

MECAPHOTONE

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On the covers

Front

The junior lot between Loretto and Cunningham halls is empty and the buses are lined up with nowhere to go during the closure of the campus due to the coronavirus pandemic.

Photo by Caroline Steiger.



Back

**IN MEMORY OF
DA'MARIO MONTEL McCULLOUGH**



The future of flex

Sign-in and sign-out policies are changed, with the possibility of some or all flex periods next year meeting in classrooms.

BY JAMESON BROWNE

The possibility of resource being moved to classrooms next year could be real. According to Principal Mrs. Julie Barthel, before the shutdown of the campus, teachers had discussed ways to implement this policy change because the current resource procedures create issues with attendance, safety and security. New rules were put in place for how students are able to come and go within their resource. Barthel says this was caused by safety hazards.

"For example, if Tom had flex with Mr. Barth, Tom would check in with Mr. Barth and if Tom wanted to see his counselor he would sign out with a time and where he was heading to. If Tom was needed for any reason, the administration or front office could call into Mr. Barth's resource room and ask for Tom. Mr. Barth would look at his log sheet and say, 'Tom left to see his counselor 12 minutes ago.' The person needing him could easily find Tom. This is a safety issue that had to be addressed," she said.

Barthel said she sees flex as the main reason resource procedures loosened up so much. "When we added flex and gave students so much freedom, resource became a second flex and policies for students being accountable started to decline," she said.

Barthel acknowledges that the students have the same freedom during flex, but wanted to tighten up resource first. She said, "It's

our responsibility as a school to know where students are at all times. It is true that we still have that same issue with flex, but we had to get resource back in line immediately."

The hope of the new rules is that students are in a much safer environment. Barthel said the reason for the change is so that "students can be found in any emergency situation."

For next year, Barthel said she thinks the possible transition to resource in classrooms would be fairly easy. She believes it would not be difficult to meet the number of teachers required for supervision. "Our plan would be to try to have teachers stay in their own classrooms if possible," she said. The new procedures might not get much use this year, but she believes it is the right thing to do for the future.

One change that this would create is that more teachers would be needed to supervise flex, as currently it is not uncommon for teachers to have 50 or more students assigned to them if flex meets in the Shiel Student Life Center. Most classrooms can accommodate no more than 30 students, so more teachers would be assigned flex periods.

Additionally, teachers who have access to their classrooms during their prep period may find themselves in the position of having flex meet in their room during their prep.



The Shiel Student Life Center provides a check-in location for students assigned to resource during every period. Next year, however, that may not be the case if resources all are moved to classrooms. Cathedran file photo.

Historical perspective

Sr. Stewart provides her insight into how the current coronavirus situation compares to the 1918 Spanish flu pandemic.

BY KATIE DARRAGH

The current COVID-19 pandemic has created numerous references to the 1918 Spanish flu outbreak. Sr. Mary Ann Stewart, who teaches ACP United States History, provides her perspective on both current and historical events.

According to the Centers for Disease Control and Prevention, commonly known as the CDC, "the 1918 influenza pandemic was the most severe pandemic in recent history."

H1N1 virus, the origin of the flu, spread worldwide in 1918 and 1919. First identified in military personnel, the disease infected roughly one-third of the world's population, and took at least 50 million lives worldwide. There were 675,000 deaths in the United States at a time that the population of the country is about one-third of what it is now.

A high mortality rate in healthy 20- to 40-year-olds made the disease especially frightening.

"With no vaccine to protect against influenza infection and no antibiotics, control efforts worldwide were limited to non-pharmaceutical interventions such as isolation, quarantine, good personal hygiene, use of disinfectants and limitations of public gatherings, which were applied unevenly," according to the CDC. Echoes of this disease can be seen today as the coronavirus, or COVID-19, sweeps the nation. All over the world, nations are mandating self-quarantine for their citizens in an effort to reduce the effect of the contagious disease.

In times like these it can be helpful to look at the past in order to better understand potential events to come.

Sr. Stewart shared her insight into the flu pandemic of 1918 through the Saint Mary-of-the-Woods archives.

Word of the disease was received at Saint Mary-of-the-Woods College in September, 1918. Boston was greatly suffering from its effects.

According to Sr. Stewart, "In October, the sisters were continuing to pray for an end to the flu" as well as for the lives of the many young soldiers still fighting in World War I, as the nuns were aware that many of these soldiers had contacted the flu and were dying of the disease. Many cases of illness appeared to be pneumonia but later were identified to be the flu.

Saint Mary-of-the-Woods suffered with the rest of the world but to a much lesser degree, not experiencing serious cases.

All across the nation celebrations and gatherings were closed or canceled, "even Liberty Day," added Stewart. Likewise, similar to today, the State Department of Health ordered schools and

other places of assembly to close.

Due to the restrictions on gathering, no visitors were allowed at the school, and under strict observance, a limited number of believers could attend at Masses in the church. Even funerals were prohibited, and seven sisters of Saint Mary-of-the-Woods were taken directly to the cemetery for prayers before they were buried.

As for classes, many took place outside on the campus grounds in hopes to quell the spread of the virus and to allow for fresh air. According to Sr. Stewart, the students were glad to be outside and away from "the sickening odor of eucalyptus oil in every nook and corner of the campus." Eucalyptus was believed to purify the air, she said.

As for Stewart's own family, though her parents and grandparents were living in Indiana, no mention was ever made of anyone in the family dying from the flu. Sr. Stewart noted that once people experienced the tragedy of the flu pandemic, they often chose not to talk about it.

She also noted that the 1918 epidemic is often overlooked in the high school social studies curriculum. Sr. Stewart said, "There is very little mention, if any, of the Spanish flu in U.S. History textbooks. (Book) editors have to pick and choose what to include. Most textbooks move immediately from a discussion of the Treaty of Versailles at the end of World War I to focus on the culture of the 1920s: women's rights, the rebirth of the Ku Klux Klan and then the stock market crash and the Great Depression."



Sr. Mary Ann Stewart teaches a class in her room on the first floor of Kelly Hall. Sr. Stewart explained the history of the 1918 Spanish flu epidemic and compared it to the current COVID-19 crisis. Photo by Aris Inkrott.

Keep in touch

Current students are not the only ones separated from their campus; counselors use tech to communicate with incoming freshmen as well.

BY JAKE LANGDON

As students adjust to the eLearning schedule, there has been an effort by teachers and staff to ease this transition and provide support for each and every student.

Counselors and administrators also are using technology to reach out to future members of the Irish family as well. Mrs. Beth Wissler, assistant director for enrollment management; Mr. Duane Emery, director of counseling; and Mrs. Gretchen Watko '00, school counselor, and all of the admissions and counseling staff have turned a special focus onto the Class of 2024.

