helps students understand more about cultures foreign to them, she said.



**Seniors Brea Sims, Delaina Cannaday, Kennedy Maye and Jairy Velazquez work on a project in the new Ethnic Studies literature class. Photo by Gracie Carr**

The course operates with “a lot of choice,” according to Carver. There are many different texts by many different authors that might appeal to a wide range of readers. Carver said, “There are so many books and not enough time.” Carver continued, “It’s not one of those classes where we read a book and I tell you what that book means. We read a book and then talk about what it means to you.”

This is done through reflections and written and video journaling, but mostly discussions. Carver said, “A lot of the class focuses on talking about it because some of the content can be very painful and difficult to hear. It does take a lot of talking through it to find a place of understanding.”

Carver said she first thought of this course while she student taught at Arlington High School, but this is the first chance she has had to actually put that thought into practice. She said, “My class was nearly all African Americans who had never read any books from African American authors. I think it’s really important for kids to read from authors who look like them because they have similar experiences. You have a shared history and culture.”

Carver said teaching the class is depressing sometimes because of all that people had to endure. Carver said, “It’s been exciting for me when I get to explain to the students something that they didn’t know about history before. Knowledge is power.” Carver said, “It’s really interesting to consider what your life is like and how much of that is shaped around how you look. It’s sad but true that we have a bad history in America of being scared of the other.” This class may help remedy that.

Carver concluded, “You can’t have an inclusive society unless you understand the society.”

**By Toby Bradshaw**

“You can’t have an inclusive society unless you understand the society.”



# Exchange student responds to Hong Kong protests

Chinese exchange students attending school here have a unique perspective on the political situation currently taking place in Hong Kong. Hong Kong has had a long history of autonomy. For more than 150 years, the city was a British territory, won as a concession in the Opium Wars. The city has absorbed many British customs: tea, the English language, laws and Western concepts of what a government can, cannot and should do.

An agreement was made after the handoff in 1997 that Hong Kong would retain a degree of autonomy under the One country, Two Systems policy until 2047. The city has maintained a distinctly Western philosophy, obstructions of justice and violations of the democratic perceptions are taken seriously.

The new bill is particularly controversial as many internal and external observers noted that this would grant legal power that could be manipulated to intern activists and political dissenters.

Over the summer, Hong Kongers have been living in the midst of a tumultuous time. Years of tension have boiled over through the introduction of an extradition, which would allow for the transfer of fugitives to the mainland, the People's Republic of China.

Protests have continued from March up until now, ramping up this summer. Scenes of unprecedented numbers of people clogging the streets have cropped up on national news feeds, and personal reports of ever-growing chaotic violence flow from the city's social media users.

Police crackdowns appear imminent and Chinese media have displayed timely images of law enforcement decked out in military grade gear. Reports of major police brutality are not uncommon and echo other activist movements in the last few years, like in the Middle East and periodically violent discourse between different protest groups, like in Europe and the United States.

Junior Bill Zhang is an exchange student from Shanghai, a major city in the north. He said that he has heard about the protests from "all kinds of apps."

**"If Beijing doesn't make any concessions,  
the riots may continue."**

**Junior Bill Zhang**

Zhang said that "it seems like if Beijing doesn't make any concessions, the riots may continue." The idea that the tension and riots may overflow is a near global fear, especially given the financial significance of Hong Kong in relation to the rest of mainland China. "It just depends on what China will do," said Zhang.

He said he hopes that many of these young protestors can come to a middle ground conclusion, between democratic and communist ideologies. Zhang said, "Don't be so radical. Sit down and talk."

Several other Chinese exchange students currently enrolled here were contacted but declined an interview.

**By Andrew de las Alas**

## SAT or ACT?: Actually, both

Sooner rather than later, college-bound juniors and seniors will take the ACT and/or SAT tests that will help them get into the colleges of their dreams. Both a senior and the director of counseling say you should take both.

Both the ACT and the SAT are content-based tests that students take at least once to apply to colleges across the country. Even though they both are tests many students use to apply to colleges, not all colleges require you to take the ACT and/or SAT. Director of counseling Mr. Duane Emery said, "More and more schools are becoming test optional."

The SAT is a 180-minute long test with an optional extra 50 minutes for an essay section. It is divided into a total of four sections excluding the optional essay section. Sections are made up of a 65-minute reading section, 25-minute math section with no calculator, 55-minute math section with a calculator, 35-minute writing and language section, and the optional 50 minutes for the essay section.

