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Against Textbooks

By: Charlie Goetzman, '17
Contributor

Thirty-something years ago, my dad settled in for a year of freshman algebra with Fred Cacchanelli at his to-remain-unnamed high school in Arlington, Virginia. As my dad describes him, Mr. Cacchanelli was in fact not a math teacher at all, but the school's JV football coach who was looking for some side money, and who the school was happy to hire part-time at a fraction of the cost. He would spend the first twenty minutes of class going over the team's plays at his desk. There was a rumor he had been to prison.

Needless to say, my dad was taught very little algebra his freshman year. Without a reliable teacher even making an effort to teach, Neil Goetzman Sr. was incredibly reliant

on his algebra textbook for the material being covered in the course. What else could he have done? Arguments like this, along with markedly less dramatic ones (what if you miss a day of school?), have kept textbooks at the center of formal education from kindergarten through college and beyond for at least a century. And in some cases there is no way to argue with the benefits of keeping the entirety of a course's curriculum in one easy-to-find place, and math and science classes strike me as particularly dependent on this type of information core.

But for some classes, the pros of this system are less clear-cut than one would immediately assume. In my opinion, any attempt at funnel-

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A Case For Textbooks

By: Quinn Atchison '17
Contributor

Just one quick glance around a Gonzaga classroom reveals how markedly technology pervades our education. As a teacher clicks through PowerPoint slides on a computer, students frantically peck away at laptop keys and tablet touchscreens.

Devices have invaded modern classrooms, and many schools have introduced electronic textbooks as part of this invasion. In my opinion, paper textbooks are still superior to electronic textbooks despite the hype that eTextbooks have garnered.

In the classroom, paper textbooks are far more useful and practical than electronic textbooks. As I'm sure any student who's binged too much Netflix or pulled an all-nighter playing Xbox can attest, excessive

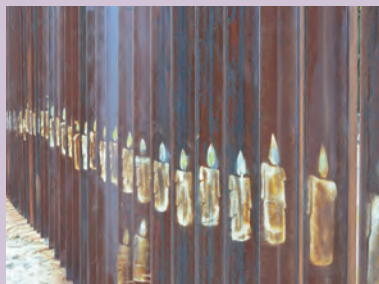
screen watching leads to sore eyes and headaches. Electronic textbooks also cannot be highlighted or annotated as easily as paper textbooks. Then there's the issue of making sure devices are charged, as devices will inevitably run out of power at critical times during classwork or studying. Would we need to install individual outlets for each desk in every classroom? Lastly, there is the persistent problem of distractions on devices, for if we can read a textbook on a device, we can also play a multitude of games and watch almost every television show and movie ever created.

Many argue that electronic textbooks are environmentally superior to paper textbooks as we, of course, cut down forests to make paper. This

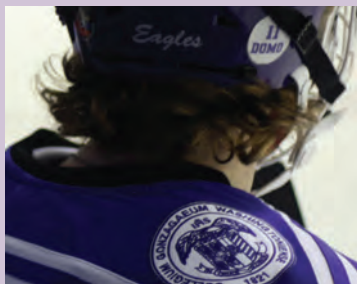
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For Textbooks

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is mainly a false fear as most students order their textbooks used or receive hand-me-downs from older siblings, leaving few who actually buy new books. In addition, the factories that make electronic devices such as tablets or laptops harm the environment far worse than the cutting down of trees as they contribute to greenhouse gases and

air pollution.

All this being taken into account, stick to those tried and true handy hardcovers. Cram all your thick textbooks into your bulging backpack, sling it over your shoulder, and persevere through the inescapable mild back pains as you walk the routine three blocks to the metro. It's a good leg work out anyway. ★

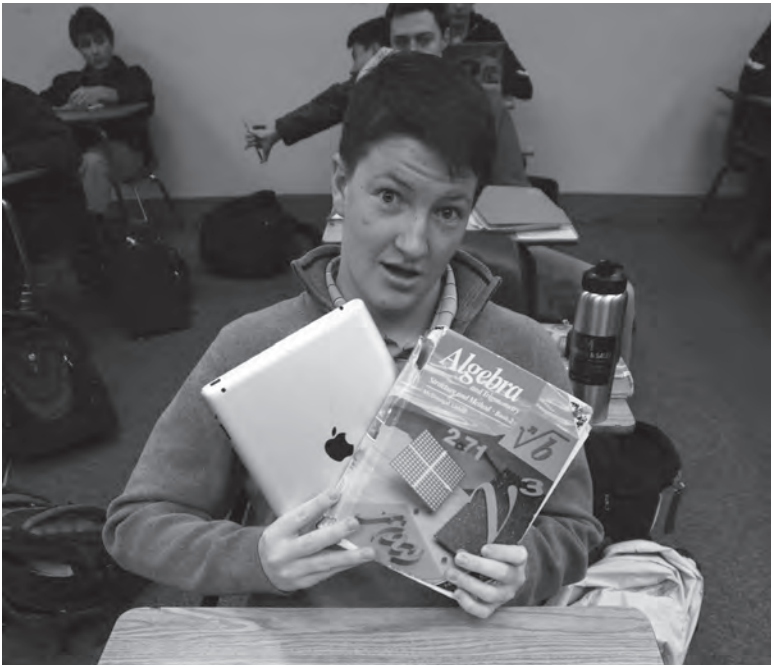
Against Textbooks

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ing something as broad and wildly debatable as the entire history of Europe into 500 pages of text can inherently be nothing more than a futile exercise in explaining one (albeit very bright) author's perspective on much messier events. It doesn't help that these events are presented in such a bone dry and soul-crushingly dull manner that you wonder whether anyone from the past was alive at all. Furthermore, the philosophical and debate-ready nature of most religion courses means that textbooks can generally provide little more than a bare framework for in-class discussion. English textbooks are generally so awful that a lot of classes at Gonzaga either largely ignore or do away with textbooks altogether.