Wissler mentioned that the two scheduling nights hosted by the admissions department had to be canceled, but because of some creativity and technology she and her colleagues were able to simulate this event. Wissler said, "We had the counselors, admissions team and a few others man individual Google hangouts for two evenings." These are meetings where parents and students use a link to video chat with the admissions department.

Wissler said she was proud of the effort, saying, "We answered questions and scheduled the students' classes. It was great fun and very successful."

The actual act of scheduling was done through virtual submissions of schedules to the counseling office. Emery said the counseling staff was prepared for the worst as the threat of the coronavirus loomed. He said, "We are actually in better shape relative to schedule requests having been submitted than we have been in recent years," which surprised him, he said.

Emery said he and his fellow counselors have adjusted well. He said, "Right now the (incoming) Freshman Class is right at the goal size. Having worked in admissions a lot in the past, we wouldn't be doing a ton of in person stuff anyway right now other than the scheduling night. In that sense in a timing standpoint, it could've been a lot worse in terms of the admissions process." The most substantial challenge involves the inability of incoming freshmen to attend summer school classes, as these courses have moved to eLearning as well and to take proficiency tests. Watko reassured any families worrying about this, saying, "We have been reassuring families that we know summer school and proficiency testing is very important to our families, and Cathedral is working hard to identify solutions."

To describe the overall experience, Watko said, "Being able to see someone and speak face-to-face makes a difference. This has been a great tool in addition to using the phone and email as forms of communication." She admitted that it has taken her out of her comfort zone a little bit being on video rather than in person. As a positive twist, she said, "I feel like I am growing professionally and personally. In a way, I'm forced to."

As the process of setting up the admissions for the next freshman year commences, the admissions and counseling department appear not to have lost a step in their progress toward setting up schedules and easing the minds of incoming freshmen and their parents.



Director of counseling Mr. Duane Emery speaks to seniors at the college boot camp last August. While Emery and his fellow counselors could meet in person for this event, they have used technology to stay in touch with next year's incoming freshmen. **Cathedran file photo.**

Food for body and soul

ShamrAuction raises \$78,000, with more coming in, for families who need assistance during the coronavirus pandemic.

BY LUKE HERN

ShamrAuction turned out to be a success, with funds raised from the annual event used in part to support families during the crisis that is COVID-19.

The Copa Cabana-themed night raised a total of \$445,000 for the school, and even more has been come in after the event, according to Senior Director of Advancement Mrs. Michelle Taylor '01.

One part of the ShamrAuction involved donations for the Fund-A-Need program, which was focused this year to enable food insecure students to receive a healthy breakfast and lunch every day. A total of \$78,000 was raised, which helps more than 70 students go through their days without needing to worry about where their next meal is coming from.

Since the spread of the pandemic that has closed schools in Indiana through the end of the academic year, Cathedral has raised the bar in order to provide even more for its families who are in greater need than most during this hard time.

Taylor wrote in an email that the school has "also updated the ShamrAuction Fund-A-Need goal to \$120,000 to raise even

more funds to support our food insecure students during this time of uncertainty." Thanks to donations and funding, the school has already raised \$15,000 more toward that goal.

With the cancellation of other fundraisers such as Trivia Night, there has been a loss of revenue for the school, though according to Taylor, many have chosen to retain their registrations and turn them into donations, including the event's sponsor, Old National Bank. However, the school's community has been a bright spot in a time of darkness, providing "continued support of the school even during these uncertain times," Taylor said.

The fundraising during the ShamrAuction and since has provided stability during shutdown. The fund-raising night has turned out to be important for all that is going on now, as the money raised has enabled the school both to be supported and support others in need.

The hashtag #OurMissionContinues is being used by the school to encourage others to power through despite all that is happening. Taylor said the school is still working toward helping its families in need and is able to do so thanks to the ShamrAuction, as well as all the giving since then.



The ShamrAuction fundraiser, which took place in the Welch Activity Center, helped to provide for families in need during the shutdown of the campus. Photo submitted / Jackie Lynn Photography.

Christ is risen

Families make adjustments to their Easter celebrations and traditions in the midst of the coronavirus pandemic.

BY WHITLEY WALTON

Christian families celebrated Easter this year much differently than they had in the past, without the typical Easter Mass or service followed by dinner with extended family.

However, for senior Kayla Brooks, sophomore Nicholas Rodecap and freshman Blaire Jones, they and their families adjusted their plans to celebrate during a time of social distancing.

"My mom always gets me an Easter basket, and it was pretty awesome she didn't forget about that tradition," Brooks said. "I didn't even think about her getting me an Easter basket because of everything happening." As Baptists, Brooks and her parents watched a live stream of Eastern Star Church and ate dinner around 3 p.m. "We usually go out or have a family and friend dinner, so it was pretty strange (with) just me, my mom and my dad."

Brooks's brother, a senior at Ball State, was still in Muncie, but her family packed him some leftovers and drove to his apartment to celebrate Easter with him. Brooks said, "I've been outside very few times in the past month, let alone to go to Muncie, so I was very grateful. I was so excited to see civilization and people." She said they spoke briefly before returning home.

"Even though we had to be all together under these circumstances, it's still fun nonetheless, and it makes you more grateful for the times you are together," Brooks said.

For Rodecap, Easter wasn't too out of the ordinary. His mother,

Mrs. Grace Trahan-Rodecap, serves as the director of marketing for the school and helped Fr. Jeff Godecker with live streaming Mass from the school's chapel. Rodecap said, "After that, we had family dinner at 2 o'clock, and other than the Mass being virtual, it was the same that it's always been, just that obviously we didn't go to the church we always go to for Easter."

As a Catholic, Rodecap attends St. John the Evangelist. "We took a family picture, which is something that has become a tradition," Rodecap said, explaining how they've done so for three years. Overall, the only difference to his Easter was not leaving the house for Mass.

"For Easter this year, I made dinner for my family and brownies for desert," Jones said. "My mother, she gave us Peeps, the candy, and that is all. Then we prayed as a family." For Jones, this time is usually spent at her grandparents' house with her aunts, uncles and cousins. They go Easter egg hunting, eat dinner and share time together. "Since Corona, it's hard to spend time with your family during this time."

"It's very boring staying in the house 24/7, and not to get to spend time with your family on this holiday, it was just kind of boring," Jones said, her feelings shared by many students during this time.

Brooks said, "I hope everyone keeps on doing their part. It's their civic responsibility to stay inside and be safe. It's for the greater good."



At a Mass earlier this school year, Fr. Jeff Godecker greeted children from the Irish Blessings daycare program. Fr. Godecker celebrated Mass on Easter Sunday from the school's chapel. Photo by Jonas Hollis.

Award winner

For his positive impact and excellence, Mr. Gross is named Indiana Classical Conference Secondary Teacher of the Year.

