

MEGAPHONE

FEBRUARY 19, 2020 VOLUME 99 ISSUE 7

- 4 Ashes to ashes
- 5 Stepping out
- 6 Innovation Center
- 7 Under the knife
- 8 Black History Month
- 9 Biology and race
- 10 Election selection
- 11 Alliance Club
- 12 Mrs. Barthel
- 13 Freshman focus
- 14 ISTEP schedule

SPORTS

- 16 Senior highlights
- 17 Wrestling

EDITORIAL

19 Climate change

4

12









On the cover

The cover features a rendering of the Innovation Center. The new building is hoped to be completed by January 2022.

MEGAPHONE STAFF

CO-EDITORS-IN-CHIEF Ava Amos Nic Napier PHOTOGRAPHERS Will Browning **Gracie Carr** Lauryn Woods **VIDEOGRAPHER** Olivia Hubbard Jacob Langdon **OPINION EDITOR Nic Napier SPORTS EDITOR** Caleb Land **NEWS EDITOR** Jameson Browne **CHIEF GRAPHIC DESIGNER Ethan Marasco PAGE DESIGNERS Colin Bilbrey Jacqueline Gantz Ethan Marasco REPORTERS** Ashlynn Bakemeyer **Toby Bradshaw** Katie Darragh Andrew de las Alas **Ethan Eckhart** Jackson Hern **Emma Kress** Jacob Langdon **Ethan Marasco** Whitley Walton **Maddie Wirth** Sally Bradshaw Nya Huff **TECH COLUMNIST Ethan Marasco MODERATOR** Mr. Tony Willis **PRINCIPAL** Mrs. Julie Barthel **PRESIDENT Dr. Rob Bridges**

CONTACT US

TWITTER @IrishMegaphone WEBSITE irishmegaphone.com

MEMBERSHIPS

Indiana High School Press Association National High School Press Association

Ashes to ashes

The school's campus ministry directors and liturgy committee members make plans for Feb. 26 Ash Wednesday Mass.

BY ELLA BUNDY

sh Wednesday marks the first day of Lent, a period that is special and significant for most Christians. For many Protestants and all Catholics, a cross is marked upon the foreheads of the believers.

This cross is drawn in ash, and it symbolizes the repentance of the season. The priest then says, "You are dust and unto dust you shall return."

Director of campus ministry Mrs. Charlene Witka said, "This Mass is not holy, but it's a Mass for people to come to begin their journey of Lent." She said she believes this is a time for spiritual awakening and believes the school is fortunate to be able to express its faith through Masses and other ceremonies. Freshman Olivia Griffith noted her interpretation of the significance of Lent. "Now that I am older, I truly understand what Lent means and what it leads up to. I now have a deeper appreciation of penance, fasting and the reflection that is part of the preparation for Easter," she said.

Theology teacher Mrs. Cece Kasberg '83 added that "anyone can get ashes; Lent is a 40-day period of denying self, 40 days of spiritually walking through the desert. There are no distractions, so you have a lot of time to think good thoughts or read scripture." So, with Ash Wednesday being such an impactful day, due to it signifying the beginning of Lent, the planning of the school's Mass starts early. Assistant campus director Mrs. Sara Bozzelli-Levine said, "First we determine if this is an all-school Mass or a daily morning mass in the chapel. The chapel Masses are planned

in advance as we schedule priests to celebrate the Masses for the month. They use the daily Mass readings that are universal in the world," she said.

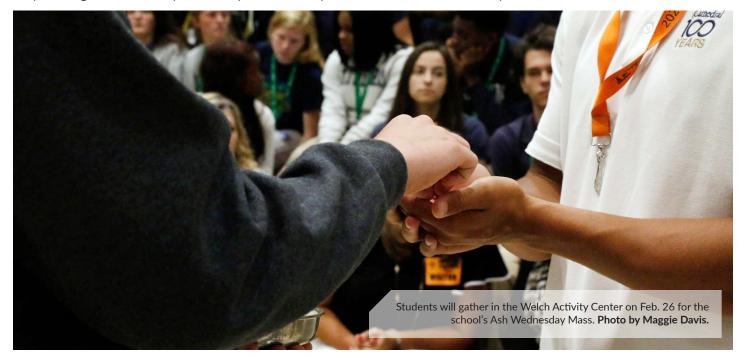
Students plan the liturgy, read the scripture and organize Eucharistic ministers, ushers and servers. Campus ministry sets up the Mass by bringing all the chalices, hosts and wine to be consecrated, the gospel/liturgy guide, candles, crucifix, tables, altar cloth and writing the prayers of the faithful.

Lent is a time during which many people of faith give up something they love to serve themselves and the others around them

Griffith said that she gives up red meat during Lent, due to it being the main protein source of her diet, and that her family has a donation rice bowl, where they save spare change for charity. Kasberg said that she gives up swearing and gossip. She said that every time she wants to do one of those things, it makes her stop and think about why she isn't doing using her words in that manner and redirects her thoughts to Christ.

Instead of giving things up personally, Bozzelli-Levine said, "We give to others, give to yourself, do something for others, serve the greater good and make the sacrifice of yourself, your time and even your treasure."

This year, Mass falls on a Day 1, so there will be adjusted scheduled for that day's Mass on Feb. 26 at 9:45.



Stepping out

For one final year, sophomores will take ISTEP tests, which will be replaced by several options starting with the Class of 2023.

BY ASHLYNN BAKEMEYER

tarting with the Class of 2023, students will no longer take the Indiana Statewide Testing for Educational Progress-Plus, but for sophomores during the first week of March, they will once again take the ISTEP.

