

1,000- Point Man

With this 3-pointer, Josh Bryan
joined exclusive company of
the Eagles' all-time top scorers.

Story by Braxton Edwards

Photo courtesy Brayton Conley

Eagle's Eye
Wednesday, Feb. 27, 2019
Volume 52, Issue 2 25 cents

Vaping trend: all-time high

By Evan Rogers

The victim inhales deeply. He believes he is inhaling "water vapor," when in reality he is inhaling a mouthful of cancer-causing chemicals, heavy metals like nickel and lead, as well as addictive nicotine.

The word "vaping" is associated with the electronic cigarette, much like how the word "smoking" is associated with a traditional cigarette. This slight change in verb use leads the victim into believing that this recent trend in electronic drug use is healthier than the 153-year-old paper-rolled tobacco.

According to the Center for Disease Control (CDC), vaping isn't as dangerous as smoking. However, one could argue that the misconception that vaping isn't harmful at all is what actually makes it more dangerous than smoking.

Delta High School's assistant principal, Ms. Joey Gossett, is the first line of defense when it comes to disciplinary action, including the use of e-cigarettes. In Gossett's 20 years of working for the school, she claims drug use at school has never been so problematic.

"Drug use at Delta is growing tremendously," Gossett said. She is referring to the dozen vaping devices she has found during the first semester of the 2018-2019 school year.

Gossett is well aware that this relatively small number "barely scrapes the surface" of how many vaping devices may be inside Delta on a day-to-day basis.

"All of my friend group vapes," one sophomore girl said.

The same girl said she believes that traditional cigarettes are more dangerous than electronic cigarettes because there are "thousands upon thousands" of chemicals in cigarettes rather than the "four" in vape.

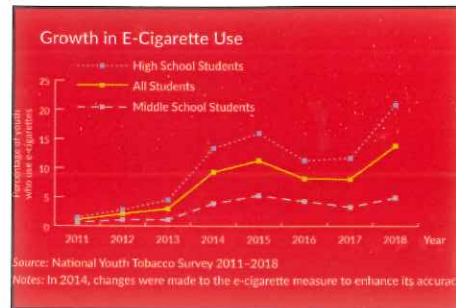
According to the CDC, there are 600 ingredients in a cigarette and at least 42 confirmed chemicals and metals in vape, and they are still researching the compounds of electronic cigarettes.

One of the chemicals in vape is diacetyl, a chemical directly linked to serious lung disease.



These are a sampling of some of the vaping devices confiscated by Delta administrators this school year. (Photo provided)

Vape also contains volatile organic compounds, chemicals that are often found in paint and varnish. These compounds are associated with the development of lung cancer and are considered carcinogenic, which means they are capable of causing cancer in living tissue, according to a study done by iagscience.




lbl.gov.


"Usually whenever I go use the restroom and I'm washing up, people huddle up in the corner or in a stall and they vape," senior Noah Rains said. "They share a vape sometimes when they don't have their own."

In 2013, it was estimated that 5 percent of high school students in the United States vaped. In 2014, that percent spiked to 15 percent; according to the CDC.

The overall sales in normal cigarettes dropped nearly 4 percent in the same timespan. So what caused such a jump for vape products?

In February 2014, Altria, the owner of popular cigarette brand Marlboro and the wealthiest tobacco company in the world, bought Green Smoke, a line of vape






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shops, for \$110 million. This is when Altria began to make its move on a booming trend.

"Juuls really exploded at the end of last year," Gossett said.