BY LUKE HERN

Latin teacher Mr. Brian Gross has been named the 2020 Indiana Classical Conference Secondary Teacher of the Year. The award is given to those who make a positive impact on students and others in the Indiana Classical Community.

Before he became a member of the faculty, Gross tutored at Cathedral. After five years of exclusively teaching Latin, Gross, who attended Butler University and obtained a master's degree in effective teaching and leadership, took on the role of the director of the Language Support Program after the former director retired.

Mr. John Streiff, who also teaches Latin and who nominated Gross for the award, said that along with directing the Language Support Program for the school, his colleague "uses Latin to help kids struggling with dyslexia, ADHD and other learning disabilities to cope and excel in the classroom."

The Indiana Classical Community is an organization primarily made up of Greek and Latin teachers that promotes and

celebrates the classical world of language and education and recognizes those who impact the field.

Gross, who is in his seventh year at Cathedral and his second as the director of the Language Support Program, noted that he is a past president of the ICC organization. He said, "Latin is a really fun class to teach students, and you can help them not only learn the language, but the vocabulary and grammar and the history and culture."

Gross said, "Not a lot of teachers at the high school level get to teach a class that hits so many different topics, which is a lot of fun."

One of Gross's students, sophomore Jerren Conway, said, "Mr. Gross teaches in a way that is very interesting and interactive. I really enjoy his enthusiasm for the subject. He makes Latin fun. Mr. Gross teaches differently than other teachers in a special way that is very engaging."



Mr. Brian Gross teaches a class in Loretto Hall. Photo submitted.

You can stop the beat

Her last chance to appear on stage gone, senior in lead role laments the cancellation of "Hairspray," the spring musical.

BY ELLA BUNDY

Senior Carmella Whipple, who was cast in the lead role of the spring musical, "Hairspray," along with the rest of the cast and crew, won't get the chance to show off their talents due to the show's cancellation due to the coronavirus pandemic.

Whipple said, "I'm heartbroken about the musical being canceled. Theater is really special, and the final show of the school year is really important to everyone, especially the seniors."

Whipple was to have played the lead role, a teenage girl named Tracy Turnblad, who wants to integrate a popular '60s era television dance show in Baltimore.

Technical director Mr. Michael Moffatt said, "I think it's really sad for our seniors, but really anyone who put in the time either at rehearsal or on crew, all have experienced this loss."

No plans currently are in motion regarding rescheduling the play, whether that be in the summer or next year. Moffatt said, "Sadly, we cannot really predict what's happening, so we have no plans to reschedule. Logistically it would be a huge task to coordinate everyone's summer schedule, but we don't even know if we will have access to the theater facilities and if we will be allowed to hold large gatherings."

COVID-19 is highly contagious, meaning that the school shutdown for the rest of the school year is necessary to stop the spread of this disease. Activities such as clubs meetings, athletic contests, a formal graduation ceremony, or in this case, musicals, all have been canceled.

Whipple said, "'The show must go on' is the most iconic phrase about live performance, and we were all clinging to it hoping we would somehow be able to make this show happen. Unfortunately, with school canceled for the rest of the semester, the chance it will happen live is small."

"When you work so hard for something, you never expect it to be gone in the blink of an eye. I know the seniors are especially heartbroken, as this was our last time on the Cathedral stage."

Moffatt said, "We couldn't replace the seniors who are leaving. It would be best if we just put 'Hairspray' to rest and move on to another show next year and hope for a better tomorrow."

Whipple has taken part in "The Little Mermaid," "Mary Poppins" and "Seussical: The Musical." She was assistant director for last year's fall play, "A Midsummer Night's Dream." She served as the assistant director and stage manager of the most recent fall play, "Radium Girls." "Hairspray" would have been her first time in a lead role.

Whipple said, "There is a magic to theater that's unexplainable. I love bringing stories to other people. I love to lose myself on the stage. Being onstage in front of an audience is like being in another world. I always think about how it's someone's first show or their first experience with live theater. I want to make someone in the audience feel connected with the story I'm trying to tell, feel like they matter, feel like they could be on a stage, too."

Moffatt said that between 115 to 200 students had taken part in this year's musical when it was canceled. This group included the actors, construction and costume crews as well as the lighting, paint and props crews.

The musical is set in the 1960s and is about accepting others for who they are, as well as accepting yourself.

Moffatt said, "Theater is an important art form. It brings us all a better understanding of other people and ourselves. When this social distancing is over, support live theater by going to a play or musical."



Senior Carmella Whipple, fourth from left, was cast member in fall play, "Radium Girls," but her chance to appear on stage one more time will not happen because of the COVID-19 pandemic and the cancellation of the spring musical. Photo submitted.

Saying farewell

Director of campus ministry Mrs. Charlene Witka says that she will miss everything, but everyone at Cathedral will miss her as well.

BY AVA AMOS

Director of Campus Ministry Mrs. Charlene Witka has decided to retire after 20 years of serving the school. As the director, she is responsible for events including but not limited to retreats, liturgies and prayer services, service outreach and mission trips.

Along with these numerous spiritual activities, Witka also serves as the co-moderator for Project Irish and Lifesavers, which is the school's Pro Life group.

Witka may leave the campus, but she will always have a special place in the lives of the thousands of students whose hearts she touched.

Witka said, "I am retiring to spend more time with my children and grandchildren and taking some time to see what is in store for the next chapter my life brings to me."

She said the elements she will miss most is not being with students every day, participating in retreats and liturgies and working alongside Mrs. Sara Bozzelli-Levine and Mrs. Shannon

Fox '80, who are also a part of the campus ministry team.

"Honestly, I will miss everything," she said.

She added that she has so many great memories from her two decades of service, but her favorite ones are directing all the retreats. She said that she has a passion for conducting the retreats and watching the transformation of minds and hearts.

In her absence, she hopes students will take away the knowledge to "believe that they are loved by God and what a gift the Cathedral experience has been for them. We have seen a greater participation in retreats and our all-school liturgies. I am so proud of our Liturgy Committee. I also hope that they will live out the Holy Cross core value of zeal, making God known loved and served," she said.

Witka said, "My heart is full with the love of each and every person at Cathedral over the past 20 years. Cathedral, I will miss all of you. You will all be in my prayers and I ask for your prayers as I begin this new chapter of my journey. Let's journey together."



Director of campus ministry Mrs. Charlene Witka gives each member of the Liturgy Committee a shot of hand sanitizer during the 9/11 Mass earlier this school year. Witka has announced her plan to retire at the end of the school year. **Cathedral file photo.**

Tell and show (or sing)

Art and music teachers make a quick transition to on line instruction for all of their hands-on, performance-based classes.

BY LIAM EIFERT

The sudden cancellation of in-person classes was especially challenging to teachers who instruct hands-on classes. Few have had to change their classes as drastically as art and music teachers.