School counselor Mrs. Brittany Denny '00 said, "We've moved on from ISTEP and have gone to a new form of testing called Graduation Pathways."

Graduation Pathways allows students to personalize their test-taking by choosing areas that meet their educational interests, goals and opportunities for the future. Denny said, "There are different areas you have to complete that are different than the ISTEP topics such as the service learning component."

One of the additional optional courses with Graduation Pathways is the Project-Based Learning Experience. Instead of a sit-down test, students will be able to participate in project designs. The grading system review at authenticity, reflection and inquiry.

Another topic option is the Work-Based Learning Experience. This course bases its grading system off of characteristics such as leadership, teamwork and self-confidence.

The areas of Graduation Pathways align with International Baccalaureate and Advanced Placement courses. "So you have to

take the test that goes along with your class level," Denny said.

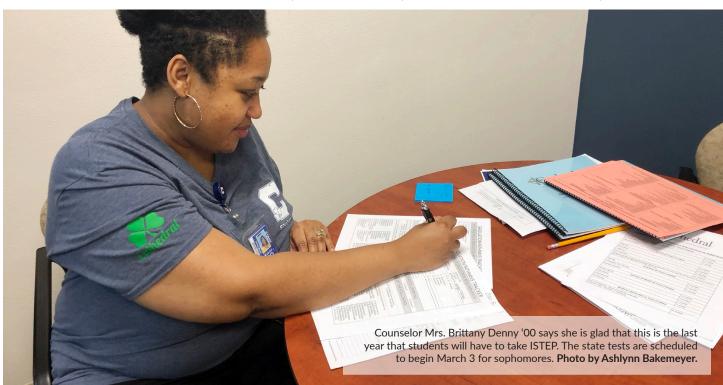
Part 1 of ISTEP testing will take place March 3 through March 6. "This round of ISTEP is only for first-time testers, so no retakes will take place," Denny said.

Although this is the last year for ISTEP, Denny said it is still crucial for students to prepare for the test. Denny provided advice on how to get ready for the test by saying, "Review old notes. I think the most important thing is to take it seriously."

The switch to Graduation Pathways comes from years of conflict with the ISTEP test. "I don't feel like (ISTEP) is an appropriate way to measure what a student knows. Some people have testing anxiety. Just because students don't do well on a test doesn't mean they haven't mastered the material. So I feel like ISTEP doesn't measure mastery," Denny said.

Another major difference between the two tests is the format. "Graduation Pathways is all electronic instead of paper like ISTEP. Personally, I feel like it might cause some discrepancy. It allows too much room for error," Denny said.

While there are many contrasts between the two tests, Denny said she prefers the new Gradation Pathways test versus ISTEP. Denny said, "I'm so excited that it's the last year for (ISTEP)."



Innovation Center

Work scheduled to begin this summer on new facility, which will result in significant changes and improvements to the campus, according to Chief Operating Officer Mr. Landeros.

BY SADIE MILLER

hief Operating Officer Mr. Rolly Landeros says final plans are being made for the new Innovation Center, with work beginning this summer.

The Innovation Center will provide new science and engineering labs, a new cafeteria and a new spirit shop. Landeros said, "The new spirit shop will remain close to the new cafeteria."

During construction, classes in B basement will be reassigned to free classrooms because that space will be converted to be the new kitchen for the cafeteria. Landeros said, "In total, we will lose five classrooms during construction so we have to relocate them to existing or available spaces. Once construction is complete, we will have six new academic labs."

As part of the new spirit shop relocation, there will be a new delivery entrance that will provide direct access to the spirit shop from the parking lot. "We hope this will provide better accessibility to parents and guests." Landeros said.

"Plans for what happens to our current cafeteria will be discussed as part of our Master Planning process, which will happen this summer," said Landeros.

"The new building will be the new heart of the campus because the new cafeteria and the Shiel Student Life Center Commons will be connected to each other," said Landeros.

The current student entrance and main stairwell will be completely replaced. "A new student entrance from the courtyard will ramp down a level and lead directly into the bottom floor of the new building," Landeros said. The Student Life Center stairs

During flex on Feb. 7, outside of Mr. Nohl's and Mrs. Koer's classrooms, students use B basement for studying and hanging out with friends. Photo by Gracie Carr.

going to the courtyard will also be removed. "This whole section will be changed," said Landeros.

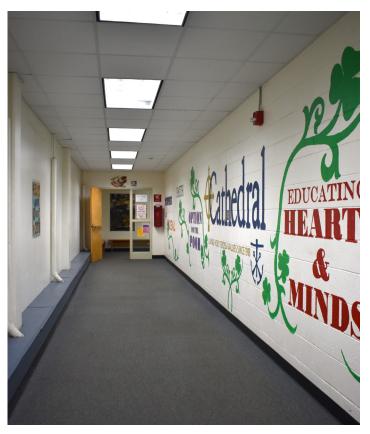
The main floor of the Innovation Center will be composed of new labs for physics, engineering, robotics and computer programming. The top floor will have new biology, chemistry and organic chemistry labs.

Landeros said ground will be broken sometime this summer. "We're anticipating in between 16 to 20 months of construction once we break ground," he said.

"This Innovation Center will start a transformation of the entire school, to show that we can have innovative spaces for the next generation of students. We are hoping the Innovation Center will be done by January of 2022," said Landeros.

Landeros said that when you think about all the projects done on this campus, the Innovation Center will transform how teachers teach and students learn. Landeros said, "There will be some interesting challenges but incredible opportunities to provide students the best spaces to learn and grow."

Landeros said he will provide an update after March 16.



Under the knife

Company develops alternative for dissecting formerly living creatures. "I'm all about saving frogs and animals," science teacher says.