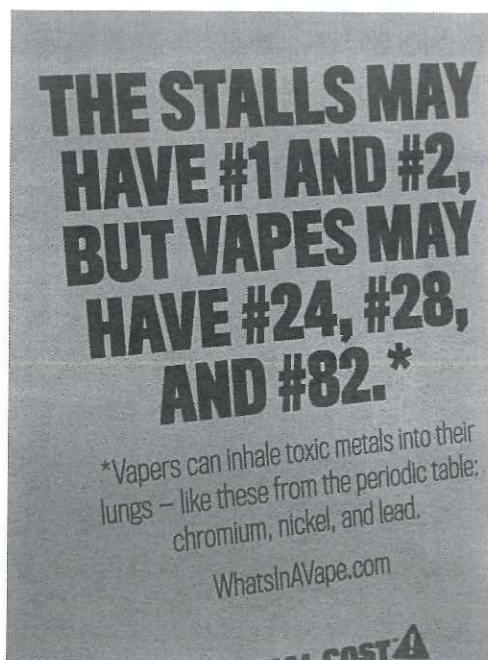
Juul, one of the leading brand of electronic cigarettes, had a surge of 800 percent in sales during mid 2018. So it is no surprise when Altria purchased 35 percent of Juul at the end of 2018. It was an investment of \$12.8 billion.

Since the purchase, several Juul advertisements

have landed on major television networks such as TNT, a network which had an average of 1.3 million viewers in 2018.

The commercial truthfully noted that Juul had nicotine but was neglectful to tell its viewers of the other compounds in their vape.

Such chemicals include glycerol, a chemical used in explosives and anti-freeze. Juul also contains benzene, a chem-



New anti-vaping posters such as this are being placed in bathrooms. (Photo provided)

electronic cigarettes share all the same addictive qualities of smoking but contain different sets of hazards. One hazard that's been featured in popular "The Real Cost" commercials is how vaping causes a weakened immune system, the part of the body that keeps you from getting ill.

"I think that people think vaping is so much better than cigarettes," senior Madly Shockey said, "but it's still nicotine. It's still addictive."

ical that is linked to leukemia and is also found in cigarette smoke.

"Kids our age shouldn't be vaping because originally vaping is supposed to help someone stop smoking," Rains said. "So it's nothing that should be trendy."

Sophomore Anna King-Cross added: "I think it's a recreational drug, not a way to get off of smoking."

Although vaping could help a smoker get out of their bad habit,

Gossett has made several steps in the direction of fighting the trend at Delta.

"There are posters we are going to be putting up in the bathrooms that show the truth about vape," Gossett said.

She also said that the administrators catch students when she is given a tip about someone who is vaping.

"We follow every tip. There are times we find them; there are times we don't," Gossett said. "It just so happened that an adult in the building walked into a restroom and there was a kid using vape right in front of them."

When a student is caught at Delta with a vaping device, it immediately is confiscated and joins the accumulating "collection" of e-cigarette devices in Gossett's office. Not to mention that continued drug use on school property can lead to expulsion.

"If I get a tip we will look into them," Gossett said, "and my guess is if students know this, we could get a tip every day."

One of the signs being put up in the bathrooms lists all the heavy metals in vape: nickel, tin and lead. According to sciencealert.com (a group of journalists educated in science), these metals are linked to cardiovascular disease, brain damage and a variety of cancers.

"I think they think we're trying to scare them," Gossett said, "but I don't think it's a scare at all. I do believe that 20 or 30 years from now some of them will be sorry that they're doing this."

Students juggle both work and school

By Delaney Pence

Some students think it's hard enough managing school without adding on extra things. Imagine handling school, sports, and a job because for some students this is their reality.

Senior Jessica Bryan would be one of those students. Bryan has been a varsity cheerleader for four years and has been on a travel cheer team for four years. Bryan was also a diver this winter and qualified for regionals.

Her schedule includes every day of cheer. Monday, Tuesday and Thursday Bryan practices with her school cheer team from 5:30-8 p.m.. On Wednesday's she practices from 6-9 p.m. in Pendleton

with her travel cheer team.

While Bryan is so busy with her sports, she has also had a job at Merk's Family Dining since she was 16, making her life even more hectic. When cheer and school are going on Bryan only works on Sundays, but when school's out she nearly works every day. After working on Sunday mornings, she goes straight to travel cheer practice and practices from 4-7 p.m.