It will be near-impossible to immediately throw away

all the textbooks at a big school and rework curriculum without them, but the internet and e-books seem to rapidly encroaching on what was the sole territory of physical publications. While this doesn't make the content of a textbook any better or worse, carrying an iPad is certainly preferable to lugging around a backpack of thick, inconveniently shaped tomes. And there are enormous possibilities with an iPad that could permanently change what we consider "textbooks" in the first place; online, the material that has to be taught can be presented with text, by video, with interactive activities, via primary sources to compare, etc., etc. To survive, the textbook as we know it has to adapt to the actual needs of the students and teachers using them. ★



Freshmen! GFR is Coming!

By: Peter Brown '17
Production Editor

Freshmen, Y'all Should be Lit about GFR!

Freshmen, coming in January, you will now be officially inducted into the Gonzaga fraternity. That's a big deal.

to get the most out of your time during the retreat, you should experience the retreat. The reason why I say "experience" is because I believe that you have likely already heard a dozen times that you need to "give yourself" to the retreat. And while you

challenged yourselves academically and athletically, your identity as the class of 2019 will solidify as a result of this retreat. The GFR is a fantastic, fruitful experience, but it only gets better as you move up the retreats at Gonzaga. Having experienced



One of the most intriguing aspects of the Gonzaga Freshmen Retreat is the veil of secrecy around it. During my freshman year, I had no idea what to expect going into it, and hopefully you freshmen will have the same curiosity about the event. Please keep it that way: don't go asking upperclassmen about any of the details. And upperclassmen, don't tell them anything, or go making anything up, either. All I knew was that it was "a big deal," according to each of my older brothers, Dan Brown '10, Chris Brown '12, and Thomas Brown '14. Obviously, I will not be divulging any of the many, glorious surprises we have in store for you guys this year, but I want to cover two main ideas as we get closer to January.

First, I think that in order

should, I believe that it is equally, if not more important that you experience it. Because if you experience it, it becomes a part of you, just as your past experiences have manifested into the individual you are today.

By now, most of you should have undergone a "prayer period" during your religion class in the past month. This was intended to prepare you for the retreat itself, but in actuality it was a sneak peek into the retreat itself, and I hope that excites the many of you who seemed to enjoy those prayer periods. And it should have, but believe me: it gets way better.

Furthermore, I would like to note that this truly is the beginning of your Gonzaga experience. While you have been at this school for the past few months and have

my own freshmen and sophomore retreats, as well as leading sophomore retreats this year, I can only say that Gonzaga retreats get exponentially more enriching, eccentric, and effective as they go by, with the pinnacle being the Kairos retreat that you can and should go on when you are an upperclassman.

The GFR truly is a one-of-a-kind experience, and I sincerely hope that you guys not only give yourself to the retreat, but truly experience it. This will allow you to grow closer to yourself, to your classmates, and ultimately to God. Believe me, it's worth your time. Way more, even. I look forward to working with you guys in January, and hope that you all come raring to go. I know that I'll be. ★

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Quizlet - Where We Started and Where We Are

By: Andy Carluccio '16
Managing Editor

Canvas, the Bring Your Own Device program, and Google Apps for Education, such as Gmail and Google Drive, are abundantly visible mediums by which students partake in Gonzaga's educational technology initiative. But, there is another popular resource among students that predates all of these great programs, and, in fact, the majority of the Gonzaga Tech Initiative as well. I am referring to Gonzaga's section of Quizlet Online Study Services. Today, it is not uncommon to see several students using Quizlet flashcard sets on their devices at any given time. However, it wasn't always this way on Eye St. Indeed, the relationship between Quizlet and Gonzaga organically grew from a small freshmen study group into quite possibly the single most widely adopted online study tool at Gonzaga, which parallels our school's journey on educational technology over the past four years and serves as an example of student initiative that is reflective of a developing on-campus attitude of collaboration at Gonzaga. So where did this all start?