BY ANDREW DE LAS ALAS

wo students peer over a frog splayed on its back. One places his knife on the breast bone to make the first cut. The other student makes note of the organs that are immediately visible and helps expose the rest of the unfortunate frog's innards to the air.

But now, thanks to a startup called SynFrogs that produces realistic, synthetic frogs, that typical science class activity doesn't have to involve a reptile that ate flies, jumped from lily pad to lily pad and did other frog-type things.

One school in Florida has made use of the faux frogs in place of preserved yet dead ones, in an effort to help some students adjust to slicing into a former living organism.

Anatomy teacher Mrs. Sue Mills said that dissection serves as the groundwork for understanding anatomy. She said, "I would be up to trying (synthetic frogs) out if the experience and organs and anatomy were similar. I'm all about saving frogs and animals."

One major reason to use synthetic frogs is due to a harmful fungus leading to a sharp decrease in frog populations.

Mills said that of all the animals that are dissected in her class, it would make the most sense to use synthetic frogs. Some animals, like rabbits and sharks can be farmed. The cats that are displayed during Open House



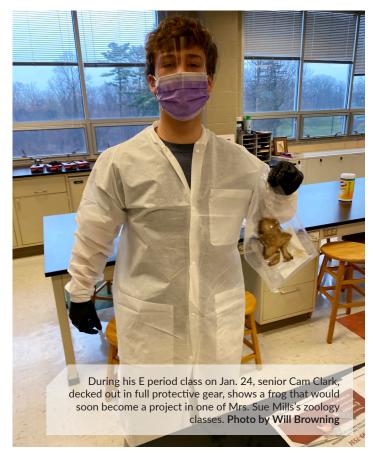
have been put to sleep and their bodies are used for science instead of going to waste.

It is essential that the anatomy be as close to an organic animal as possible. Mills said that while there are other programs that don't use formerly living animals, like virtual dissections, they're largely insufficient. "It's just not the same," said Mills.

Junior Meghan McCarthy, an Anatomy II student, shared Mills' view. "I would be open to using the (synthetic) frogs as long as they were pretty close to the real thing." She also said that you may not always have a synthetic dissection option so "it's good to be prepared" to operate on an actual organism.

One drawback to the synthetic frogs, Mills said, was the cost. Frogs from SynFrogs go for \$150 each. "We could get about two for the same price we can get for a whole class," Mill said.

As more schools transition to a more eco-friendly mindset, the price of the synthetic frogs is likely to drop. It a couple of years, it may not be too uncommon for the slimy thing in front of you to be made in a factory.



Black History Month

The Black Alumni Council supports the school, but in many more ways than merely raising money; Barlow says the group advocates for Cathedral's mission.

BY AVA AMOS

he Black Alumni Council, which has been around just over 20 years, plays a beneficial role in Cathedral's financial efforts. However, they also have a key role in the school's history as well.

"The Black Alumni Council is a subgroup from the Cathedral Alumni Association, and the Black Alumni Council's purpose is to directly help connect black alumni back to Cathedral High School," Vice President for Community Relations and Diversity Mr. Ken Barlow '82 said.

The Council has held numerous events, Barlow said, to "help support the overall mission of Cathedral High School." Those events include providing mentoring programs, conducting fundraising events and friend-raising events, and sponsoring cook out the start of the school year for black alumni and current black families.

The Council also supports the Black History Month program's efforts and host a BAC golf outing with the sponsorship of Stuart Mortuary. This partnership has a significant history, as this outing was called the Charles E.Q. Stuart BAC golf outing because Charles Stuart is an African American businessman in Indianapolis and a 1945 graduate of Cathedral High School and

he is the first African American to serve on the Cathedral board of directors.

His daughter also graduated from the school in 1980 and now runs Stuart Mortuary.

"She was the one who basically took on the responsibility to get the financial support," Barlow said.

"As a result of the funds they have raised over the years through the golf outing and through individual gifts, they support students here at Cathedral High School financially who otherwise wouldn't have the opportunity to come here," Barlow said.

Throughout the last 20 years, the Council has raised over a quarter of a million dollars. Barlow said that he thinks the council is important because not only is it an infinity group for the black alumni of the school, but also because, as Barlow said, "It helps in terms of their work in connecting directly with our black alumni and doing a lot of specific work to do announcements about all the other efforts at Cathedral High School like ShamrAuction, the Fr. Kelly golf outing and our Day of Giving in December. They do a lot of marketing (and) promotions for Cathedral to keep our black alumni directly connected to the school."



Biology and race

Study shows how biology teachers can help their students understand why racism is illogical, immoral and wrong; Dr. Brooks provides her perspective on the topic.

BY JACKSON HERN

ace continues to play a role in American society, culture and politics, and the effort continues to make the United States a nation in which, as Dr. Martin Luther King Jr. said, individuals are judged not by the color of their skin but the content of their character.

Students in an English class reading Huck Finn or viewing "Fences" may talk about race. Students in a theology class may talk about references to race in Catholic dogma. Social studies students might refer to race when studying the Civil War or the passage of the 13th, 14th and 15th amendments.

But talking about race in science class? Probably not.

However, a study that began 14 months in Colorado is looking to take a new approach to studying and discussing race in high school classrooms. According to a recent New York Times article, a group of biology teachers are testing the idea that "the science classroom may be the best place to provide a buffer against the unfounded genetic rationales for human difference that often become the basis for racial intolerance."

This new thought experiment is also seeking to challenge a "prevailing belief among science educators" that any questions about race should be left to psychology or social studies classrooms.