"It can get really overwhelming doing so much all the time," Bryan said. "I sometimes wish I could just hang out with my friends instead of working."

Another student who has a busy schedule is senior Kaysi Lampton. Lampton has been working at Lee's Famous Chicken for two years. She works six days a week

from 4:30 p.m. till close most days. She also was a manager for girls' varsity basketball and is a part of Best Buddies.

Lampton handles her homework by waking up early and doing it before school because she usually gets home late from Lee's and is too tired to do it then.

Junior Anthony Gullion works two days a week for about 3-4 hours each day at Subway. He has managed to keep straight A's and play baseball for Delta and a travel team for his whole high school career.

For these students there's not really a down time. They are constantly doing something and managing to keep good grades in school, which would be difficult for most to accomplish.

Anxiety Within Adolescents

Social media are among the causes of rising anxiety rates

By Zoe Ashcraft

Sweat drips down her forehead. Her hands are trembling. Her throat is closing up. Her heart is pounding. Her head starts spinning. Her eyes won't focus. She feels as if her world has been flipped upside down.

She is having a panic attack. This abrupt onset of intense fear or discomfort

If you struggle with anxiety, help is available by calling 1-877-987-6279

reaches a peak within minutes.

A panic attack involves some of the following symptoms: accelerated heart rate, sweating,

shaking, shortness of breath, feelings of choking, chest pains, nausea, feeling light-headed, chills or heat sensations, numbness, fear of losing control, fear of death, feeling that one's surroundings aren't real, or feeling as if one's thoughts do not belong to oneself.

A panic attack is just one symptom of an anxiety disorder. Anxiety is a mental health disorder that consists of strong feelings of worry and/or fear. This worry/fear is strong enough to interfere with one's daily life activities.

"All people experience anxiety, just as everyone experiences feelings of happiness, sadness, or anger," said 2006 Delta graduate Stephen Hopkins, a licensed professional counselor now working in Austin, Texas.

"An anxiety disorder, however, can be characterized by a clinical level of distress and impairment over time," Hopkins added.

An anxiety disorder impacts multiple areas of a person's life in negative ways (for example, work, relationships, school, etc.).

Throughout time, anxiety in teenagers has changed. Lately, anxiety rates have been increasing in teenagers. The National Institute of Mental Health said that



Photo illustration

nearly one in three adolescents (31.9%) will meet criteria for an anxiety disorder by the age of 18.

While it is apparent that there is an increase in teenagers possessing anxiety, it is not evident on what is causing it. There is no one thing, but a plethora of theories and explanations.

One possible explanation for the rise in anxiety rates is social media. This is because social media provide an easy way for teenagers to compare themselves to others.

"Social media give people a platform to make themselves out to look as glamorous as possible," Ms. Elizabeth Lay, a professional school counselor at Delta Middle School said.

"It is easy to look at other people's lives as 'perfect' based only on what you see them post."

Constantly looking at other people's seemingly perfect lives can create a lowered self-esteem and more self-labeling.

"It [social media] can also create anxiety in the onlookers who think their lives may never be as good as those they are comparing themselves to online," Lay said.

While anxiety rates are rising, there are still ways to treat it. There are two ways to treat anxiety - through medicine or through therapy.

"It is best to seek treatment from a licensed professional utilizing evidence-based practices," Hopkins said.

This is because treatment for anxiety differs for every person. Every clinician will have his or her own personal style, and each person seeking treatment will respond in different ways to different techniques.

Through all the confusion of teenage anxiety, the causations, and the treatments, one thing is clear: any teenager with an anxiety disorder should reach out for help.

"If you do not reach out for help, then there is a good possibility that that level of anxiety can keep increasing," said Dr. Angela Lykins, a professional counselor at Lykins Counseling Clinic in Muncie.

Reaching out for help is important because it gives someone validation that he or she is not alone.

"It [reaching out] opens the door to ask for help and look for other support systems," Lykins said.