Quite literally, Quizlet at Gonzaga began in the back corner of the lower commons back in 2012 with a group of freshmen trying to adjust to their new school's academic rigor. Jonathan Kokotajlo came across quizlet.com and recommended it to Graydon Monroe and me at lunch. The premise of Quizlet is simple: you populate blank digital flashcards with terms and definitions on a certain subject, and the website binds them into a set and allows you to interact with the data by generating tests, generating games from the information, and using text-to-speech algorithms to add voice narration to the set, an especially helpful tool for foreign language classes. Because we shared several courses, the three of us started a "class," or a collection of sets shared between users, and began to study together online. We posted terms and definitions from our vocab books in English class, made conjugation tables and translation sets for our Spanish classes, and created volumes of review flashcards for World

Cultures modules. We really went to town with it. Over time, we invited friends who were interested in studying with us to the class, and our numbers began to grow. When final exams came about, there was a significant increase in the Class of 2016 user base, in part thanks to the increased pressure to study. In my own opinion, though, the most significant reason that Quizlet became popular with the student body was Graydon's phenomenal work ethic for posting sets to the class group. Because of him, we had a database we could brag about, and I am confident that, were it not for his efforts, Quizlet would not have seen the response it did at Gonzaga that spring. Remember, this was the Gonzaga of 2012, where no devices were allowed in the academic buildings, no Wi-Fi network existed for students, and phones were supposed to be turned off and stored in lockers during the school day. The school environment wasn't right for a mass adoption of Quizlet. Yet.

That changed in the fall of 2013. At orientation, it became clear that Gonzaga had begun a shift in approach to technology at school. The Educational Technology Initiative became much more visible to students in many ways, but for Quizlet's purposes, the most relevant was the implementation of what is now known as the acceptable use policy for technology. Simultaneously, membership in the Gonzaga Class of 2016 Quizlet class resumed its rapid growth. It became clear to Jonathan and me that our best move was to formally present the database to the school administration and work with them to ensure that our use of Quizlet was in compliance with these policies. Privately, we thought we were taking a big risk, the result of which could have been shutting down Quizlet.

But the risk paid off. Then Dean of Students Mr. McIntyre and Educational Technologist Mr. Larkin were very accommodating of Quizlet at Gonzaga. Together, we crafted formal rules for Quizlet to ensure that it continued to follow academic integrity policies at Gonzaga. The ultimate result of these meetings was the formation

of the Quizlet Administrative Group, also known as the Quizlet Club, which was founded to upkeep the class, ensure compliance with academic integrity, and promote the service to the student body. The club opened up a Class of 2017 around mid-term season, and Quizlet nearly doubled in both its set count and user base. We were making major progress.

As Quizlet became more visible to the student body, it also began to attract the attention of faculty members. As Mr. Larkin observed, "many teachers were not aware that there were Quizlet sets for their classes [at first], and some reacted negatively. However, in time, many grew to appreciate it and even included those sets in their classes."

By the fall of 2014, the Quizlet Club was advertising at the freshman picnic and began to mass-advertise with flyers and a WZAG feature. A new class was opened, and more students joined. The database continued to grow along with Gonzaga's adoption of technology with the pilot BYOD program and Wi-Fi network. But new educational technology also began to attract the interest of the Quizlet Club, and it was determined that a new parent club, GIST - The Gonzaga Initiative for Student Technology, should be formed to act as the student component of the tech policy-making process. Quizlet became a

subsidiary of GIST, with Kokotajlo and Quizlet enthusiast Trevor Dowd as co-presidents while I focused on leading GIST as a whole.

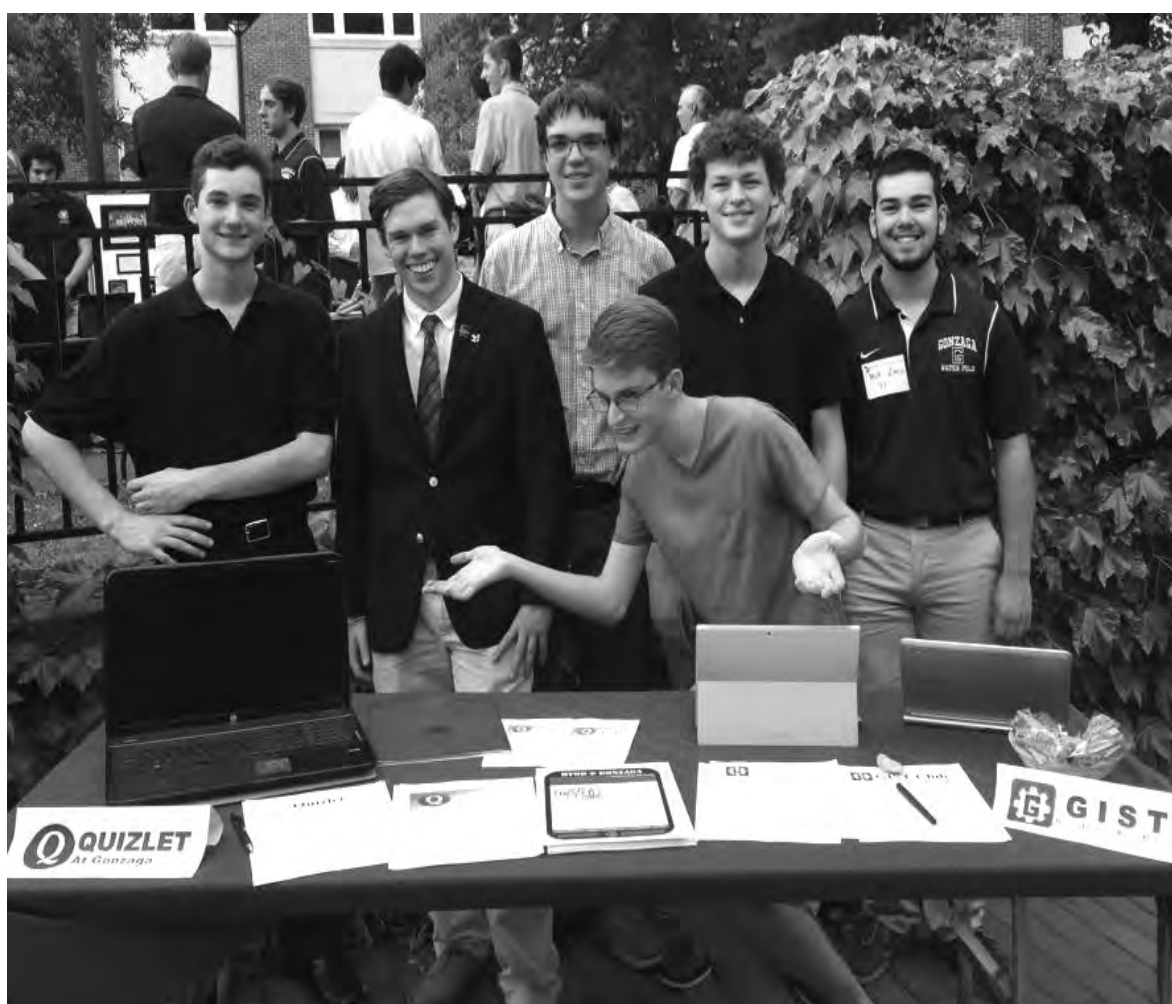
So. Where are we now? Quizlet at Gonzaga is currently 1,100 sets and 644 members strong, with new requests to join and set creation notifications hitting my inbox every day - I've gotten six while writing this. Flashcards have been made for almost every single class Gonzaga offers, and many teachers, especially in the modern language department, are using Quizlet regularly in the classroom. GIST has continued to work to bring more tech resources to the student body, and we will have several exciting announcements to make next semester. December will be an important milestone for Quizlet as it will be the first time the study service was available to the entire student body once the freshman class joins up.