This proposal was brought to the attention of biology teacher Dr. Aarti Brooks, who provided her perspective not only on this study, but on what she teaches in her classroom.

After reading the article about the study, Brooks shared her personal thoughts on the topic of race in the biology classroom. At one point, the article notes that "there is a rising concern that genetic misconceptions are playing into divisive American attitudes about race."

"Honestly, I have not felt challenges while discussing race with genetics while teaching biology," said Books. "Race does enter the picture, especially when discussing some genetic disorders such as cystic fibrosis being more common among Caucasians, sickle cell in African Americans, or Tay Sachs in those of Jewish origin."

However, she said she believes that more than anything, the research in genetics that began with Gregor Mendel and his peabreeding experiments in the 19th century continues to point to the commonalities we share as humans, rather than the differences.

"We dive into our biological unity with the more than 99% of our DNA that is identical from person to person regardless of race or gender," she said. "As much as we should study and learn about the genetic differences between ethnic races, we cannot ignore the focus that should be placed on the genetic similarities between us as the human race."

By first highlighting the fact that the entirety of the human race shares infinitely more similarities than it does differences, those differences that do exist can be examined and explored in a much more healthy and productive manner.

While there certainly are traits that are more commonly linked to different races, Brooks believes "environmental effects can override our genetics on the surface, and there may not be a direct link to race."

"For example," she said, "the number of blood cells in humans varies depending on factors that include physical fitness, presence or history of infections, and even the altitude at which a person lives. Based on current research, there is no definitive evidence to support a statement that suggests a direct link between the race classifications that exist in society." In other words, from a biological perspective, there is no such thing as race. Thus, social environments or alternative environmental/non genetic factors must be the key contributor.

One of the dangers that the article mentions is the scenario proposed by Jaclyn Reeves-Pepin, the executive director of the National Association of Biology Teachers. "If I was a student asking about race and my teacher said 'Race is a social construct, we're not going to talk about it in science class', well — that's not an explanation of what students are observing in their world," Ms. Reeves-Pepin was quoted as saying in the article.

"We are who we are."

Dr. Brooks said she agrees that race is certainly nothing to "shy away from" in class discussions. "We are who we are, and it is important to see how we are who we are from a biological sense," she said. "Race will naturally be a topic that should enter the biology classroom."

Thus, rather than trying to determine whether or not the topic of race and race classifications should be left to the biology or psychology or history department, it appears it would be much more prudent to use the lessons each of those fields can teach us to approach and discuss race in the best way possible moving forward.

Election selection

Social studies teacher Mrs. Jill Twilleager notes that the Indiana Voters website provides complete information about elections, including an online option for registering to vote.

BY TOBY BRADSHAW

or students who will be 18 on or before the next general election on Nov. 3, the deadline to register to vote in the May primary election is fast approaching.

Mrs. Jill Twilleager, who teaches social studies and coaches the State champion We the People team, said, "(I) always watched (my) parents go and vote. They always instilled in me that it is important to vote, even though we never really talked about who they voted for."

Twilleager said, "Voting is important in the American system of government. At the root of the system is a democracy." Twilleager continued, "It's based on what the people want, what the people say. If the people don't vote, then therefore the government can't function."

When you mention an election, most Americans think of the presidential election in November. However, the election that leads up to this is also extremely important. According to Twilleager, "The primaries help us choose who the candidates will be in the general election. For instance, we see lots of Democrats wanting to run for president. But then that will be narrowed down to the one candidate we see in November on the ballot."

The purpose of the primary election in May is for each major party, the Republicans and Democrats, to choose their candidates for the November general election. That does mean that primary voters do have to declare a party, either Democrat or Republican, when they vote in May, and those voters are limited to selecting candidates for each office from their declared party.

Voters who cast ballots in May do not have to be 18; anyone can

vote who turns 18 or on before the November general election. Twilleager said, "Each state gets to determine when their primary will be. (For example), the caucus in Iowa (was) Feb. 3, (while) Indiana doesn't participate in their primary until Tuesday, May

However, in order to be able to vote by this time, Twilleager said, "You must be registered at least 30 days before to vote in the primaries. This means that in Indiana, you must be registered by April 6.

Furthermore, Twilleager said, "In Indiana, they make registering to vote easy. All you need to register is a state identification card or a state driver's license. You go to indianavoters.in.gov. That website is also very important because it's the place you can go to find out the location you will be able to vote and find out who will be on the ballot." The whole process to register should only take about five minutes. she said.

Twilleager said, "You can also apply for an absentee ballot (on the website), which would allow you to vote from school," referring to college students who are away from home but want to cast a ballot in November.

The social studies teacher also reminded students about the misconception regarding the age requirement. She said, "The rule is that you have to be 18 by the general election, Tuesday, Nov. 3. You can vote in the primaries as long as you are 18 by the general election."

According to Twilleager, one of the most important things you can do is to be an informed voter. Twilleager said, "Make sure, prior to going to the polls, you know who will be on the ballot and what their policies are. Make sure you don't just vote for a party or a name but for what they stand for."

It's up to each individual how much research they will do before voting. Twilleager said, "Everyone decides how much it will take to be educated."

The first time someone votes can be an important and defining moment when someone is growing up. Twilleager said, "I remember going to vote in 1998. That to me felt more adult than getting my driver's license."



Alliance Club

Student organization provides a place "to offer the kids support, meet them where they are" according to one of the group's faculty moderators.

BY KATIE DARRAGH

ou've seen their rainbow pins on lanyards. You've seen their signs promoting upcoming meetings. The Alliance Club supports the LGBTQ+ community. Its moderators are Spanish teacher Mrs. Karen Hovanec and English teacher Mrs. Liz Browning.