Stop the Madness

Standardized tests
take up too much
of our academic time

Sweating palms, trembling hands, a leg bouncing up and down. Rolling eyes, quick tapping, unamused looks. These are sights you'll see when looking at a group of students taking a standardized test. Some are nervous and scared, while others are uninterested.

Schools all around the country spend weeks on end standardized testing and trying to get data on what students know. Are these tests important enough to take away that much valuable class time? My answer is no.

This year, Delta will spend all or part of 17 days standardized testing. That's about a tenth of the 180-day school year, and this takes class time away when we could be learning important material. Teachers have sets of standards they must teach to prepare their students for these tests, but with all of the time taken out to administer the tests, they can run into problems fitting in the information.

I've seen many times where teachers have had to leave out certain lessons or topics in classes to speed up the process and stay on track. Now, I understand that sometimes this might be because of cancellations or maybe bad planning, but the tests don't necessarily help.

According to Rocky Killion, a journalist at *The (Fort Wayne) Journal Gazette* newspaper, the state of Indiana spends more than \$100 million on the ISTEP+. Personally, I have found that some questions on that test weren't from the material I had learned yet. We give up so much out of the year to take other standardized tests, like NWEA, that we aren't prepared for one of the most important ones.

In all honesty, I know that when it comes to taking standardized tests like NWEA, I don't always try my best. This test has absolutely no effect on whether we graduate. The NWEA is supposed to give teachers a way to see where there students are at, but if some students don't try to do well, it doesn't help the teachers at all. Teachers also have all of the

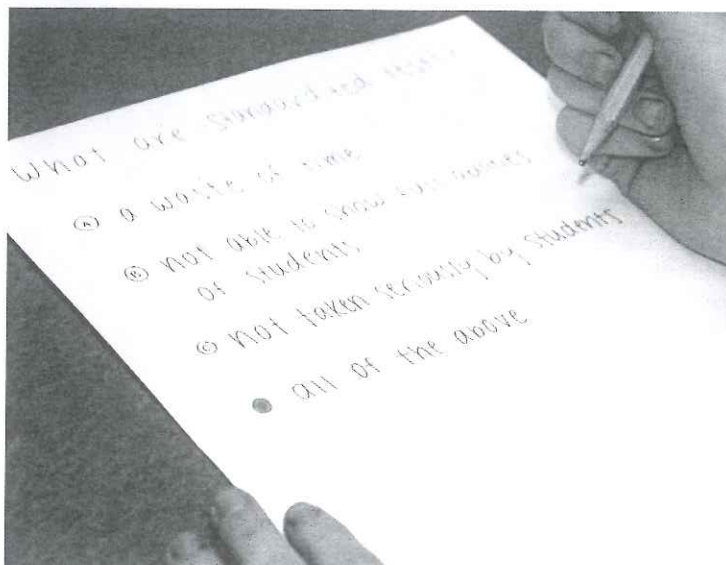


Photo illustration



Opinion

By Jacy Bradley

assignments and test grades which even better show how well a student is doing in a class.

The only way it could even slightly change our grade is if a teacher puts in an incentive grade. Even that sometimes isn't enough to make students want to try.

Many students just mindlessly click through the NWEA questions and find themselves getting "good enough" scores from that. With that being said, why are we still taking this test if it's not even being taken seriously?

On other standardized tests like the PSAT/NMSQT, students still don't take it seriously because it is a preparation for the SAT. And while it is nice to have a free test to help students get ready for the SAT, do we really need to spend time on it? No. I don't believe we even need to be taking the SAT at all.

In a study done by the Washington Post, it is shown that the SAT scores get higher and higher the more money a household makes. So if you are in a household that makes around \$80,000 to \$100,000, you'd probably get a higher score than a student living in a house-

hold that makes \$40,000 to \$60,000 a year. This isn't helpful whatsoever for a teen trying to go to a good college,

but who is just unfortunate to live in a lower income house.