The content that the SAT covers includes reading, math, words in context, grammar and usage, and then the optional essay section includes analytical writing. Problems are focused on multi-step problem solving and real world situations. The scoring will range from 400 to 1,600.

Math problems will increase at the difficulty level as you continue progressing through that type of questions in the section. Writing and language sections don't increase difficulty though. If you get an answer wrong though it won't affect your score on both the SAT and the ACT.

The ACT test, on the other hand, is a 215-minute long test that includes an optional 40-minute essay. Sections are a 45-minute English section, 60-minute math section, 35-minute section, 35-minute science section, and the optional 40-minute writing essay section.

Content that is reviewed is reading, science reasoning, math, grammar and usage, and the optional writing content. Scoring range for the ACT ranges from 1-36. The English and reading section difficulty level is set at random. Science sections increase difficulty level as you go on.

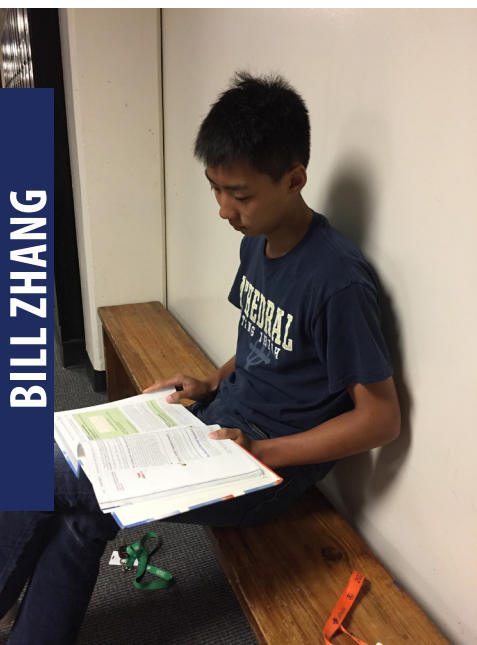
Senior Tylin Barnes, who took both tests said, "I didn't want to just take one and then apply to a college, and they wanted both the test scores," Barnes also said later on she took both tests at the end of her junior year and that she is going to retake them again this year. Meanwhile Barnes, took them at the end of her junior year. Emery recommends taking them mid-year of your junior year.



**By Milani Mitchell**

*Test dates for the SAT are Oct. 5, Nov. 2, Dec. 7, March 14, May 2, and June 6. ACT test dates are Oct. 26, Dec. 14, Feb. 8, April 4, June 13, and July 18.*





CLAUDIA DARNELL

## Senior feature: Claudia Darnell

As the first quarter of the school year comes to a close, it is no surprise that achievements are already springing up from both inside and outside the classroom. As students on campus were writing papers, solving math equations and learning about the history of our world, senior Claudia Darnell, an IB diploma student, was learning from great minds at Saint Mary's College near Notre Dame.

Darnell, an aspiring writer, participated in a day filled with lectures and tips about how to enhance one's writing.

She had the chance to take part in this event due to one of her teachers, Mrs. Lizabeth Bradshaw, who knew about her passion and talents for writing and sent her an email with details about how to enter and participate in this writing workshop.

Darnell said "I had to submit a letter of recommendation, which I got from Mrs. Bradshaw; a piece of my work, which was three pages; and a letter from me showing interest. I submitted (those three things), and I think I was notified just a couple weeks before it happened that I got in."

She noted that she enjoyed her experience at Saint Mary's College, although she didn't get to write as much as she was expecting. The day turned out to be more lecture than writing.

In attendance at this writing workshop was Alice McDermott, a famous author with several published works and awards. She was there to give guidance to the students on writing habits and give tips as well.

Darnell said she gave a lecture which was "called the Christian Culture lecture, so it was about her writing and how that relates to her being Christian which is why it was at Saint Mary's College." She added that "it was nice hearing her talk about how she included her religion in writing and how she thought about religion as a more liberal minded person since that is kind of how I am. I got a campus tour, and I got dinner so that was nice too."

Although Darnell was familiar with many of these tips provided at the workshop, she said McDermott noted ways to get over writer's block and doubt when writing, something we all can most likely relate too.