It is, though, important to note that Quizlet is not the end-all-be-all for studying. It is a tool that many people find helpful for memorizing lists of information, but it is not optimized for higher-level thinking skills, especially those required during junior and senior year at Gonzaga. While it is a great resource to have in your pocket, it's not designed to for every educational scenario.

As it stands today, the vast majority of GIST's

leadership is from the senior class, and if new members from other classes do not join next semester, I fear that the GIST/Quizlet story will come to a fast and unfortunate conclusion after graduation in June. I highly encourage any student who is interested in being a leader in Gonzaga's tech future to contact GIST@gonzaga.org and become a part of the exciting projects we are working on, including Quizlet.

I would like to step out of my own narration and conclude with the rest of Mr. Larkin's reflection on Quizlet: "It was a natural progression, a great first step. Quizlet is student-driven, student-maintained, organic, and collaborative. Creating something that benefits the whole, not just the individual, is a selfless activity. These sets are open to everyone. What happened was a small group of people made an impressively vast collection of Quizlet sets for the betterment of our school community. No one told them to do it. To give students an active role in their own education is always encouraged here at Gonzaga. If students can take that same attitude of collaboration towards other projects, if we, as faculty members, can enable and assist these student-initiatives, and if Gonzaga can apply the Quizlet model to more activities, the possibilities for our school are endless." ★



Red Cloud

By: Liam Burke '16
Editor-in-Chief



Red Cloud is a trip to South Dakota where we spent one week on the Pine Ridge Indian Reservation. When we were on the reservation, we tried to help the community in any way we could. We went to the local elementary school and helped them keep their school looking great and spent time with their kids. While on the trip we learned a lot of history and facts about the Lakota tribe, and we were able to partake in a few of their traditions. At the school we did anything from plumbing in the bathrooms, to helping to landscape the school's campus. We spent days inside painting the gym and we spent days outside taking down trees and painting porches. While at the elementary school each one of us got a chance to spend a day with the kids and tutor them in their studies. After the work was done for the day, we usually learned something about the Lakotan culture through stories, games, and food. One night we were given a tour of the campus we were staying on and they showed us the grave of Crazy Horse. On another night we went to the outskirts of the reservation to see a small town called Whiteclay, it has the only liquor store for miles. The reservation does not allow alcohol, so that small town with the liquor store is frequented many times by some of those living on the reservation. The town itself however looked rundown and dirty with men sleeping on the sidewalks with an empty bottle next to them. On another night we were taught how to play a guessing game with some sticks and PVC pipe, and that got quite competitive. We also did a sweat in a sweat lodge and that is an experience I know we will all cherish for a long time; the heat was almost unbearable, but from the help of others it was made possible. Another great part about Red Cloud is what we did during our down time, we stayed on a school campus, so there were basketball courts and other activities to keep us entertained for hours. After we finished our service we took a day to go sightseeing around ND. We saw Mt. Rushmore, and the colossal Crazy Horse Memorial, we also explored the Badlands. Red Cloud was a great trip and an unforgettable experience to have with my brothers. ✱