Ms. Joellen Desautels, Mr. Jon Kane, Mrs. Sara Greene and Ms. Marian Bender provided their perspective on how they have been able to continue to provide quality instruction to their students during the shutdown.

Desautels, who teaches photography and visual communications, said that she's had to do "a lot more videos and conference calls." Her photography classes have been using the camera phones to take pictures. Desautels said, "The biggest difference is that the kids are needing to be more self-sufficient with their problem solving since I am not walking around the room taking questions."

Desautels said she was surprised when eLearning was announced. She said, "When teachers met and were told that eLearning might happen, I did not think that it was going to happen the next day."

Desautels said she thought that a lack of student interaction is a problem. She said, "When I am in front of the kids in person, I know the bases are covered. But when I upload documents, videos, slides and tutorials, I am not sure if they are taking advantage of looking at all of it."

Desautels said she hopes that her independent art students receive some recognition, as they "have been working hard over multiple semesters and some even years," she said. She noted that despite the challenges, she has been able to maintain academic standards and teach to her curriculum for each course.

Kane teaches drawing, painting, AP Studio Art and IB Visual Art. He said, "Communication is a significant component and explanations and expectations take quite a bit of time and effort to convey clearly." With the alert that eLearning would start, Kane said, "(I) sent home a packet of art materials with my students." It ended up not being quite enough, and "students have had to improvise with found materials in some cases," he said.

Kane added that "this has allowed for some very creative, resourceful and innovative project solutions." Kane still tries to look at the current crisis in a positive light. He said, "I look at this time as an opportunity to continue to move forward, but in a new way."

Freshman Anastasia Rearick is enrolled in drawing and added her experience with the class and said Kane "handled (the switch to

on line learning" well." She said that one of the assignments was decorating a hard-boiled egg for Easter.

Greene teaches Ceramics 1, 2 and 3, advanced independent 3D art, studio art and design and IB Visual Art and serves as the moderator of the Art Club. She said her classes have changed drastically. She said, "Since we have been out of the classroom and we aren't working with actual clay, I have reinvented the course to focus more on 3D design."

Before the closure was officially announced, Greene said, "I did not have a plan in place but I did join quite a few art teaching groups on Facebook and was able to find a lot of interesting ideas." Greene said that if she had known that the shutdown was to take place, she "would have made sure that each of my students who were interested had clay and tools to be able to keep making projects at home."

Greene accepted the current state of things by saying that she's "realized that although I do not like working with Schoology at all, I can figure it out."

Bender, who serves as the director of choirs, teaches two choir classes, two piano classes and an advanced independent vocal/piano study class. She said that she has been working on what she called a "virtual concert choir project. Each student has sent a recording of themselves singing the song 'I Choose Love' by Mark Miller. I then uploaded all the tracks into Audacity and my husband helped line up all the voices. The choir then gathered over Zoom and we recorded the video part. Then, through iMovie, I put together the video/audio."

For her keyboarding classes, Bender said, "The students have been sending videos of what they are working on and I send feedback. Then, once a week, I try to connect via Zoom for a one-on-one lesson."

Bender said she thought that music is important for this time of crisis. She said, "Music creates a sense of belonging and participation and is a sort of antidote to the sense of isolation we are feeling." She also found some good amidst the somewhat dire circumstances. She pointed out that "the silver lining in all of this is that we are spending time with our families, learning how to adapt and I believe that we will come out of this completely changed for the better."

Kane didn't see anything as truly impossible to accomplish in an on line environment. He said, "eArt takes effort and an open mind from students as well as teachers. As long as both are fully participating, we can make it work — together."



Ceramics teacher Mrs. Sara Greene said she joined several art teacher Facebook groups to help her make a successful transition from in-person to on line instruction for her classes.
Photo by Caroline Buhner.



Senior Daylen Hall completes a project in his ceramics class during first semester.
Photo by Caroline Buhner.

Staying fit

Despite the lack of access to a gym or weight room at school, athletes and PE students maintain their physical routine.

BY LUKE HERN

While the current quarantine period may still lead to full days and busy schedules of work from home, for many students, their daily schedule and workload have become a little lighter, leading to more free time.

Students and teachers who might be regularly involved in fitness and cardio workouts at school have found that there is still time to maintain the work they have put in to get in to stay in shape, despite many lacking a gym or weight room.

Strength and conditioning coach Mr. Cody Johnson provided insight on what his classes are doing and what others can do to stay fit or get going in that direction.

With everyone forced to stay at home, many students have been deprived of the resources they use at gyms or school. But that should not prevent physical fitness. "Walking, running, jogging, sprinting and biking are great outdoor options that require little to no equipment," Johnson said, adding that "bodyweight only movements such as squats, lunges, push ups and various core movements can be used as well."

Johnson notes that his classes have not stopped and that students are required to keep track of their daily workouts and routines, whether that be lifting weights if they can, or running

or jogging.

Students in Johnson's advanced physical education classes are assigned bodyweight only movements and workouts that focus on mobility and are also using barbell options such as a PVC pipe or a broomstick. They are required to enter these workouts into daily and weekly logs.

Johnson added that he has been able to keep up his regimen due to equipment he has at home.

The school is also aiding its athletic teams, many of which would be in season or gearing up for the preseason, by sharing these workouts in which the advanced PE students have participated. However, athletes and non-athletes alike are encouraged to stay as fit and active as they can over the quarantine.

Many who do not participate in teams during this time of year due to an already busy schedule have an opportunity to increase their fitness. From walking and running, to biking and core work, there is much to be done. If you have found yourself with time to fill and nothing new to do, working out provides an opportunity to add another activity to your schedule and increase or maintain your fitness that can be so easily lost over breaks. Just take it from Coach Johnson.



Mr. Cody Johnson works with students in the weight room earlier this school year. Photo by Maggie Davis.

Testing, testing, not testing

Juniors reflect on cancellation of the March SAT, their plans to complete college admissions tests in June – if those tests are offered.

BY WHITLEY WALTON

Among the number of events canceled due to COVID-19, the spring session of the SATs and ACTs have been shut down. For juniors who had planned to take these tests, the biggest concern is about college applications.

College counselor Ms. Kathy Pivonka brings some insight on how to prepare for the next available tests and reassure juniors.

Pivonka explained the difference between two. “The ACT test measures what a student has learned in high school while the SAT tends to focus on what the student is capable of learning,” she wrote in an email.

“There are some students who do better on the SAT and others do better on the ACT, which is why we recommend both at Cathedral High School.” While the SAT and ACT are standardized tests used in the college admissions process, it is not required for every college. In fact, the tests are not the biggest factor and more colleges each year are not requiring either test.

Pivonka said, “The transcript and (what it shows about) rigor, grades, trends; extracurricular activities; recommendations and essays are also key components. The transcript would be the most important of all the requirements.”