In regard to writing preferences, Darnell said that she enjoys teen fiction due to its realistic nature. "School is a lot to focus on, and I don't want to try to write something crazy at the same time, but I might in the future. I don't know," Darnell said, giving reasoning to her comfort with teen fiction.

Darnell, with what looks like a promising career ahead of her, intends to major in creative writing, hopefully at Oberlin College.

By Nic Napier

## John Paul Koscielski explains game-day traditions

exciting time on the Hill, especially for the football players.

Junior tight end John Paul Koscielski explained how he gets physically and mentally prepared to play every weekend. His breakfast normally consists of eggs, and a typical lunch would be a peanut butter sandwich. Hydration always comes first, though, of course. "We always need to be carrying around some sort of fluids to get our bodies ready for the game," Koscielski said.

The tradition starts with a team meal after school at 3:20 which he says is some type of meat with a baked potato. Following the meal is a team Mass at 4. "Mass is a chance for us to come together and praise God. It is a calming time for everyone," he said.

One of Koscielski's favorite parts of game day is getting hyped up in the locker room with his teammates. "It is always a lot of fun hanging out with my guys and getting ready to go to war with them," he said. Once the team gets on the bus, they pray the entire rosary together. While the locker room at school is exciting, Koscielski says the locker room at the field is typically more relaxed

and peaceful. "We are all just getting ready, mentally and physically, to go out there and win a football game," he said.

His favorite moment is walking out onto the field with bagpipes playing. Koscielski said, "That is a moment that I will never get tired of. The bagpipes really get me ready to go out there and hit someone."

After the game, tradition includes singing the fight song and staying silent on 56th Street. "This brings the whole day together, especially after a victory," he said. The excitement and liveliness of game day is something Koscielski will never grow tired of. "High school football really helps us to become men and learn how to act," he said. The taste of victory and togetherness is something Koscielski and this team strives for.

He said, "My favorite part of playing is being with my team and winning. Winning always brings us together."

By Jameson Browne



# Students reflect on their experiences in Ciudad Real, Spain

MONDAY, SEPT. 30, 2019 | MEGAPHONE

One of the best ways to experience a new culture is to place yourself right into the heart of it.

The IU Honors program offers a way for Indiana students to expand their worldview. This past summer two juniors, Abygail Dravis and Owen Wright, spent part of their summer in Spain fully immersed in another language and culture.

Students submit an application and small written exam to test Spanish proficiency. They must meet a GPA requirement and have completed a third-year Spanish course. The cost ended up being around \$6,000 after all the installments were paid. Wright said part of the application asks about one's maturity in order to make sure that students can handle being in a new environment for an extended time.

Rules are strict but intended to create the best possible environment for language acquisition. Phones were confiscated once when students landed in Spain, and English communication was limited to an hour a week to email and check up with parents.

Both students had different exposure to the program to begin with. Wright's older brother, Clay Wright '18, participated in the program two years ago. Wright said that his parents were impressed by his Spanish speaking improvement and that it "was almost expected" that he would go too.

Dravis heard about the program after senior Natalie Schorr gave a presentation in her Spanish class last year. Dravis said that she decided to go on the program because "I've been thinking about (Spanish) as a minor (in college), and I wanted to improve my Spanish while in high school."

Wright felt as if he had an idea of what to expect after hearing about the program from his brother and taking a trip to Spain prior to this past summer. Dravis, on the other hand, had never been out of the country before, so there was a level of anticipation. Nevertheless, both students expressed enthusiasm about

their experience.

Part of that experience was getting to know a group of other Indiana students. An orientation took place during which students could get to know each other, and Wright said, "Some of my first words to people were in Spanish." He said, "Everybody was really inclusive and I spent nearly every day with them, and I still miss hanging out with them."

Wright and Dravis stayed in a suburb of Ciudad Real, a small town in Central Spain. The town was around the size of Fishers or Carmel but more condensed. They both said they felt extremely safe and after about a week or two they knew the town fairly well. One of the favorite locations was an ice cream shop,



**Junior Abygail Dravis smiles for a selfie during her trip to Ciudad Real, Spain.** Photo submitted by Abygail Dravis.

Helado Moran, visited almost daily with other group members for treats like turón ice cream, which has a nutty flavor almost like pistachio.