Nogales: A Place - Not Just an Issue

By: Holden Madison '16
Managing Editor

Gonzaga introduced a new summer service trip this year to the US – Mexico Border. With a crew of 10 juniors and 2 faculty (Mr. Donellan & Ms. Murphy), we flew across the United States to Phoenix and then drove down to the split, by a Berlin Wall, border town of Nogales. We met Fr. Peter Neeley, S.J. at the Kino Border Initiative (KBI) office on the Arizona side; he laid out the plan for the week and challenged us with the goal to humanize the border. The next day, we took a pedestrian path through the Mariposa Port of Entry into Nogales/Senora Mexico. A US border patrol agent at the Mariposa Gateway questioned our

motives as to why we would want to visit Mexico and serve people who cross illegally into the United States of America. I told him that it is important to experience the side of the story that the press does not cover to which he understood. We were then fully immersed in Spanish signage and language. It was a short walk to the KBI's Comedor, a cafeteria / soup kitchen that serves migrants with food, drink, toiletry amenities, first aid, documentation, and networking to get them in touch with family. This community comforts those with raw encounters of violence, deportation, and other ailments. We assisted with the food & beverage operations for breakfast at 9 AM and lunch at 4 PM. In

between the two meals, we listened to accounts at KBI's women shelter. Following their stories, we toured Nogales/Senora, Mexico, a vibrant town with the main industries of dentistry and pharmaceuticals. We walked by the Downtown Port of Entry that is integrated into the rusted, steel-slatted 20 foot border fence, which runs through the city. Surveillance towers rise up like weeds, with extremely high powered cameras that recognize faces and any object that gets passed through the fences. Border patrol will then come to interrogate the undeclared good(s). The next day, we embarked on a desert hike through the rugged terrain and shrubbery in Buenos Aires Wildlife Refuge near Ari-

vaca, AZ. Fr. Neely pulled out a backpack of belongings and essentials he had collected along the unofficial migrant trail; it contained photographs, travel documents Gatorade, black gallon water jugs, canvas-shoe bags to cover footprints, and a bottle of tequila. He explained that the migrant guides these days could be part of the cartel gangs, hyped up on speed, and not waiting for stragglers (pregnant women, elderly, etc.). We saw another angle of the issue by visiting the parish of St. Ferdinand in Arivaca. These rancher men and women with conservative backgrounds described the drug cartel / mafias destruction of property, threatening behavior, and illegal drug trafficking (through the

exploitation of migrants). We returned to the Comedor in the following days to help package toiletry amenities and continue in conversation with the migrants and volunteers. We also viewed old Jesuit, Franciscan missions in Arizona. I valued the many perspectives we had the chance to encounter - sitting together with new deportees in the Comedor, listening to the accounts of women's treacherous treks through the desert, the Arivaca ranchers' descriptions of ultralight aircraft drug drops, and the community of kinship that the Kino Border Initiative has cultivated. ✱



Eye Street Exclusive: Winter Sports Preview

By: Connor Joransen '17
Contributor

DJ Harvey stepped up to the line with the game knotted up and a chance to seal a DeMatha held WCAC championship trophy. But with hundreds screaming, shouting, and howling, Harvey clanked two shots off the back iron. Two overtimes later, the court was submerged in a sweaty and rancid crowd of shirtless young men whooping and hollering. The winter season is back at Gonzaga, boasting a WCAC basketball championship team, a youthful and talented hockey team working to honor their fallen brother, and a swim team that is a 5 time WMPSSD champion. Also a track team who won the DC State championship only two years ago, a wrestling team that came in second at DC States (with two All-American wrestlers UNC commit Will MacDonald as well as Nate Thacker), and last but not least, a squash team that has dreams of a national championship. According to several athletes, acquiring hardware on Eye Street should not be a rare commodity this winter.

Since late September, our Varsity basketball team has been hard at work, on the court and in the weight room,

with high expectations. The Eagles “have a really talented team capable of winning the WCAC again this year,” comments junior guard Brian Doolan, “but it will take a lot of work due to teams like DeMatha and St. John’s, who are also very talented.” Underclassmen on last year’s squad were well served, with freshman Myles Dread and Prentiss Hubb contributing mightily, leading to Hubb garnishing several high major offers, including Maryland and Cincinnati. Alongside them are the steady hands of juniors Chris Lykes (coming off an all WCAC year) and Eddie Scott. The ceiling can only be raised higher as the underclassmen mature, with chemistry and aptitude for WCAC play increasing. “I love our chemistry so far and I look forward to playing against the best,” says Dread. Rest assured, the ruckus will be at every game this season, urging the team towards another championship.

Both swim n’ dive and wrestling have made steps towards dominant seasons, and our swim team has already made their presence felt with a 104-82 win over Good Counsel. Gonzaga has many, “top of the line swimmers and great depth, a combo not a lot of teams have,” accord-

ing to senior captain, Jack Cosgrove. Oliver Shackley, a top junior swimmer, added on to that by saying they, “have a really strong team this year and have some big goals heading into the championship season in January-February.” Wrestling looks to utilize their #momentumshift, as well as the strong talent of young sophomore Nathan Thacker and senior captain Will MacDonald. “This year looks very promising, especially with our captain Will MacDonald riding the momentum from his recent commitment,” says junior wrestler Kevin Krivda. Coach Yates has these boys in the gym every day, getting in reps in order to represent the #MyTeam on the mat.