At this time, juniors should check with their counselors regarding the status of the SAT and the ACT that were originally scheduled for the first two weeks of June.

While the country is social distancing, Pivonka gives advice on how to prepare for the standardized tests and strengthen juniors’ previously learned knowledge.

She said, “Since one-on-one tutoring (unless done on line) and classes are not an option at this time, students should utilize the free resources available to them. Khan Academy (through the College Board website) and ACT Academy (through the ACT website) are free resources that have proven to be great preparation for students if they spend time using it.”

Pivonka shares news that is comforting to many juniors who have yet to take the SAT or ACT: some colleges are choosing to make these tests optional. Pivonka said, “There are colleges and universities stepping up, more and more each week, announcing that they are going test-optional for at least the next year, (with) some up to three years and some permanently.”

Pivonka provided the website fairtest.org for students who want to see if their potential college or university will change requirements. Included on the list as of early April were notable Indiana schools including Ball State University, DePauw University and Indiana University. Pivonka said she encouraged students to check this site often, as updates are frequently made.

However, Pivonka does not want to discourage students from taking the SAT and ACT. She said, “That does not mean you should not take the ACT and SAT, but it may give some students

the opportunity to research potential schools without the panic that they did not have the ideal circumstances in which to test to their best ability.”

Pivonka added, “Also, keep an eye out to see if the College Board or ACT will add any tests in the fall. I have not seen any official announcements yet, but am hopeful that students will have the opportunities they need.”

As for the juniors who were signed up to take the SAT and ACT this spring, they spoke about their biggest concerns with the cancellation. Junior Julia Reasinger had planned to take the SAT in March and June, and after taking the school’s SAT prep course, she said she was a bit disappointed to not be able to take the test.

Reasinger explained her concern about not being aware of what comes next. “We don’t really know when this is all going to end, so it’s hard for (College Board) to really have a plan if they don’t know anything.” Since she hasn’t taken the SAT yet, Reasinger is also concerned how close it will be to college application time before she can take the test.

Junior Troix McClendon was also signed up for the March test and completed the SAT prep course. She voiced her own concerns: “I was going to apply for early action at Howard University and there’s a cut-off date for when you can take the last SAT. I was going to take the SAT more than once.”

Junior Brooklynn Thorpe had signed up to take the March and May SATs, receiving private tutoring from a friend of her mother. Her biggest concern, she said, is “that I’m not going to be able to get the scores that I want for applying with early action next year.” Thorpe also is also planning to attend Howard University.

Reasinger said, “I wish that people would stay in the house and follow the rules people in charge have been putting in place.”

McClendon said, “I think that we shouldn’t have to take the SAT because of the coronavirus. It’s creating more stress and that means we have to do everything in a smaller time frame than what was planned.”

Thorpe said, “I’m hoping that colleges will see that this is a bigger issue and for the class(es) of 2020 and 2021, they’ll ease up on the requirements for the SAT and ACT. Not everyone had the opportunity to do their testing during the winter or some people would prefer to do it in the spring after they got a majority of their school work. I’m hoping that colleges will be more lax and understanding with our year.”

Pivonka sent a special message to the Class of 2021: “This will be a college application cycle that is different than any I have encountered in my 30 years on the high school and college side of the desk. College counselors are ready to help and support the Class of 2021 with the entire process, no matter how many obstacles get thrown in our path.”

Safe at home

Sponsoring organizations mandate that most foreign exchange students return to their countries of origin

BY KATIE DARRAGH

Due to its commitment to diversity, this school is home to many foreign exchange students belonging to programs such as Foreign Links Around the Globe (FLAG) and International Experience (IE-USA). Admissions has also welcomed students without an agency through direct placement.

However, due to recent outbreaks of COVID-19, many of these students' time on the Hill has been brought to an unexpected and premature end.

Counseling director Mr. Duane Emery reported that he was informed during the third week of March of FLAG's plans to send their students home. According to Emery, FLAG cited its uncertainty of the events to come as the main reason it asked for its students to return to their home country.

"It wasn't a Cathedral decision, but as a partner of theirs we certainly support the decision they made and understand it," Emery said.

He explained how many host families committed to housing the students until the beginning of July, and so if unanticipated travel bans were to mandate that students to remain in the United States well into the summer months, the company would be forced to relocate the students to new hosts.

There is also a question of health safety. If a host family were to contract the virus, the program would relocate the student to a new host family, yet questioned the likelihood of another local family willing to take in a student who was just exposed to the virus.

On top of the logistics, Emery mentioned a number of legal concerns such as insurance and waivers of parental rights that are in place only during the school year. "So then the question becomes are we willing to take the risk?" said Emery.

According to senior Hao Wang, a FLAG Chinese exchange student, the answer is no. "Considering the situation, this is the best option for me to leave right now," Wang said.

However, for students such as junior Ann Zhou, also a FLAG Chinese exchange student, the prospect of returning home seems like more of a risk than a benefit. She said, "A lot of people's families want them to come home, but my parents don't because there is such a risk in the airport and in the plane."

She described in an interview how her parents are asking her to wear a mask from the moment she steps into the airport to when she steps into her hotel room. "I guess I'm not eating for 30 hours," Zhou joked.

Both students and most others traveling back to their home countries will be put in quarantine upon their arrival to their home country. For those who are able to stay at home, the prospect of not

leaving the house for two weeks is not as daunting, but for those like Zhou and Wang, who will be quarantined in a government hotel, the uncertainty of where they will be located and how they will occupy their time hangs over their head.

Still, Zhou stays positive saying, "I think I am mentally prepared. I just think I need to get some snacks or stuff."

In fact, both students reported trying to prepare, but for a lot more than just snacks for the flight.

Zhou gathered what she will need for summer reading and asked questions about service hours so that she can return to school next year prepared, and Wang is packing boxes to leave at his host family's house until he can come back next year and pick them up for college.

Amidst packing, the students also raced to find flights home.

Wang shared his nerves for making it home due to ever-changing flight policies. "I am nervous because I can't get a direct flight," said Wang.

He reported how he waited too long to book his flight and now cannot find a direct flight. He is currently considering flying into Japan and then Shanghai, China, just two hours away from his hometown, but does not have a transit visa to enter Japan. Quickly running out of options, he is aiming to get a short pass before his March 29 flight.

Sophomore Fynn Hensel, a German exchange student, commented that he was lucky to grab one of the last flights to Germany. Hensel left the weekend before his agency, IE-USA, announced the same concerns as FLAG and asked its students to return home. Hensel said, "No one knows when this whole thing is going to be over and when there will be ways to go back home again."

Still, others such as Carolina Rios, a direct placement student from Brazil, are choosing to stay with their host families. "As of now, I'm still here because I felt like it would be more dangerous for me to go back home and have to go through airports and connections than if I stay here," said Rios.