Students stayed with a host family that was matched up by program administrators to suit accommodations for the students. Dravis had a host sister that she grew very close with. Dravis said, "she made sure to include me in



**Junior Abygail Dravis takes a selfie while on her trip to Spain.** Photo submitted by Abygail Dravis.

everything like taking me to her sports and hanging out with her friends."

Nearly every day, both students would take the bus from the suburbs into Ciudad Real for classes conducted in Spanish about Spanish literature, culture, history and linguistics. Homework was luckily not too difficult and the four classes each lasted about 45 minutes. Some of these classes, like linguistics, were meant to mirror what the IU equivalent would involve. School was followed by an afternoon group session with activities that included going to the movies or pool or even dance lessons in flamenco or salsa.

Aside from the academics, part of the program included exploring the country with the rest of the IU Honors group. Students visited Madrid, Toledo and Granada, with each city offering a different perspective. In Granada the synthesis of North African and European cultures was displayed through a trip to La Alhambra, a famous mosque in Andalusia.

Wright said that the Arab neighborhood next to the mosque was "different from any other place in Spain."

Dravis said that Granada was one of her favorite locations, both because of its historical significance, and that she "had a good time because we were just doing things together."



**Students from the IU Honors program pose for a photo in Ciudad Real, Spain.** Photo submitted by Abygail Dravis.

Traveling with a big group of Americans turned a few heads. Wright said that sometimes people would just come up to them and try to say some of the words and phrases they knew in English. Surprising people with responses in Spanish became just part of conversations.

After such a substantial commitment of money and time, those interested may wonder if the program really works. And luckily the answer is a resounding “yes!” Wright said, “Really the main goal of learning Spanish was accomplished.”

Dravis said, “I was nervous about the quality of my Spanish. I had taken Spanish classes, and I could write it and understand it, but I didn’t know how I would do.” The first few weeks were difficult for both of them. While it was easier to speak to the other Americans in the group, for the first few days, simple yes and no questions were the norm.

But both Dravis and Wright describe an instance where their minds clicked over into Spanish. In the second week, Wright said, “I was thinking to myself about the homework

I had and then I realized I was just thinking in Spanish.”

Around the third and fourth weeks Dravis noticed that she no longer had to filter her thoughts in English into Spanish. She said her host family noticed her uptick in ability and spoke faster and congratulated her on her success.

Curiously enough, the transition back to English was difficult when returning back home. Dravis said, “When I got back to the airport in Chicago I couldn’t speak English to save my life. I had to think about my grammar for a hot minute. No one really wanted to speak English, but we realized that we now had to because our parents couldn’t understand us.”

Wright said that there was a very clear difference in his Spanish before and after the trip. At an orientation that took place before he flew to Spain, some instructors asked questions in Spanish to the group. It felt noticeably difficult, but when speaking to those same instructors during the trip, Wright said that he realized he could understand them much more clearly.

Both said that one of the most noticeable improvements was their fluidity between verb tenses. Instead of making a verb chart and thinking through the many different endings, shifting between different tenses and even grammatical moods became a successful subconscious effort.

Dravis said initially “I didn’t know what to think.” But now, after such an excursion, she said she “wouldn’t trade it for the world, and I’m grateful for all the people who went on the trip with me and my host parents who helped me feel super comfortable.”

Wright and Dravis both agree that at some point, they’ll try to make it back. Dravis said her host family told her that she always has a Spanish home if she wants.

In seven weeks, two students were able to live in a new culture, with new people, surrounded by a new language. Deep new friendships, a more meaningful cultural knowledge and a second language to tie it all together. Nothing short of life-changing might describe their experience.

**By Andrew de las Alas**



# question & answer

**A**long with the members of the Class of 2019, several educators who retired or left for other schools and the few students who transferred, something else is missing from campus this year – the drug truck.

The administration has taken a different approach to drug testing this year. Rather than testing occurring in a vehicle parked on the circle, testing now will take place in the Student Services Suite on the first floor of Kelly Hall. This is due in part to changing drug testing companies, with the new company not offering a mobile lab.

Ms. Kathy Saum, vice principal for attendance and student conduct, answered questions about this change.

**Q: How many years has Cathedral tested students for drugs?**

A: "This is Cathedral's 18th year of drug testing."

**Q: What is the purpose of the drug tests? To help students in the future or to keep a clean school?**

A: "To keep students from starting in the first place, and to get help for those who test positive. But mostly to be proactive and focus on prevention and help."