On November 1st of last year, we lost a brother, who will forever be dearly missed. Last year, the hockey team took center stage as the played on in his memory, making it all the way to the semi-finals in honor of Dom. This year, with the Fort packed for the first annual Purple versus White game, Coach Slater gave us all a glimpse in to the type of talent on the roster this year. “I think we have good team. A solid first two lines. We are very young with more than half team being underclass-

men. We have a lot of skill and potential. I think we have a good shot at going all the way this year and we are definitely one of the top teams in the league”, said junior forward John Cardellicchio, whose comments were reinforced by the sophomore defenseman Chase Vallese. “I hope it’s gonna be a great year. We’re all working hard at practice and in the gym. Everyone this year is expected to play their best and contribute, be it defense or offense.” Will Schuler mentioned there is a lot to be excited about on the ice this year, and Fort DuPont should be crowded for every home game, anticipating the promising season that is ahead.

Indoor track, one of the most underrated sports at Gonzaga, hopes to shine this year; behind star hurdler Dela Adedze, long distance runner Harry Monroe, and mid distance runner Shareek Branch, they will lead the team on to victory. “Jabari is the best thrower in the country. But we also have Shareek Branch who is strong in the 800 and 400 as well as Liam Healy who is an excellent hurdler. We have a bunch of great distance guys especially Harry Monroe and Jacob Floam,” says Cam Kisailus, a returning senior. Coach Mad-

dox could not be reached for comment.

Finally, we have some of the most fearsome and intimidating athletes you will ever see: Gonzaga Varsity squash. Combining new talent like junior Kevin Newell with wild veterans like, JD Smealie, Charlie Jones, Dennis O’Brien, and Henry Nimey. Gonzaga’s Squash team has national championship aspirations. O’Brien, a junior, made some bold predictions last week, saying “We’re going undefeated. I guarantee 30+ personal points per game. Look for me in every area of the score sheet.” Charlie Jones ’17 echoed his teammate’s confidence. “The team this year has many talented returning players and an equal amount of newcomers ready to work hard. We are having intense practices and striving to enhance our skills. We will not lose this year,” proclaims Jones.

With so much talent on campus, it is a given that Gonzaga will bring home trophies, but this winter season, we may bring them home in bunches. Everyone should head out to as many games as possible, bring the ruckus, and see our teams to victory. Hail Gonzaga. ★



Keeping a Legacy Alive

By: Kenneth Carter '18
Contributor

On November 6th, the Gonzaga Varsity One and Varsity Two hockey teams came together at Fort DuPont Ice Rink to play in a mixed scrimmage for the first annual Purple-White game in remembrance of Dominik Pettey, class of 2015.

One year after the tragic loss of Dom, nobody knew how the Gonzaga hockey program would get through its season. The hockey team, in a way to remember their fallen brother, decided to do what Dom loved best: play hockey. In addition to the Purple-White game, a scholarship fund in Dom’s name was created, so young hockey

players can attend Gonzaga and learn to love the school like Dominik did.

To keep Dom’s legacy alive on Eye Street, the hockey team hopes the Purple-White game will become an annual tradition before the start of every hockey season. This exhibition game is a lot more than just another ordinary game for the players.

For sophomore goalie, Jalen Greene, the game gives him a sense of relief, “because [he] knows Dom is in a better place.” This exemplifies how much of an impact and legacy Dom left on Gonzaga, as well as on its hockey program and the players. He left a legacy that cannot be forgotten.

The game itself ended in a 6-6 tie, and overall was a

high scoring and exhilarating game to watch. The V1 team defeated Calvert Hall on December 1st with a score of 5-2. Coming up for V1 are games against Georgetown Prep and DeMatha. The V2 team is undefeated as of press time, after beating Calvert Hall on December 2nd. They will soon play against Landon and DeMatha. ★

Gonzaga Cross Country Conclusion

By: Holden Madison ‘16
Managing Editor

The 2015 season for the Gonzaga Cross Country team (GXC) offered many great moments and high points. The team led the way through its pre-season races, consistently scoring well at area invitationals such as Chancellor, DCXC, and 3rd



Battle. As the season progressed, Freshmen, JV, and Varsity teams came together for some strong performances and personal records. This year races took place in Virginia, Maryland, Delaware, New York, and North Carolina.

Led by Coach Ausema and Assistant Coaches Laguilles, Gatti, Kelly, and Krol-

man GXC runners were worked hard well throughout the season. GXC members took part in distance, race pace (with interval and tempo workouts), and core-strengthening workouts. GXC ran through hills on the Mall, the Polo Grounds, the National Arboretum, and the Anacostia River Trail, along with several other sites across DC. Team Captains, Will Guarini, Jack Pozlusny, Michael Gold, and Jacob Floam, led the team on and demanded the best efforts from each GXC member, starting with each daily warm-up. Each class has its leaders -- the freshmen class with David Gianni, Gavin Farley, and Daniel Podratski; the sophomores with John Travis, Henry Hodges, and Jonathan Hurley; juniors John Hills, Quinn Aitchison, and Matthew Cayajon just to name a few..

The Varsity 7 squad, was led by John Colucci, Jacob Floam, Ryan Lockett, Michael Gold, Jack Beckham, Harry Monroe, and Will McCann. They established a strong presence into the



Championship portion of the season for the WCAC, DC-MD Private School, and Jesuit Championship meets. These athletes led the team with inspirational mentalities and disciplined attitudes toward running and the team.