Browning and former English teacher Mr. Jim Hanna, along with Hovanec, picked up the tasks of German teacher Mr. Joshua Payne Elliot, the previous moderator of Alliance Club, after he was fired last summer at the direction of the Archbishop. "I wasn't involved before," said Browning, "but after the events of the summer, I felt that it was really important that our population knows that they have people here to support them."

"It was really important that our population knows that they have people here to support them."

Hovanec also served as one of the club moderators during the 2018-2019 school year.

While the club is currently drafting a mission statement, Browning says that her personal goal, and the goal of the three moderators, "is to offer the kids support, meet them where they are."

Senior co-president Mikey Boyle echoes similar sentiments, saying that his goal is "to combat hatred and build a better place for everyone, so that they can live in a world where they don't have to be afraid of being who they are."

According to Boyle, Alliance meets every Day 5 in Hovanec's room unless there is an assembly or Mass. Every month the club tries to have some kind of a theme to focus on. In October they centered on National Coming Out Month. In November they talked about transgender rights issues and in December they welcomed their first guest speaker, Mr. Oliver Riggle '19.

Riggle came in and talked to club members about his transgender experience as a high school student. Likewise, the club hosted former Cathedral teacher theater Ms. Jen Alexander, who now works as the education and outreach specialist for Indiana Youth Group. She spoke on Indiana Youth Group's initiatives and discussed how many other alliances there are in Indiana.

Browning's hope is to eventually try to partner with some of those other high schools and their clubs. "Just to have a better understanding of the support network that is out there," she said. The most recent focus of the club meetings has been a deep dive

into how the LGBTQ+ community has been portrayed in movies and television throughout time.

"We have been looking at how stereotypes can be helpful but also insanely harmful," said Boyle. "The goal is to help educate people more and show all the different stuff that is going on."

"The goal is to help educate people."

He emphasized the importance of education saying, "The more we teach people, the more we can help fight stereotypes."

Boyle described the atmosphere of the club meetings as very comfortable and low key, which is precisely the goal of Browning. "You know we just give the kids a place to talk. They sometimes can't in their classrooms or at home," said Browning. "I just show up, be there, know their names and give them food."

According to Boyle, the conversations the club members have are insightful. "We have so many different viewpoints that open our eyes every single meeting," said Boyle.

It's these open conversations that make the difference.

"One of the best quotes I heard was, 'Wow, I never knew that's how people with less supportive parents had to hide who they are.' That was very insightful," explained Boyle, "because people are learning things about other people and the way their lives are. Education is the first step to progress."

Boyle's hope is that the understanding and progress that the club has made will eventually reflect the greater student body. "I won't sugarcoat it," said Boyle, "There is a lot of intolerance and hatred at Cathedral which is unfortunate, but it's something we have to try to change."

Boyle reminds students that "if you see something that you don't think is appropriate, and that doesn't even have to be for LGBTQ+ issues alone, it could be for racism, sexism, ageism or even just bullying, don't feel afraid to speak out because hatred lives in silence. When we speak out, we are openly combating hatred."

Alliance Club welcomes more members. Students do not have to be a member of the LGBTQ+ community in order to attend. They also opens their doors to those who wish to show support and serve as an ally of the LGBTQ+ community.

Mrs. Barthel

Our new principal is already brainstorming ideas and gaining feedback for making a good school even better; increased academic options are among the possibilities.

BY ASHLYNN BAKEMEYER

s Mr. Dave Worland moves into his new role of senior vice president for mission and advancement, Mrs. Julie Barthel fully takes on her position as principal.

Barthel is already brainstorming ideas and gaining feedback for academic and systematic changes.

Barthel attended New Castle High School and went on to play volleyball at the University of North Carolina, where she received her bachelor of arts degree in elementary education. She later earned her master's degree in educational leadership at Butler University. With her diverse resume in educational development, Barthel has taught at a variety of different levels and schools.

Barthel began as an elementary teacher in Perry Township and served as the head volleyball coach at Ben Davis High School. Later, Barthel served as vice principal for curriculum and instruction here from 2002-2015 and as vice principal for North Central High School from 2015-2019.

When Barthel saw the open position as principal, she said, "This is a special place. I wanted to come back here." The Barthel family is certainly familiar with the school. Barthel's sons Connor Barthel '11 and Collin Barthel '14, her daughter freshman Caiti Barthel, and her husband, quarterback coach Mr. Tim Barthel, have made the Barthel name well known on campus for years. Barthel also took into account everything that she had built up at North Central. "I did not take lightly leaving the contract at North Central."

Barthel added that the differences between the two schools were "more similar than dissimilar." Barthel said that although North Central is bigger and more diverse, the commonalities were evident. Barthel said, "They're both high performing schools and people are proud to wear the (school) logo on their chest."

Barthel said there are some elements from North Central that she would like to bring into her new role. She said, "One thing I do like is the way they honor their students. They have a Top 25 program. They also do something with the Student of the Month. They have core values there and each teacher picks (a student) and they have a separate value. I think we could do something like that easily with our Holy Cross Core values."

As Barthel transitions into her new role, she said that her first goal is to reconnect with staff and students. Barthel said, "For this semester I'm not planning on making many changes. I'm trying to build relationships and make sure they feel supported."

Barthel said the future changes that she is considering involve "looking at structure and getting feedback. I think the most important thing in a school are the students, so we need student feedback."

Barthel wants intake not only from current students, but also from alumni. Barthel said, "When I was here before, that was a big piece of my job, to bring recent graduates back to make sure that they got what they felt they needed from a college preparatory high school. One thing that I know that's big are authentic experiences." Barthel said the school could benefit from having "the largest alumni base in the state of Indiana. We need to use that base to get those people in here to help with jobs and relations, internships and externships."