No matter what the students are being forced or choosing to do in this time of uncertainty, according to Emery, school counselors are doing everything possible to provide the student what they may need. However, what this entails is changing constantly. According to Emery, every student will need something different and how they help will be based entirely on what the student may need.

Despite uncertainty, he remains confident, saying, "We will figure it out. We are committed to figuring it out."

Zoom, zoom

Tech support staff works to ensure that both teachers and students are able to fully and effectively participate in eLearning.

BY NYA HUFF

Thanks to the COVID-19 outbreak, students now rely on eLearning for the rest of the academic year. Keeping teachers and students up and running behind the scenes in the school's technology support staff.

The first form of eLearning was first implemented in 2012 when the school went to 1:1 technology for students and teachers. Technology and wellness coordinator Mrs. Gara Schommer said, "Going to all eLearning was going to be more about learning how to support it on line and making sure we can reach everyone."

When classes were meeting on the Hill, the tech support staff was available all day from their offices off the library. Now, that staff is working from home but continuing to assist students and teachers.

Application software specialist Mrs. Aubrey Thornsburg said, "The tech team worked with our principal, (Mrs.) Julie Barthel, and the Academic Innovation Team to make sure that as many resources for teachers were available on Schoology to make the transition to eLearning as smooth as it could possibly be."

There were also resources made available to teachers how to utilize tools such as Google Meets and Zoom, along with resources the school already had in place.

Director of technology Mr. Brian Haselby said that it is challenging for the tech staff during the campus shutdown to make sure everyone's issues are addressed. Issues experienced during eLearning include using video conferencing, experiencing Schoology outage and putting information out on appropriate platforms.

Database and systems administrator Mr. Jim Wilkinson said he is working to "(help) teachers, staff and students remotely."

To ensure the eLearning process goes well, Haselby said the tech staff has to "stay on line more hours a day than usual" and work over the weekend.

Schommer also sent out the technology readiness survey and gathered the data needed to assist everyone and their needs.

The technology team said their workload shifted once the school shifted to eLearning. Haselby said that his workload is now "more time on line, watching emails, trouble tickets and cyber news to make sure that we are safe and stay connected."

Schommer said before the change to eLearning, she was focusing on handing out lanyards and getting ready for ISTEP testing, which now is canceled. She said, "Now we are 100% support for educators and students. There are many video instructions to be made and best practices for this long of on line learning."

Wilkinson said his workload didn't significantly change but the way he does his work did.

Thornsburg said the tech staff are also receiving many emails from students and teachers in need of assistance. She said, "Many of these emails come through night and day, so we have tried to be available even outside of normal school hours to make sure that everyone is up and running."

Haselby said he and his staff receive anywhere from 30 to 50 emails each during a typical week from students and teachers about problems they are encountering. He said the most common email he comes across is about video conferencing.

Thornsburg said she's also received emails about problems with attendance quizzes and Schoology issues.

Just like everyone else, the technology department also misses the Hill and has some worries while everyone is gone. Wilkinson said he continues to be concerned about "supporting teachers, staff and students through final and other exams that happen during May." All of their concerns about the eLearning had less to deal with the technology and more to deal with seeing fellow educators and assisting students in person on campus.

Schommer said that her biggest worry while during the shutdown are "just missing out on the traditions that Cathedral offers and seeing everyone." She also said she worries that some students will feel lost because they are not at on campus.

Everyone's technology must be kept up to date and stay in the best condition as students and teachers rely on them to complete each day's tasks. Thornsburg said, "Definitely continue to treat your technology the way you would if you were at school. Keep it charged, make sure your iPad is always backed up, your Notability notes are backed up, and always keep a case on your iPad to protect it."



During the first full week of the campus shutdown, Mrs. Gara Schommer worked from her office, which is located off the library, to assist students who needed technology help. Photo submitted.



MEGAPHONE
Sports

Memories of Mario

Editor's note: After the tragic and untimely passing of junior Da'Mario Montel McCullough last month, the Megaphone staff reached out to football Head Coach Mr. Bill Peebles '88 and asked him to share his memories of Mario. His article follows.

In early June of 2018, I was just getting a feel for the type of football team we would have for the 2018 football season. It was my first year back at Cathedral and I was evaluating everything in the program.

It did not take long to figure out we had an undersized sophomore named Mario McCullough who could flat out play. He played defensive back and was impressing the coaching staff on a daily basis.

Mario ended up starting at cornerback early in the season. He was the only sophomore in 2018 who started at the varsity level. He was instrumental in our victory against St. Xavier in overtime on Cathedral's 100th birthday celebration. He had an interception with a 60-yard return and consistently prevented the Bombers from completing any bombs.

He solidified himself as a very good young player with great potential, and he was a starter from that day forward.

The football team had a leadership Zoom meeting the week before Easter. We spent part of that meeting finally able to talk about what happened to Mario and how we were dealing with it. We asked our players to tell us words that described Mario. Words like "leader," "loyal," "driven," "hard working," "committed," "honest" and "friend" were repeatedly expressed. Mario was a great teammate and leader.

Our players and coaches respected and loved him.

As his coach, two words keep coming to my mind when I think

about Mario McCullough the football player. They are "tough" and "smart."

He was a tough kid. Despite his size, he was one of the best tacklers on the team. He wasn't afraid to stick his nose in there and mix it up with anyone on the field. Throughout the season, he was consistently put in situations where he would have to take on the opposing team's best running back or receiver one on one. He never backed down and he won that battle most of the time.

His intelligence stood out as well. Coach Barth consistently pointed out that he could always trust Mario to make the defensive calls and checks. Not all players have that ability. You have to recognize, react, adjust and then communicate in a very short amount of time. He was a young man who we could count on to handle that.

Off the field, I believe our players were spot on in their assessment of Mario. The two words that were most often expressed were "leader" and "loyal." When looking for the ideal football player, what coach wouldn't want a player who was a great leader, who was tough, smart, loyal, and had great talent.

From a coach's perspective, Mario was the ideal player. He was an old school throwback Cathedral football player. He was also a leader in the school. The young men in the program looked up to him. As tough as he was on the field, he was cool and laid back off it.

We will miss him and his positive impact, both on and off the field.

"He never backed down and he won that battle most of the time."

Missing out

College-bound spring athletes find themselves missing out on their last chance to participate at the high school level and to hone and improve their skills.

BY ETHAN ECKHART

For seniors who have signed letters of intent to participate in their sports in college next year, the cancellation of the spring sports season denies them one last chance to hone their skills before making the transition from high school to college.

Seniors Nick Hruskoci has committed to Wisconsin and Meg Coleman is headed to Notre Dame. They reflected on how the loss of the season has had an impact on them.