**Q: What is the fee for each test?**

A: "The cost is about \$36 per student."

**Q: Do you believe drug testing has been as effective as you have hoped for?**

A: "Yes, very much so. The data does not lie. We have a very low usage rate compared to all other schools in Indiana who also drug test."

**Q: How come there is no longer a truck anymore?**

A: "The prices of the old company skyrocketed, and the new company no longer offers a mobile unit."

**Q: Was part of the reasoning to stop kids from leaving school early?**

A: "No."

**Q: Did the truck look bad when visitors arrived on campus and saw the drug truck parked in the circle?**

A: "Not at all. We liked showing that we were being proactive with such a serious issue that affects all of our society, including Cathedral, in the areas of drugs and alcohol."

**Q: Do we still use the same company from last year?**

A: "No."



**Q: Have any of the tests been removed, or do we still use the swab tests, urine test and hair test?**

A: "We can still use all three."

**Q: Which test has been the most effective?**

A: "Tough to answer because they are all effective depending on the person who used last."

**Q: Are students selected based off suspicion or are the tests random?**

A: "Always random unless the student had a previous positive test."

**Q: Do you plan on always using drug tests here?**

A: "Yes, (Principal) Mr. (Dave) Worland likes us being proactive on this issue."

By Ethan Eckhart

## Senior athlete profiles

**T**his school is known for not only academic excellence but also athletic domination. This is evident in seniors Grace Lorsung and Meg Coleman, some of the top athletes in the state in their respective sports.

Lorsung is the catcher for the softball team, and Coleman is a senior leader on the tennis court for the Irish.

Coleman is committed to play Division I tennis for the Fighting Irish of Notre Dame. She has been playing tennis since she was 4 and its evident that she has perfected her craft. Coleman is decorated in her sport as well, winning the doubles State championship her sophomore year and reaching the State semifinals her freshman year. Coleman and the Irish won the State tennis title last year and aspire to repeat this year. Coleman is also a part of National Honor Society and Medical Club.

Lorsung is committed to play Division 1 softball for Indiana University. Lorsung was previously committed to the University of Illinois but realized that home was where the heart is. Lorsung has dominated the softball field for many years since she was 5.

"But this year is a different story," said Lorsung, "We are coming back with one of the strongest classes I have ever seen and I am happy I can be a part of it."

Lorsung feels that the team is ready to make a run in the tournament in the spring and believes anything less would be a let down. She is also involved in NHS and peer mentoring. She said she is proud of these because she wants to set a good example for younger generations of students.

By Caleb Land

With the school year well underway, as the Senior Class begins to finalize its college applications in preparation for next year, the unavoidable transition from childhood into adulthood draws much closer. With this transition comes one important aspect that is often under appreciated by high schoolers in general, not just seniors: understanding personal finance.

One of the courses offered here is entirely devoted to ensuring that students are adequately prepared for the monetary responsibilities that exist in the real world. This class, Personal Financial Responsibility, is taught by Mrs. Jean Kesterson, known as “Coach K” by the school family.

She is a firm believer in financial education for teenagers, because “so many kids get out of college and still don’t know how to handle their money,” she said. Personal finance is a required course that schools must offer in many states, but as of now it is not mandated in Indiana, so there are some high schools that do not offer it. “It will hopefully be required in the future,” said Kesterson.

The personal finance class, which is one semester, covers the basics of savings, checking, banking, paying for college and evaluating job offers, among other skills.

Kesterson stresses the fact that unfortunately finances are something that most teenagers do not think about until it is too late. “You have to know these things, and if you don’t it is going to cost you a lot of money,” said Kesterson.

With the prices of college tuition being raised every year, it is imperative that high schoolers think in advance about how they will pay for their higher education. “Nowadays the average college debt, according to a study I saw last year, is around \$42,000, which is incredibly high,” Kesterson said.

In order to help students prepare for the circumstances they will face after high school, Kesterson teaches her students with projects that are applicable, such as creating personal budgets. “We spend a lot of time on credit as well, because most kids do not understand credit,” she said. “They have no idea that a low credit score will cost you down the road for things like car insurance.”

## Personal financial responsibility

In order to help their children begin to understand the seriousness of personal finance, Kesterson encourages parents to be active in teaching their sons and daughters about handling money. “I encourage parents to teach their kids to earn money for the things they want,” she said. “When I was growing up my parents taught me all these things, such as how to save my earnings or write a check, which of course was extremely useful.”