Looking forward, the team is positioned well for

a strong 2016 season with a lot of potential talent. The team will push hard in the off-season with some GXC members running over 500 miles between May 1st and August 31st next year. Next year is sure to be a great one filled with energy, spirit, and running. ★

Mid-Term Exam Questions & Answers

By: Peter Marcou ‘16
Editor in Chief & Peter Rizzo ‘19 Contributor

(Not all questions were asked to all interviewees.)

Aquilian Staff: Have you ever taken any kind of exam before?

Luca Militello (Freshman): Yes, but only Terra Nova or the HSPT.

PJ Harper (Freshman): Yes, I’ve taken multiple exams at my old school [Holy Redeemer].

Matthew McDonnell (Senior): I think so, yeah.

AS: How long do you plan on

studying for your exams?

PJ: An hour a night for the week before the exams, and a little extra on the weekends.

MM: At most for an hour, and however much time I have beforehand on the day of the exam.

AS: Is there any exam you’re worried about taking, and if so, why?

LM: Art, it’s just very new to learn how to draw, I mean; it’s new to learn this many aspects of how to draw something, and that’s what worries me.

MM: Nah.

AS: Now that December has rolled around, are you more worried about exams, or more excited for Christmas?

LM: Exams. If I fail the exams, I won’t have a fun Christmas. Plus, my dad would be mad.

PJ: It kind of evens out, the excitement for Christmas numbs my exam worries, and vice versa.

MM: I mean, I’m not really worried about exams, but I’m thinking more about them than Christmas.

AS: Are you coming to Reading Day?

PJ: Yes I am. I wouldn’t miss it for the world.

MM: What, to learn? Nah.

AS: What’s the first thing you’re going to do after you turn in your last exam?

MM: Go watch the new Star Wars.

PJ: Go to Bojangles, get some food, and then go see the new Star Wars.

AS (For Luca and PJ only): Do you think exams will matter more when you’re older, or do you think they matter a lot now?

LM: Both, exams are a big part of your grade, so I don’t think it matters how you do

in any individual year, but it matters more overall. To be fair, though, I think they count for a lot more when you’re older because colleges will look at them.

PJ: I think they will always matter, but I feel as if my concerns about them will change as I get older.

AS (For Matt only): Do you think exams mattered when you were an underclassman as much as they do now?

MM: Yes. They mattered as much then as they matter now. ★

Keep Gonzaga Clean

By: Liam Burke ‘16
Editor in Chief

Everyone at Gonzaga has made a choice to go here and wants to get the best experience from Gonzaga, but that experience cannot reach its

full potential if there is litter everywhere. Gonzaga has a beautiful campus with many new renovations, but in order to keep these renovations worthwhile, we need to keep them clean. The campus

looks a thousand times better when there are not empty chip bags blowing across the quad, or trash lingering in the theater. Having trash in our cafeteria and around our school in general is unaccept-

able when there is always a receptacle readily available. Let’s say the bell just rang and you have to get to class. It takes, at most, twenty seconds to throw away your trash: it’s not hard. Most

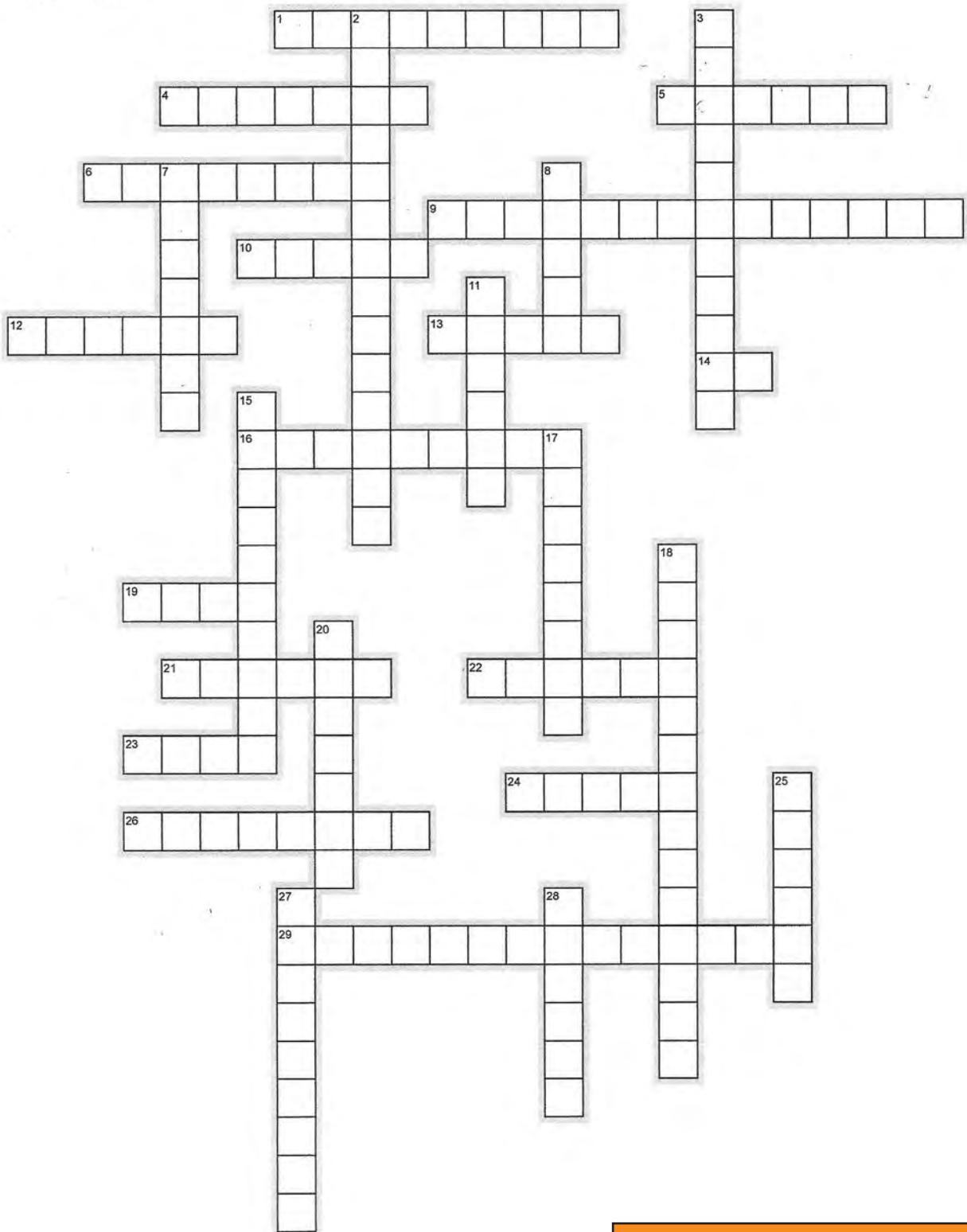
teachers do not mind if you are a few seconds late to class. If you happen to see trash around campus, please do everyone, including yourself, a favor. Pick it up. ★