Some colleges see that the SAT isn't able to gauge students' abilities well enough, so they even made it an option to not submit your score. For Ball State University, you are no longer obligated to put the score in your application if you feel that the rest of your application would be fine without it.

BSU is one of the 13+ colleges or universities that are test optional in Indiana. I think colleges surrounding us are starting to see our capabilities stretch past the barriers of standardized tests and see that we are more than our score.

If these tests that we spend so much of our time on aren't even going to show students' true abilities and aren't taken seriously, why are we still taking them? The sweaty palms and the rolling eyes have had enough of pointless standardized tests. It's time to take our education into our own hands.

If you feel strongly against taking so many standardized tests, or if you feel that you'd like them to change, send an email to Dr. Jennifer McCormick, our state's Superintendent of Public Instruction, at superintendent@doe.in.gov, and make our education how it should be.

Meet the Coaches

The back stories of how our coaches eventually found their calling

By Zach Freel

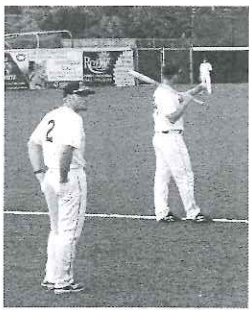
Every person has a story. Whether it's a friend, a teacher, or someone you don't know yet, they have a story to tell. Our coaches at Delta are no exception to this. Some could tell you about coming into coaching by pure chance or by coaching the worst team.

Coach Seth Paul could tell you about his story of how he came to be the head baseball coach.

Growing up in Cowan, Paul played a few sports, but his favorite was always baseball. His first coach was his dad, and that sparked a love for baseball in Paul. After fourth grade, however, his dad stopped being the coach to focus on other things.

Paul said he didn't really have another coach for a while who could coach for him the way his dad did.

It wasn't until Paul went to the University of Indianapolis that he had another coach that "did it the way his dad did it."



Varsity baseball head coach Seth Paul (2) oversees warmups. (Photo provided)

That coach was Gary Vaught. He had become an inspiration for Paul, so much so that he wanted to follow in his footsteps. Soon after finishing college, Paul was hired by Vaught to work under him as an assistant coach.

Paul had absolutely loved coaching when working under Vaught, and quickly went in to coach his own team.

The first team he coached was a travel baseball team for kids under the age of 18. He loved working with high schoolers, and quickly got his teaching degree so that he could truly get into coaching.

Paul is about to start his fifth season as head coach of the Eagles after three seasons as head coach at Cowan. His 2016 Delta team reached the semi-state.

Varsity boys' basketball coach Mark Detweiler started playing basketball when he was young.

"I've been on the gym floor since the day I was born," he said.

Like Paul, his dad was his coach, which was a big inspiration.

Detweiler played basketball all throughout high school and into college. After time playing in Indiana, he went to Palm Beach Atlantic University in West Palm Beach, Fla., to



Varsity basketball head coach Mark Detweiler crouches on the sidelines of a recent game. His team completed an unbeaten regular season at 23-0. (Photo provided)

play basketball. Unfortunately, in 1989, he had an injury and wasn't able to play. He decided that instead of staying in Florida, he'd head back to Indiana.

Detweiler had a friend who coached at Daleville that he talked to frequently. That friend asked if Detweiler would be interested in coaching a seventh grade basketball team that needed a coach. Detweiler decided that it was something he was interested in, and said he'd do it.

"And I coached the world's worst seventh grade basketball team," Detweiler said.

While the team wasn't skilled, they had truly shown something that Detweiler wasn't aware of yet.

It was coaching, and Detweiler realized that it was his calling. He said that it was almost as if it was "in his blood" to be a coach, as his dad was his middle school basketball coach.

He coached varsity basketball for three seasons at Randolph Southern, then for 17 years at Union County.

In his second season as head boys' basketball coach at Delta, his team is 23-0, the only unbeaten team in the state, and is ranked No. 1 in Class 3A.