Academic changes were also on the list for Barthel. "We need more options for (students). We need electives and classes that will help you get to where you want to be. We need more dual credit opportunities and more classes to support our diversity." Barthel also mentioned hybrid classes, more inner-disciplinary courses and increased summer school options.

A major academic adjustment for the future is the new Innovation Center. Barthel said the new Innovation Center, that will begin construction this summer, needs "teachers that will embrace innovation, partnerships and branding." Barthel added that the building will be a great way to increase authentic experiences.

Lanyards and drug tests were both heartedly approved by Barthel, who said both provide "safety and security" for students. Although Barthel does not plan on making any changes this year, she said she wants to get to know each student and wants everyone to know that her door is always open.



Freshman focus

Second semester is here, full of many new challenges for the members of the Class of 2023, including as new traditions, classes and responsibilities.

BY ALE MENDOZA

ou guys don't want to find yourselves as juniors two years from now trying to dig out of a hole of low grades from freshman year," said math teacher Mrs. Rachel Ludington.

Second semester is here, full of many new challenges for the members of the Class of 2023. Traditions like the Irish 500 and experiences such as new classes, responsibilities and the last day of their ninth-grade year all are on their way.

During the second semester, responsibilities for the freshmen increase, from not only teachers but others as well. Senior and peer mentor Olivia Schneider said, "I think what's expected is just the freshman to take on a little more of the responsibility that their peer mentors help them get."

The peer mentors might expect the Freshman Class to take on more responsibility in general but what the teachers demand from the members of the Class of 2023 is a bit different. Ludington said, "I would expect freshmen to definitely be more comfortable with accessing material on Schoology, making sure that they're checking Schoology for homework assignments and preparing themselves accordingly for class."

This past semester some of the freshmen might have not been as responsible when it came to checking, accessing and turning in materials due to the fact that first semester provided their first experience as a high school student.

Now without their peer tutors, freshmen also have to adjust to a different use of flex and resource time. Ludington said, "I think a lot of kids will work during flex on homework but not necessarily seek like extra help from teachers."

Ludington also said, "I would hope as the material begins to get a little bit more difficult maybe, especially in math class, that students begin to use their flex time a little bit more for help with teachers as opposed to just sort of hanging out and trying to get a feel for being a high school student."

The current seniors look back on their experience three years ago and recognize some of the same issues the current freshman face. Schneider said, "When I was a freshman I feel like the expectations were pretty similar. It was a lot of checking PowerSchool, checking Schoology, making sure to talk to teachers when you were absent. It was a lot of just making sure you're getting the work you need to get done, completed."

Overall, teachers are trying to get the Freshman Class better adjusted than they were in the first semester. Ludington said, "You kind of know how things roll, so try to be a little more prepared if you're not already."

Besides knowing what's expected. Freshmen should recognize what they should be preparing for or doing differently in this semester. Whether it is studying harder or doing something else.

Ludington said, "If you as a student had a really hard time knowing what homework was due and when it was due, and checking Schoology didn't work well, maybe (look) at doing a paper planner instead of trying to rely completely on Schoology."

Along with improving your academics during second semester, some teachers might suggest the freshmen to become more engaged if they weren't during the first two quarters. Ludington said, "If you weren't involved in anything first semester, if you weren't in any sport (and) weren't in any club, think about it now that you're becoming more comfortable with school in general if it's something that you can fit into your schedule."

"Don't be afraid to approach people. (They) are there to help you succeed."

The freshmen might also want to consider improving their interactions with their teachers and peers as well. Schneider said, "Don't be afraid to approach people. People are there to help you succeed."

On the same note, freshmen also want to make sure to talk with their teachers if something were to happen. Schneider said, "Definitely make sure that you are communicating with your teachers whether when you're sick from school or you miss a day for some other reason or if you're just like struggling with a class. Make sure you communicate that."

Teachers, peer mentors and even other students want to see you succeed and do well this semester.

Ludington said, "Keep in mind that you are as a freshmen starting your transcript right now. Even though you are a freshman and it seems far away, you're starting those grades that colleges are going to see in a few years when you start applying for college and things like that so while it seems far away and maybe isn't a huge priority right now these grades are a big deal."

Ludington wrapped up by saying, "Work hard now. Try to get those good grades now so that you're not regretting that as a junior or senior when it's time for college apps."

ISTEP schedule

All sophomores will take the English/language arts and math tests. Any junior or senior who did not pass either or both tests during his or her sophomore year or during retests has the option to test again.

BY ETHAN MARASCO

Tuesday, March 3

School start time for students not taking English/language arts or math: 9:50 a.m.

ISTEP for students not on extended time: 7:50 a.m. to 9:50 a.m.

Day 4

PP: 9:50 to 9:55

Alpha: 9:55 to 10:35 (40 min) B: 10:40 to 11:20 (40 min) C/L: 11:25 to 12:55 (90 min) D: 1:00 to 1:40 (40 min)

E: 1:45 to 2:25 (40 min) F: 2:30 to 3:10 (40 min)

Thursday, March 5

School start time for students not taking English/language arts or math: 9:50 a.m.

ISTEP for students not on extended time: 7:50 a.m. to 9:50 a.m.