Whether or not students take this class, it is evident that high schoolers should try and take advantage of any opportunity to prepare themselves for the future. “It is not about how much money you make, but what you do with your money,” said Kesterson.

“Make your money work for you.”

By Jackson Hern

“Make your money work for you.”



## WOMEN'S SOCCER

Beginning on October 7, the women's soccer team will begin their journey to a repeat State championship under head coach Mr. Marc Behringer '84. According to Behringer, as the season creeps closer to the Sectional tournament, the coaches have asked for more focus, energy, and intensity. "After watching the team all season, the coaches build trainings that are more focused on what will make us successful. The team understands how to play and what the coaches are asking them to do, now we are sharpening our skills on the ball to ensure our ability to do the right thing in each situation," Behringer said.

As seniors, Marcelle Blanchet, Carson Kwiatkowski and Bridget Stratman were selected to lead, but Behringer said leadership must come from the entire senior class and from any other players that have something to add. He said, "The leadership primarily lies in playing for each other. Supporting each other no matter what happens and in being willing to suffer for the sake of the team." The intelligence of the players as well as their ability to score from set pieces, the strong Family the women have created, as well as the desire the players have to reach their potential all attribute to strengths of the team. For the weaknesses, Behringer said the level of athleticism from opponents that typically surprises his team's is a challenge the team will face in the postseason.

The team will compete in the 2A Greensburg sanction, competing against Batesville, Beech Grove, Greensburg, Herron and Shortridge. Behringer said that Batesville defeated the team in the 2018 regular season, "so we are aware of the challenge they present. Our team is looking forward to a match with them," said Behringer. All but two of the team's opponents during the regular season are 3A schools, teams that are large schools that are not in the 2A tournament. "This level of competition allows us to identify the things we need to work on and gives us confidence playing the smaller schools in our Sectional," said Behringer. According to Behringer, the sectional tournament is the primary focus in these final weeks because winning sectional allows you to play in the next tournament. "Each step leads to the next, but the team goal of a State championship demands focusing on the first step and, consequently, each step that is right in front of you. Otherwise, your chances of falling are greater." Coming into the tournament, Behringer said the team is focusing on playing their best soccer when the tournament begins. "The ladies play the entire season to prepare for the tournament. The preparation gives a level of satisfaction, and good results leading into the postseason are a spark for what is to come," said Behringer. Behringer said the team represents Cathedral well and are fine Christian young ladies who are proud to represent the school on the field and to the entire state.

## WOMEN'S CROSS COUNTRY

The women's cross country team is looking to repeat its success from last year as they begin their Sectional run on October 12. According to head coach Mr. Mark Doctor, the practices will not change as a result of the tournament. He said "Rather than focusing on one or two things in each practice, we will be mixing different workouts together to make our athletes more complete competitors and to address any weaknesses that we have identified during the season." There will be several seniors on the Tournament team and Doctor said he is looking to all of them to provide leadership throughout the tournament. Experience, according to Doctor, is the strength of the team. "We have three front runners with (seniors) Gracie Carr, Gillian Cridge and Audrey McKinney. They provide a powerful "punch" up front and, having been there before, they help keep everyone calmed down and focused." A weakness that Doctor said the team is "getting better" at is some gaps in the pack which allow opponents to break up the scoring.

As the season comes to a close for the team, they will continue to emphasize maintaining intensity during the mild portion of the race.

In the Sectional, Doctor said there are several Top 25 teams from the state, including highly rated Brebeuf, Chatard, North Central and Pike, most of whom the team has ran against before. Doctor said a benefit to running against teams previously seen during the season is it "can give us some idea about who they have and how they like to run, but line-ups and tactics can change quite a bit when you get into the tournament."

Doctor wanted his readers to know that the team "really appreciates" when fans come out to support meets. "We have been in several very close meets this season, and a strong cheering section could be the difference that we need," he said.

The women will compete in the Brebeuf Sectional along with 11 other schools. The top 10 individuals from non-advancing teams and the first five qualifying teams from each sectional will advance to Regionals. Should Doctor's team advance to Regionals, the team will race in the Noblesville sectionals.

## MEN'S SOCCER

Beginning on October 7, the men's soccer team will begin their journey towards a State championship under head coach Mr. Paul "Whitey" Kapsalis.