For boys' and girls' tennis coach Tim Cleland, he started playing tennis at Hauser High School in southern Indiana. During his freshman year in 1977, his school had built tennis courts and his older brother had joined the team.

Cleland said that, like any younger brother, he was sure that he could beat his older brother in a tennis match. He joined the team as a sophomore, and found out he wasn't as good as he thought he was. His older brother, a senior, beat him and played No. 1 singles.

But, Cleland was determined to play tennis all throughout high school and made

No. 1 singles his junior and senior seasons. He made the All-State team, which is something no athlete in any sport at his small school had ever done before.

From there, he went to Ball State University. After trying out for the tennis team there, and unfortunately not getting on the team, he focused in on being a journalist. Cleland said that he got his "sports fix" by coaching tennis at the Muncie Northwest YMCA.

Then, one fateful day, Cleland was asked by the **Muncie Evening Press** newspaper to cover a story about a sectional tennis tournament for boys. Amongst the teams was Delta.

At the tournament, Cleland covered a particular freshman named Kaus Christopher. Christopher was No. 1 singles for Delta at the time, and got Cleland's attention very easily. After the tournament was over, Cleland went over to Christopher's parents. He told them that if Christopher was interested, he could be a practice partner at the YMCA during the winter.

"I just made that comment and went about my business," Cleland said.

He had expected that what he said to Christopher's parents wouldn't have real-

ly gotten him anything, seeing as Cleland figured that Christopher already had a partner for playing. However, he was wrong.

Cleland got a call later on from Christopher's parents saying that he was looking for someone to

play with over the winter.

Cleland also hadn't expected Chris-

topher to ask him to come coach at Delta. But the current coach, Pat Ervin, was pregnant, and they needed someone to fill in for her. And, during the fall of 1989, Cleland said he'd do it.

But instead of one season, he accidentally discovered a career. He is about to begin his 34th season between boys' tennis and girls' tennis, and last fall he won his 1,000th career varsity match. This spring with the girls, he is likely to become the all-time winningest tennis coach in Indiana history.

While every person tells a story, sometimes multiple stories end in the same place. For each coach, Paul, Detweiler, and Cleland, after many different turns, they all ended up in the same place: Delta High School.



Tennis coach Tim Cleland poses with his 1994 Delta team. (Photo provided)

IRON SHARPENS IRON

Wrestling team returns many top athletes next year

By Tanner Southerland

On a recent Saturday night at Bankers Life Fieldhouse in Indianapolis, 15,000 people watched two teenagers take the spotlight to fight for the right to say they have won an individual wrestling state championship.

Junior John Robinson, a seven-year wrestler, hopes to work his way into this scenario through continuous work before school at the YMCA sometimes, and after school every day in wrestling practice.

Unfortunately, Robinson, a 120-pounder, was defeated in the opening round of state on Friday, Feb. 15, but he hopes to come back stronger next year.

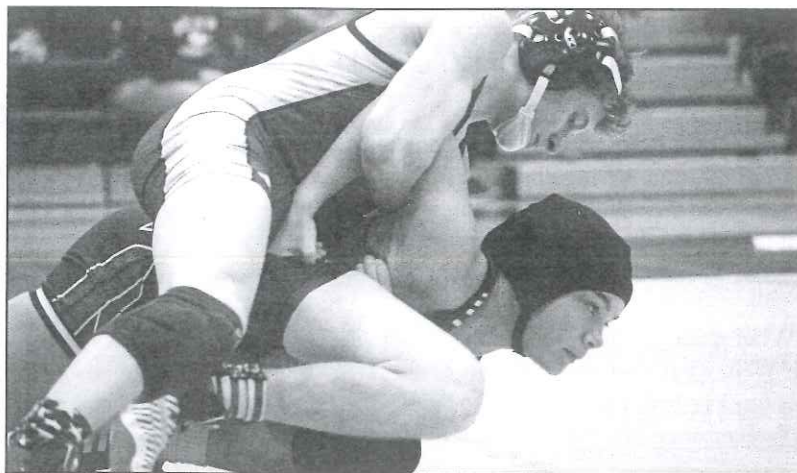
Payne Blackburn, also a junior wrestler, lost at semi-state this season after going to state in his sophomore year in 2018. Blackburn wrestled in the 126-pound weight class this year.