Day 6

PP: 9:50 to 9:55

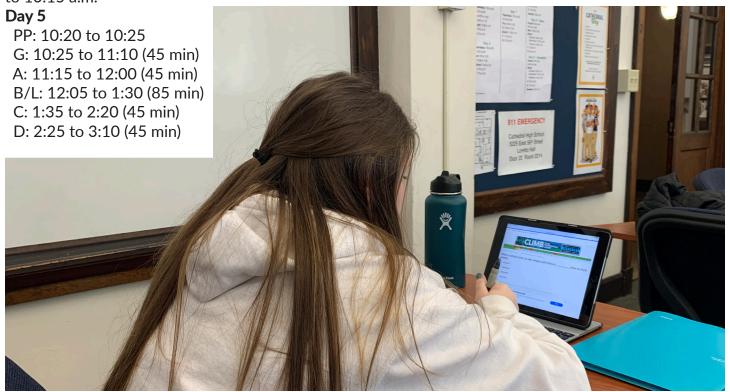
Alpha: 9:55 to 10:35 (40 min) E: 10:40 to 11:20 (40 min) F/L: 11:25 to 12:55 (90 min) G: 1:00 to 1:40 (40 min) A: 1:45 to 2:25 (40 min) B: 2:30 to 3:10 (40 min)

Wednesday, March 4

School start time for students not taking English/language arts: 10:20 a.m.

ISTEP for students not on extended time: 7:50 a.m. to 10:15 a.m.

ISTEP Part 2 will occur during late start days on April 21, April 22 and April 24.



MEGAPHONE,

Senior highlights

Ryan Trusler has been having a fantastic season for the Irish basketball team and Sophie Mernitz has attracted Division I offers, and she only started diving her sophomore year.

BY CALEB LAND

Ryan Trusler

Senior Ryan Trusler has been having a solid season for the Irish basketball team. He has always been around a basketball court but got serious about the sport in third grade. Trusler has dressed varsity since his sophomore year and has played for the JV team as well. He has been a breakout performer this year for the Irish on the defensive side of the ball. His tenacity on defense has earned him varsity minutes on this year, as he starts most games.

Trusler said he has been pleased with the team this year, even though they have lost a few heart breakers in overtime at the hands of Crispus Attucks and Culver Academy. Trusler still excited for the State run coming up saying, "I'm really excited for Sectionals. We have the toughest road possible to State and I'm excited about this team." Not only is he a leader on the court, he is also a member of Math League, Spanish Club and the Guatemalan exchange program.

As he said, Ryan Trusler is truly "just a guy that likes to have fun."

MALIS STATE STATE STATE SINGLER IM 201 IBVC A FINALISTS BOYS VOLUEN VOLUEN IM 201 IM 201

Sophie Mernitz

Sophie Mernitz is attracting Division I offers and interest for diving and she only started diving in her sophomore year. She has committed to the University of Iowa after being a diver for just three years. For Cathedral, Mernitz competes at the onemeter level, because that is what is offered, but for her club team, she competes at the one-meter, three-meter and platform competitions. Mernitz has finished first at Sectional and this year wrapped up her career with an eighth-place finish at State. Along with those accolades, she has broken numerous records in her short time of competing. Mernitz said before the State meet, "I am looking forward to competing for Cathedral one last time, and spending time with my family and friends before going to college." Along with diving, Mernitz is a peer mentor and is involved in the National Honor Society.



State Wrestling

The Irish went to Semistate with 14 wrestlers and are now heading to the Finals at Bankers Life with eight hoping to bring back another State title.

BY CALEB LAND

he defending State champion wrestling team, under the direction of Head Coach Mr. Sean McGinley '88, has qualified eight wrestlers to participate in the State Finals on Feb. 21 and Feb. 22 at Bankers Life Fieldhouse.

All 14 wrestlers from the Regional made it to the New Castle Semistate on Feb. 15, and eight finished in the top four in their weight class to move on. The team won the Semistate title with 150 points, finishing ahead of runner-up Warren Central with 94.5 points, followed by Roncalli, 92.5; Carmel, 85; and Perry Meridian, 80.

At the State Finals, the Irish will be represented by sophomore Evan Dickey, 106 pounds; sophomore Zeke Seltzer, 120; junior Logan Bailey, 138; senior Elliott Rodgers, 160; senior Tyler Wagner, 170; junior Johnny Parker, 182; senior Jacob Huffman, 195; and senior Holden Parsons, 285.

Three of those individuals won Semistate titles: Seltzer, Rodgers and Wagner, with Parsons and Bailey finishing as runners-up in their weight classes.

McGinley said, "I was very pleased with the performance of my wrestlers this weekend. We lost a few matches in the opening matches that could've gone the other way, but that is part of the sport. I really like our chances because I know we can repeat for a third time if we show up and wrestle like I know we are capable of and if we do that, good things will happen."

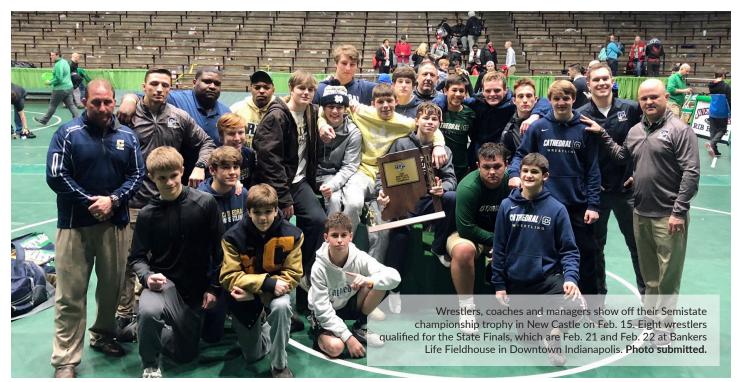
There are contenders, though, attempting to dethrone the Irish, including Evansville Mater Dei and Crown Point. "Those two seem to hold the biggest threat to us," McGinley said. Mater Dei qualified nine wrestlers into the Finals.