FAMOUS AQUILIAN PAGE OF FUN

BY: AQUILIAN STAFF

All Things Gonzaga

Holden Madison



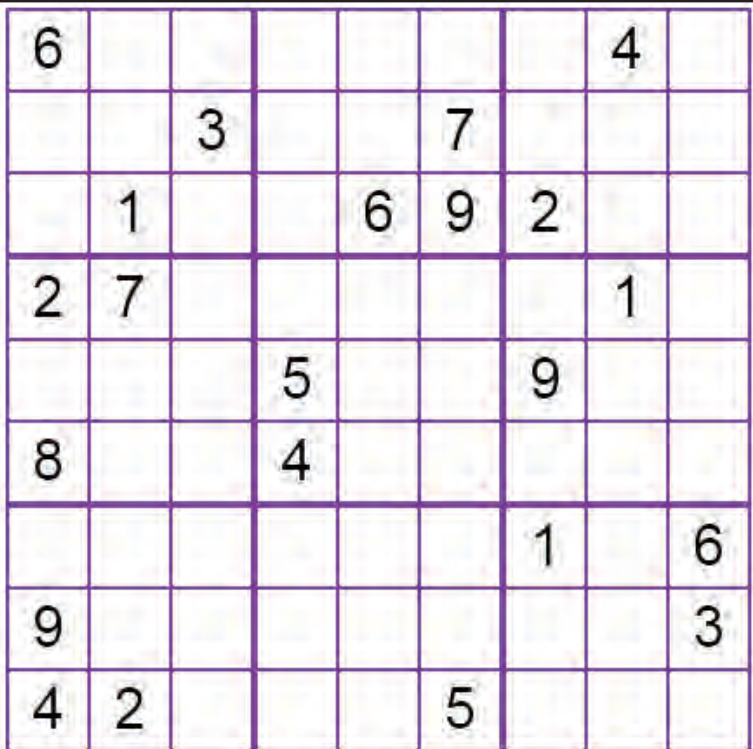
Across

1. Gonzaga's Spring Musical
4. Synonym for "working towards peace"
5. Fly High!
6. We're #2 in...
9. Theme for Gonzaga's 2015 Gala
10. Everybody _____ him. (Basketball and otherwise...)
12. Hail Good Counsel?
13. a.k.a "Coach Weights"
14. Number of days for the 2015 Gonzaga Christmas Holiday.
16. Setting to describe St. Al's
19. To Growth
21. Make this journey at Gonzaga.
22. God is...
23. Ad Majorem Dei Gloriam a.k.a
24. Hall of Art, WZAG, Counseling, Crew
26. The field above the garage.
29. You can't ride this...

Down

2. Latin for "Glory in the Cross" [view the seal outside Our Lady's Chapel]
3. Graduating class this year.
7. Has a wagon and a center...
8. Master of Origami, #53 G C
11. "I'm old school, I like 'The Temptations'. His relative is confirmed for the third installment of Alvin and the Chipmunks Part III: Toes on the Line.
15. He was almost Urban Planning.
17. December 18, 2015
18. Competent
20. "That's what St. John's means to me..."
25. In the spirit of Advent, this is also a pillar of the Grad at Grad
27. Hail, Hail
28. Jedi: Change the d add a "u" and a "t"

AQUILIAN SUDOKU



CARTOON CORNER - CHRISTIAN OLIVERIO '18