Kapsalis said the approach to the Sectional tournament hasn't changed the format of practice yet and the team will "continue to fine-tune details as to what we are trying to execute." The seniors will play a big role in the success of team in the tournament according to Kapsalis, not only in regards to their ability on the field but their leadership as well.

Each year, a team sets goals to achieve during the season and Kapsalis said winning a Sectional is always at the top of the list. He said if the team can string together two to three wins depending on the draw to secure a Sectional title, it builds some momentum and confidence into the Regionals and beyond.

Kapsalis' team is in the Warren Central Sectional including Franklin Central, Arsenal Technical, Crispus Attucks, Lawrence Central, Lawrence North and Warren Central. Kapsalis said the men have not played any of the teams previously during the regular season, but they are known teams and "there will be no easy contests. Each team in our Sectional is good and capable of making a run in the tournament."

When asked about both the strengths and weaknesses of the men, Kapsalis said "We have a hard-working group of boys but our challenge has been able to string together a solid 80-minute performance. We have had good moments throughout the season but have yet to put together a full game at our best."

As the postseason creeps closer in the next week, Kapsalis said the team is focusing on understanding and embracing the individual roles and how they impact overall team performance. "The more each player can understand and perform their respective role, the better our results will be. We are improving in that area, but still have some opportunity to really come together as we head into post-season play," said Kapsalis. The Regional tournament will be held on October 19 and the winner of the Warren Central Regional will compete against winners from the East Central, Mooresville and Pike sectionals.



# OUR OPINION

## One statistic does not tell the entire story of our school

College readiness is a term with which this school is very familiar with, and most educators and students can give you a million reasons why.

Our counseling department has always been fantastic with college counselors and academic counselors always prepared to help students along their high school journeys.

Our teachers are top notch as well, as they provide students with the necessary skills to be successful in college, whether it's writing a 5,000-word paper or being able to participate in a debate over new policies presented within the government. The teachers essentially are the lifeblood of this school as they help develop the great students who go out into the world and become proud to call themselves Cathedral alumni.

Although we pride ourselves in having students who are prepared for college, a two-year-old statistic from the Indiana Department of Education, which was published in a Bishop Chatard High School publication showed Cathedral having a college readiness score that was unrepresentative of the reality here on campus.

Click here to see the publication: <http://online.fliphtml5.com/qnso/krca/#p=8>

This score was the lowest among the rest of the scores posted, which were all percentages belonging to other schools in Central Indiana. We researched the numbers to find out the background behind the statistics from the publication.

If you research what the Indiana Department of Education provides regarding report cards for schools, you may be confused by all the data that you encounter. The first issue with this statistic is the inability to distinguish it from all the other reports that were conducted on this school. Several reports on the Indiana Department of Education website show our school in a positive light; however, this statistic, the one that was graphed in comparison to other schools, showed Cathedral in a negative light.

Math teacher Mrs. Christine Koers said in an interview that she is troubled with the statistics that were presented in the publication. She first acknowledged the fact that the statistics are actually real and can be found on the internet; however, she noted from the beginning that the graph was openly misleading. If you would like to look at where these stats were found, be sure to visit this website link provided and scroll down all the way to the bottom where it states college and career readiness: <https://compass.doe.in.gov/dashboard/screportcard.aspx?type=school&id=C700>

Rather than starting the graph at 0, Chatard's publication began the graph at 45%, which most AP Statistics students learn in their first weeks in the class is a big no no. Starting the graph at 45% can alter people's perception of the data, leading to what people today might call "fake news."

Mrs. Kelly Lucas, the director of marketing and communications at Bishop Chatard High School, said during a phone call the decision was made to start the graph at 45% because the first score was slightly above that value, which happened to be Cathedral's 49.6%.

"If we had gone back and started at zero, it would've made it a much less effective graphic on the page. There would have been a lot of space that was just solid bars. When you do a graphic like that, you don't really need all the space that everyone is covering. It's just a graphic design decision," said Lucas.

Lucas noted that Chatard initially chose to compare Chatard's college and career readiness scores with other schools because it highlighted their school's academic excellence in regards to setting their students up for success in college.

"We needed to put that in perspective; we could've just put our number, which was 80 percent, there, but it really wouldn't have given the reader any kind of context. (The score) demonstrated where we fell in relationship to other schools," Lucas said.