"I just stay focused on what I'm trying to accomplish," he said.

Cutting weight can be tough for some wrestlers, but Robinson finds a way to make the 120-pound weight class for every match. He loses around two pounds in a daily wrestling practice to make his weight. He mostly stays a couple pounds overweight, but starts to drop the extra weight a few days before so he can make his weigh in.

Wrestling in the IHSAA state tournament is a great accomplishment that almost all wrestlers constantly work to achieve. Last year Robinson lost in a semi-state match against Harper Dedman of Oak Hill.

There is loads of pressure on your



John Robinson (top) controls his opponent in a 120-pound match. Robinson was the only Delta wrestler to reach the state meet this season. (Photo provided)

shoulders when wrestling at state in an NBA stadium with approximately 15,000 pairs of eyes on you.

"If I do my best then I won't have any regrets," Robinson said.

He tries to block out pressure of the crowd, coaches, and teammates counting on him as best he can by staying calm and collected.

"I know that I'm just doing it for myself and not anyone else," Robinson said.

Evan Hill, a junior teammate, said Robinson constantly pushed the team every day to be the best they can be by "adding a lot of good knowledge and energy to meets and practice."

In the upcoming year Robinson plans to take his game to new levels by "hitting moves shorter and with more power to wear people down and make them feel uncomfortable," he said.

Hill thinks that Robinson will make a run at the state title as long as he stays focused on his goals and keeps wrestling the same way that he has been all season.

The head wrestling coach at Delta, Gary Schliessman, is in his sixth year in

charge of the team. He has great admiration for Robinson.

"In my years of coaching I have not seen anyone's work ethic as intense as John's," Schliessman said. "His work ethic even tops that of 2017 state champion Jacob Gray!"

Robinson's work ethic doesn't just stop when he steps off the mat, but he continues to strive in his studies. Robinson has a 3.9 grade-point average and has been nominated Academic All-State.

"This is what makes John so dangerous to wrestle," Schliessman said. "Not only has he honed himself into a top athlete in his weight class, but he is a very intelligent wrestler. All this stems from his incredible work ethic."

The wrestling team has a saying that fuels each wrestler every day. That saying is "iron sharpens iron." This means that every wrestler constantly pushes his teammate to higher levels.

Robinson, Blackburn, Hill and others, including 2019 semistate qualifier Dillon Tuttle and 2018 semistate qualifier Jake Schliessman, will be returning next year and will try to defend the sectional title that they won for the first time since 1996.

Students explain some of their sports injuries

By Kaydence McNabb

Kids commonly fall off the monkey bars and scrape up their knee or get a little bruise, but these high school students at Delta have had some painful injuries.

When freshman Hallie Coffey was just eight years old, she was playing her favorite sport, softball. She was up to bat and the ball hit her in the face. Her tooth went through her lip and she had to get stitches.

Freshman Karissa Gwyn also was injured during a softball game.

Gwyn was pitching in the world series, a youth softball tournament in Tennessee, and while she was pitching she was struck by a line

drive straight back to the knee. She said that it was close to shattering her knee cap.

"I was in a knee brace for a week or two just to protect my knee in games," she said. "I don't really remember what happened after I got hit because it all happened so quick. All I know is that it hurt really bad."

She was 14 and the injury happened last summer.

Sophomore Destiny Shinnamon was playing third base during a softball game and took a line drive to the face.

"It all happened way too quick for me," she said. "It hit me in the eyebrow, and I had to get a good amount of stitches."

Her eye was swollen to where she couldn't open it for three or four days, then it was just a black eye and bruised. Now she has a scar about two or three inches long near her eyebrow. She still enjoys the sport and is on the high school softball team. She just knows the importance of wearing a face mask.