Hruskoci runs both cross-country and track and was planning to take part in the 800, 1,600 and 3,200 this spring. On what he will miss most, Hruskoci said, "I will simply miss competing itself. I love running and racing is my favorite part of that. To miss out on racing in my last season in high school hurts."

However, since running is a sport that can still take place during quarantine, the track team continues to run and works out every day as if the season were still going on. On an average day, Hruskoci finishes school work in the morning and then will run after lunch. He also lifts three days a week using bodyweight and core exercises.

Regarding how the cancellation of men's track this spring will impact his abilities, Hruskoci said, "There are positives and negatives to missing the season as in regards to my future in running. I do not have this season to become faster before college. But what I do have now is an extra few months to prepare for college running."

"I will be running more mileage each week leading up to college, and this extra time can allow me to have a much easier transition to the college scene."

Last year Hruskoci had the opportunity to be a part of the distant medley relay team, which won a national championship. The coronavirus pandemic has eliminated the possibility of that title being repeated.

Coleman also lost her final season of tennis due to the cancellation. Coleman plays Number-1 singles and was the favorite to win the individual women's State championship. However, that is not what she said she will miss.

She said, "I will miss being with the team throughout the week and just being able to have a good time. We always had so much fun during matches and practice and now we won't get to experience any of those memories together ever again."

The Irish netters were all disappointed when the news was announced. Team members have talked about trying to get together when the ban on social distancing ends to commemorate the past seasons and honor the seniors.

Coleman's major focus currently has been working out after school because all of the indoor courts are currently closed. However, with the beautiful weather recently, she's had the opportunity to practice hitting outside.

Coleman said she does not believe the loss of her season will have a significant impact on her college career, but the lack of competition would have helped her confidence. Coleman's coaches have helped by giving at-home workouts and activities on which she can focus. She said, "They have been extremely helpful and supportive throughout this whole process."



Senior Megan Coleman stands with her parents after the fall recognition ceremony for Irish athletes who had signed their college letter of intent. Photo submitted.

Man on the run

Senior Nick Hruskoci uses the shutdown, cancellation of spring sports to continue to train and to focus on his healthy eating habits.

BY MADDIE WIRTH

Student-athletes burn so many calories during workouts, dieting is not in their best interest for peak performance. For many, taking in more calories than their typical classmate is part of their daily routine.

Eating healthy to replenish their body and energy levels is key. Senior Nick Hruskoci has found his dietary balance for running his very best. Hruskoci is a four-time varsity runner for both the Irish cross-country and track and field teams.

As a longtime runner, Hruskoci has tried a plethora of methods over the years to find the equilibrium for his dietary needs. He includes three nutritious meals with a snack to get him through a routine school day.

He said, "Running every day takes a lot out of your body, so I have to overeat just to properly make sure I replenish my body. Making sure I hit each of the food groups as often as possible is one thing I always consider."

One morning for Hruskoci may start with an egg scramble with bacon, potatoes, peppers and cheese paired with an everything bagel with butter. He also will eat a strawberry yogurt, a banana and take a Vitamin C for his immune system as well as an iron supplement. He said he takes this supplement as a "precaution to iron deficiency, as running tends to lower iron content in your blood."

His "typical packed lunch," he said, is followed with turkey and cheese sandwich on wheat bread with pretzels, trail mix and banana bread. He also eats an apple, an orange and his second banana of the day.

After running, he said it is "one of the most important times I eat during the day. It's really important to replenish simple sugars and proteins within 20 to 39 minutes after I am done running." His go-to post-workout snack consists of a chocolate chip cookie and a protein bar.

Hruskoci's final meal is a simple dinner of two bowls of spicy rice with beef and broccoli.

His favorite way to recover other than food is sleep. On average, he gets nine hours and something he said he takes "very seriously." He also includes "rolling and rope stretching for leg recovery."

The shutdown of the school for the remainder the semester and the cancellation of the men's track and field season has affected Hruskoci's routine. He said, "The shutdown has some positives and negatives to my athletics. The biggest negative is it took me out of routine. I had a set routine that I did almost every day in regards to my diet and running. Switching that up has taken me a few weeks to get used to, but I have made the adjustment."

"Breakfast and dinner have been very similar if not the same, but since I have been at home I have been able to make some better meals for lunch that include chicken Caesar salad or a pasta dish. Some positives include that I have been getting more than nine hours of sleep on a daily basis and have much more time to spend taking care of my body."

Both before and after the coronavirus pandemic, serious dedication to his sport has given Nick the opportunity to continue his athletic and academic career at the collegiate level. In the fall, Hruskoci will enroll at the University of Wisconsin in Madison.



Senior Nick Hruskoci runs in a cross-country meet last fall. Hruskoci, who has committed to the University of Wisconsin, says the shutdown of the school has altered his training routine.
Photo by Aris Inkrott.

We've got spirit

New cheerleading coach brings college experience at Marshall and Morehead State universities to her role.

BY NYA HUFF

Ms. Amber Terron is the school's new cheerleading coach.

Terron said that she has been involved in cheerleading for 19 years, including five years of collegiate cheering. The Universal Cheerleaders Association voted her Rookie of the Year in 2015 when she cheered at Marshall University and Veteran of the Year in 2017 at Morehead State University, from which she graduated that year.

Terron said that cheering after high school allowed her to "truly

develop friendships that have stayed consistent throughout adulthood." She said when she transferred to Morehead, the team had key roles as student ambassadors but they were grinding, getting ready for UCA Nationals. She said, "During the preparation for Nationals, we grew as a family and a team, which grew my heart for cheerleading as well."

Terron said, "Being a college athlete was a dream come true." But she noted that she had to work hard in high school to get there. She said that she prepared for tryouts by doing tumbling courses all while still keeping her grades up. She said she believes that "there was never an off season to rest, but always a season to be preparing for tryouts and the upcoming summer practices."

Terron said that she has high hopes for the cheerleading team. She said, "Last year we worked on growing a lot of the spirit raising, skills and overall morale of the team and I plan on continuing where Coach Drago left off. We are excited to push the athletes out of their comfort zones and excel in the classroom, sidelines and competition."

She also said that she and the cheerleaders would focus on school spirit, so be ready for even more enthusiasm at football and basketball games. She said that she is excited to see who will come to the cheerleading camps that are offered, especially because "every year, cheer camp is the kick off to how your season will start."

She said she is also looking forward to Homecoming, what she called "a time to celebrate those before us and grow as a team."

Terron said preparations for next year have begun, reviewing how tryouts will be set up and what the next steps after tryouts will be.

But now, she said she is trying to focus on how to honor the Class of 2020. She said, "They deserve their senior banquet and to be able to celebrate this chapter of their Cathedral cheer career before transitioning to the next chapter of their lives."