Koers also noted in her interview that she is worried the statistic might be comparing what she called "apples to oranges."

When determining this college and career readiness score, the Indiana Department of Education takes into account a few factors. Mr. Adam Baker, the Indiana Department of Education's press secretary, said in an email, "The state's (College Career Readiness) achievement rate score is the percentage of graduates who completed at least one of the following: passed an AP exam, passed an IB exam, earned at least 3 approved dual credits or received an approved industry certification."

Although these are important factors, it is vital to note that some Central Indiana schools don't even have IB and may even have varying amounts of dual credit and AP classes. Comparing statistics can get tricky when the variables are not as similar as they should or could be. Comparison must line up closely in order to be accurate.

The most important aspect to note about this entire college and career readiness score is that determining that score is more than just looking at the statistics behind a few AP, IB and dual credit classes.

Students at Cathedral are ready for college because, for one, they are getting into college with good grades, solid extracurricular activities and a mind prepared to engage in the active community that college provides.

Citing the whole of one school's college and career readiness is not possible, especially not based on a few exams.

Our students are more than prepared for college.

*Editors' note: The Megaphone would like to affirm that we are in no way suggesting Chatard intentionally meant to use the graph to degrade the college preparedness that a student has the potential to receive here on campus nor are we calling Chatard's publication "fake news." We realize that they used their score to simply highlight their achievements. We only wished to point out what we found slightly troubling about the style of the graph in regards to what a typical and statistically valid graph might show.*

# FACE OFF

## FLUNCH: YES OR NO?

### YES: JUNIOR TOBY BRADSHAW

Out of all the changes made to our school this year, the changes to our schedule undoubtedly affect students the most. This is why the addition of flunch is so beneficial to student life. Flunch more effectively uses school time, allows for a happier and less hungry student body and teaches important time management skills.

In past years, on late starts flex would be in the afternoon. This was a bad system for two main reasons: first, it was too late in the day to be effectively used for doing that day's homework, and second, the last class of the day after flex would feel like even more of a drag. People dreaded having this single class so close to the end, especially on a Friday. On those days, students would often be so riled up for the upcoming football game or inattentive because of all the fun they had in flex for anything to be learned. This would set classes back and waste school time.

Furthermore, with the old late start days, early lunch would leave students hungry throughout the day. The assigned flex lunch times are a guideline to help organize the lunchroom until students become accustomed to flunch. With flunch, you get to choose when you want to eat, based on when you're hungry. This will lead to a more happy and less "hangry" student body.

Clubs could utilize flunch to have better, longer meetings as well as feed their members. In the future, more and more clubs could meet during lunch and eat. That way, students can stay longer for the club and not spend as much money in the cafeteria.

Flunch also presents a good opportunity for people who need to make up tests, finish homework from the night before, get a head start on the day's homework, or simply have fun with friends. This teaches good time management skills that may be one of the most important things students need for college.

With all that flunch can be used for, students would have to be fools to waste it. Flunch is a great idea and will undoubtedly improve the quality of our school and the student life.

### NO: JUNIOR JAKE LANGDON

As a new installation into the 2019-2020 School year, "flunch" has been received negatively by both students and faculty. A 75 minute flunch period has been put in during both day 2 and day 5 in place of last year's 30 minute lunch during the third period of the day and a 50 minute flex period after the fourth period of the day.

This rearrangement of the schedule has created chaos among the school. Students and teachers both struggle to be productive during this period due to the lack of organization. Students rarely are able to find a quiet place to sit and either study or eat their lunch. This is due to constant roaming of the halls from students coming and leaving from lunch.

This prevents many Cathedral students to be productive in their studies. Clubs and meetings with teachers also are seldom due to the limiting factor of lunch in the way of gathering in a classroom. The schedule of lunch based upon class has not been followed as planned by the administration as each student seems to have his own agenda with no limitations by the staff to go as they please. This results in disorganization and frustration by both students and teachers.

Flunch also leaves too much dead time in the middle of the day. Students return to their classes tired or disengaged from the teacher. Flunch is not being used beneficially by students and should be revised for the greater good of the school. A reasonable solution to this problem is to revert back to the original late start schedule while eliminating 10 minutes off of flex to retain an 8:50 start. This solution allows for a more typical schedule and limits the wasted time of each student.





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