Rodgers, who won the individual State title last year at 152 pounds and enters the Finals with a record of 38-3, said, "I don't expect a really tough match until the semifinals on (Feb. 22)." Rodgers already has lost to the wrestler he anticipates he will to have to face in the semifinals, Mater Dei's Eli Dickens, who came out of the Semistate with a record of 32-2. "But I think that gives me an advantage," he said, "and I am pretty confident that I have gotten a lot better over the last four weeks of the season and can be competitive against him."

Rodgers' opponent in the opening round on Feb. 21 will be Sam Schroeder from Southridge. This marks the fourth straight year that Rodgers will wrestle in the State Finals.

Wagner (36-5) will take on Jacob Duncan from Southern Wells in the Feb. 21 opening round. While this is Wagner's first time competing at the State Finals, he has experience competing in national events. He said, "I feel that I got a good draw, but it's all about how I perform."

Wagner said there is usually a big crowd from Cathedral at the State Finals, and he expects the same situation this year.



MEGAPHONE



Mr. Grant Heger, the son of theology teacher Mrs. Rebecca Heger, provided this photo of a road covered in smoke and haze during the recent Australian wildfires. orrible fires in Australia makes it clear that climate change is real, and it very well may be up to our generation to solve this crisis.

Our knowledge of the world is changing. Although we still have much to learn across all fields of study, we are no longer restrained by limited technology and a complete lack of understanding when it comes to the air we breathe and the ground we walk on. Science and technology have enabled us to break down walls, encouraging exploration and investigation into the mysteries of our planet and universe.

With the advancements in science and experiments to ensure truthfulness, we have discovered a threat to our entire world: a threat that was caused by us. Despite continuing noise denying its legitimacy or ignoring its effects, human-driven climate change is no longer a mystery; it has become our new reality.

As the new year began in Australia, bush fires ravaged the Australian landscape, devastating most states and creating hardships for numerous families throughout the region. CNN reports that "entire towns have been engulfed in flames, and residents across several states have lost their homes. The heaviest structural damage occurred in NSW, the country's most populated state, where 1,588 homes have been destroyed and over 650 damaged. In total, more than 7.3 million hectares (17.9 million acres) have been burned across Australia's six states -- an area larger than the countries of Belgium and Denmark combined. The worst affected state is New South Wales, with more than 4.9 million hectares (12.1 million acres) burned."

Sadly, those numbers and estimates will only increase with time. CNN also reported that around 28 people have died due to the fires, and they estimate that somewhere around half a billion animals have been affected. They added that almost a third of koalas potentially may have died.

Grant Heger, son of theology teacher Mrs. Rebecca Heger, currently lives in Australia and has seen the effects of these bush fires. Although he noted in an email that there were no bush fire outbreaks where he lives, which is in the southeastern suburbs of Melbourne, Victoria, the impact of the them has been prominent across the continent. He wrote, "There have been days where Melbourne had the worst air quality in the world due to bush fire smoke. This prevented us from enjoying the outdoors, or even opening our windows, as smoke and particulate matter would then permeate the house."

Heger added that traveling became an issue, especially during the Christmas season, due to the fires. "The New South Wales government issued a travel warning for commuters to wait to begin their travel, as many major highways were closed due to bush fires. My family had already begun our trip up north and got caught with our first night being in Goulburn. About 15 minutes outside of the town, we saw what looked to be like a large amount of fog up ahead, but as we entered, we realized it was bush fire smoke," wrote Heger.

One of the issues Heger wrote about in his email involved the

stress surrounding the low air quality. Breathing in too much smoke, he points out, can cause health issues down the road for those who could not stay indoors. "If you attempted to buy an air purifier for your home, shops were sold out for weeks. PM2.5 masks have also been on very short supply within the country as Melbourne, Sydney, Adelaide and more were hit by poor air quality for long periods of time, Heger noted.

Bush fires are certainly not uncommon in Australia as the country frequently experiences extremely high temperatures and dry and humid air, which does not always bode well for their environment. Many people could argue that these bush fires are just a natural part of the weather cycle for Australia, but climate experts disagree.

Time reports, "Climate scientists warn that the scale and devastation of the wildfires are clear examples of the way climate change can intensify natural disasters."

The Australian government has already received severe backlash as it has been reported they have neglected to tackle climate change head on and some in power are even unconvinced that climate change is really the problem.

Greg Mullins, a former fire commissioner, went on NPR saying, "So our national government - they're missing in action in terms of leadership, and it's all because the penny has dropped with the Australian public that our out-of-control wildfires are driven by climate change. This has been a 20-year trend. We have 10 million acres on fire in one state alone. Our national government doesn't want to know about climate change. They're doing very little to help the states fight these fires."

Sarah Perkins-Kirkpatrick, a climate scientist with the University of NSW's Climate Change Research Centre, added, "(The Australian government is) burying their heads in the sand while the world is literally burning around them, and that's the scary thing. It's only going to get worse."

This problem has only become commonplace as we head into the next decade. Several politicians, even ones governing the United States currently, have rejected efforts to combat climate change because they are too worried about losing money. Many have their hands in investments in coal and natural gas, which has made them turn a blind eye to efforts promoting increased usage of cleaner energy.

If we want to win, if we want our future generations to not be burdened by the mistakes of those currently in offices, we must start by changing our attitude and mindset when it comes to climate change. This issue deserves more than simply questioning what changing policies will do to our economy. It deserves more than politicians asking themselves what their net worths will look like.

Global warming, whether politicians and citizens wish to believe it, is real, and it is being directly accelerated by humans. We have an important choice to make. Hopefully, we choose wisely.