Ms. Amber Terron is the new cheerleading coach.
Photo submitted.



MEGAPHONE

Opinion

Editorial

We are a community of supporters

Despite a sad ending to the school year, seniors and administrators deserve recognition and thanks for their efforts during the continued campus shutdown.

After Indiana Gov. Eric Holcomb announced that all schools would close for the remainder of the school year, students and families already heartbroken by the loss of a month of second semester saw their worst fears confirmed.

On April 5, Principal Mrs. Julie Barthel emailed the student body expressing her sentiments about the school year's early end; however, she reassured students by writing, "But, we are Cathedral, and we know we never go through anything alone."

Her email also outlined a plan for the remainder of the year. She provided a calendar with the schedule for each day school would be in session.

Every Wednesday, as previously planned, will now be a Holy Cross Day. The day off acts as a break in the middle of the week for all students and teachers as we work through eLearning. No class will take place or assignments given on those days.

Finals also have been canceled, meaning both third and fourth quarter grades will be the only factors for final grades. Seniors will finish school on May 8 and freshmen, sophomores and juniors will finish on May 15.

Although campus is closed, learning will continue as students and teachers try to adjust to the new lifestyle of on line classes. It may seem difficult to learn and study at this stage in the game, but we must continue to stay on a schedule, and we commend the administration for building a sustainable plan for the rest of the year.

As many punches as this coronavirus has delivered, it is understandable to feel like giving up, to feel as though everything is hopeless. School is closed, sports teams have stopped practicing, clubs cannot meet, most families are stuck in their homes. Throwing in the towel seems easier at this point, but we urge you, Cathedral, to stay strong and be resilient.

We, as Barthel said in her email, are not alone in this time of great hardship. We are a community of supporters and have to rally around one another, at an appropriate six-foot social distance, of course, but most of all, we need to look forward together. We need to have hope for the future and know that the skies will clear, the masks will come off, and the world will reopen.

For the seniors, we know it seems especially tough to say goodbye to your last year of high school so soon, without any sense of closure.

Senior Class president Marcelle Blanchet wrote in a text, "When I first heard the news that schools were closing, I was definitely in shock and in disbelief. It's something that our generation hasn't truly experienced and it took a while for me to process. It also made me realize the value of just the simple person-to-person interaction we get from attending school."

Not only did school closing mean the end of everyday campus activities, but it meant an uncertain future for events such as graduation, prom, Irish 500, wall painting and pants signing on the last day of school, among many other events that seniors typically experience.

Barthel, acknowledging the effects of the cancellation of school on the Class of 2020, wrote in another email to the seniors, "We want to celebrate and honor you. We want to make sure you have everything you need to finish this year strong and to be prepared to do whatever you want to do after Cathedral. You are our top priority right now, seniors. I will be meeting with my administration and senior teachers to share ideas to keep you engaged academically, spiritually, physically, and emotionally."

In an email from Barthel on April 14, it was announced that graduation for seniors will now take place on July 26 at Old National Centre. She also added that there will be a future graduation celebration on campus, but the date for that event still is pending.

It is clear the administration is working tirelessly to have those special events for seniors before they venture off to college.

Blanchet wrote that she was happy the administration was working to give seniors a graduation. "While I am sad the Class of 2020 has to end the school year differently than we all had expected, I am thrilled with the idea of trying to pursue a live graduation. I feel the effort put behind this is something that is worth every penny, because it can give us, the seniors, a day of celebration of what we have accomplished and more importantly something we have all been looking forward to these past four years," Blanchet said.

Remember to keep checking the Megaphone for updates about future events and what is going on during quarantine. You are still working, and so are we. It is our goal to keep everyone as informed as possible. We hope everyone continues to stay safe while the country deals with the coronavirus.

Thank you to all our readers and to the Cathedral faculty, staff and students for all your hard work.

Face off:

What is the best way to be efficient on eLearning days?



Junior Jake Langdon
Take your time on your work

On eLearning days the pace is set by the student. This allows certain freedoms without the mandate of the daily schedule. By limiting yourself to such a small window to get your homework finished, you could rush through your work. Pacing across a whole school day is the better approach.

Some perks of spreading class work across the whole day include sleeping in, experiencing less stress and doing better work. Sleeping in is one of the luxuries most students would agree is a major upside of eLearning. If I were to try and crunch in all of my work by noon every day, I would not enjoy this luxury.

By spreading the workload over the course of a day, your brain gets breaks in between assignments, but this does not mean work should be pushed off until the last minute. The key is to set out a schedule that utilizes the whole day to do schoolwork, as many teachers do not make all assignments due at 3:10. By setting a schedule that is ideal for a student personally, he can work efficiently while still having time to rest and entertain himself.

Utilizing much of the day for school work relieves stress, as the student has more time to finish his work, resulting in better quality of work overall. Say there is a big assignment due at midnight. Instead of constantly worrying about it in front of a computer, doing it in bits and pieces can prove effective. Allowing the brain rest and time to think over the work can result in a great final product and hopefully a better grade.

The freedom of having the whole day to work allows students to enjoy meals with their family, go for a walk (as long as they practice social distancing), or work out in a time frame that typically would not mesh with a school day on the Hill.

I believe students should take advantage of their extra time but not abuse it. Students can still get their work done while being able to enjoy their mornings and daily activities. Through motivation and proper pacing, eLearning can be made manageable for all.



Sophomore Ashlynn Bakemeyer
Get it your work done before noon

Being in a home versus a school can cause a person's typical work ethic to decline. Procrastination is evident even more during the new environment that is eLearning. That being said, it is important for students to complete all work that is possible before noon. Doing this negates lazy working habits and enforces an efficient and effective process and rhythm.

Another reason to finish eLearning before noon is to provide more free time after the established school hours.

Following a proficient routine during the chaotic times caused by COVID-19 allows for mental stability. Instead of stressing over finishing work on time an hour (or sometimes less) before it is due, students should get the work over with as soon as possible.

Although it is important to complete eLearning work quickly, mental breaks are also a necessity. Pushing through the work and on line classes can exhaust students mentally. Taking a brain break is essential to finishing eLearning work before noon or as soon as possible.

Finishing work after noon can add another stress level to the already anxiety-filled times. If a student waits to procrastinate until later hours, the work is not done as well as if the work had been finished earlier in the day. Although some students say they perform better under pressure, there is already enough stress on every student with the new form of on line classes and eLearning assignments.

Teachers also benefit when students finish their work before noon. Teachers are able to get grades in quicker when all assignments are turned in instead of waiting later for work to be turned in.

While it can be easy to get lost in Instagram, YouTube, TikTok or Snapchat throughout the day, it is important to finish work as early and quickly as possible to avoid conflict with mental strain, lazy habits and sloppy work. Establishing a routine can help students attempt to complete eLearning work before noon.



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