Junior Allessa Cremeans broke her tibia (the larger leg bone) twice in the span of four months. Both times she broke it during gymnastics.

Cremeans, who is now a varsity cheerleader, was in eighth grade when the injuries occurred. She was out for nine months.

Dive right in and meet these champions

Questions and answers with Davis Klinger

Sam Bennett

Sophomore Sam Bennett holds most of the school and pool diving records and just finished fourth in the state diving championship. He advanced to the state meet also as a freshman and has some of the highest scores in the state this season. Part way through this season he had to undergo an emergency appendectomy, then returned at the end of January.

Eagle's Eye: What made you love swimming and diving?

Sam Bennett: Well, what's not to love? Out of all the sports I've tried, diving has been the most fun I've had. Diving has also been the most challenging and most technical sport I've ever done (diving is also the scariest). However, it's the challenges provided in this sport and all the fear that makes this sport so rewarding throughout every success, large or small.

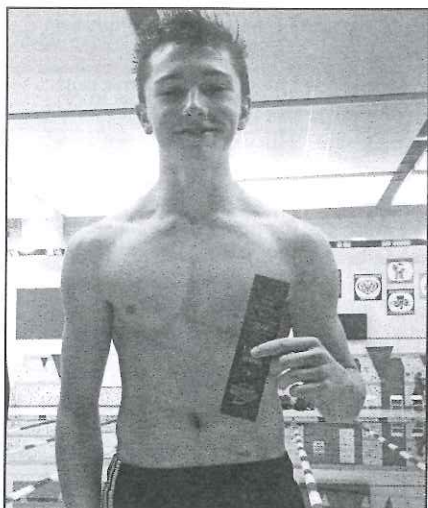


Photo provided

Eagle's Eye: Can you describe your toughest dive?

Sam Bennett: My highest degree of difficulty dive is an inward $2\frac{1}{2}$ tuck (405c). However, the dive I find to be the hardest is a reverse $2\frac{1}{2}$ tuck (305c). Basically, you walk down the board as if doing a forward dive, but when you take off you do reverse (or gainer) somersaults. You then do $2\frac{1}{2}$ flips of this category, then kick out of your tuck and enter the water headfirst.

Eagle's Eye: Have you ever made any new records?

Sam Bennett: I have broken all records

at Delta but two. One of these records, the pool 11-dive record, is impossible to break because Delta no longer hosts 11-dive meets in our pool. The other record is just an extremely high score set by someone from Pendleton in 2015.

Eagle's Eye: I heard that you broke someone's record. Who is the person Sam? What was the score you reached to break their record?

Sam Bennett: This season I broke the Delta 6-dive school record from 1978. The person who held this record was Randy Keihn. The first time I broke this record, the score was 319 points. I then broke this record again against Muncie Central with a score of 325.

Eagle's Eye: What does it take to make a perfect dive off of the board?

Sam Bennett: I'll let you know when I get there!

Eagle's Eye: How was your surgery Sam?

Sam Bennett: The surgery went well. Other than a reaction to an adhesive used during surgery, everything went smoothly.

Eagle's Eye: Where do you go to practice?

Sam Bennett: During high school season my practices are at Delta and off-season I dive for IISD (Indiana International School of Diving) at University of Indianapolis. This is around five practices a week with a minimum of three hours per practice.

Graycen Neu



Photo by Lily Marcum

Senior Graycen Neu joined the diving team this winter for the first time. Despite her lack of experience, she won the Hoosier Heritage Conference diving title and placed first in the Jay County Sectional.

She also is a varsity cheerleader and holds the school record as a pole vaulter on the girls' track team.

Eagle's Eye: What made you decide to be a diver?

Graycen Neu: I wanted to try something new my senior year.

Eagle's Eye: What is your favorite dive?

Graycen Neu: My forward one and a half in pike.

Eagle's Eye: How did you feel when you won your first conference?

Graycen Neu: I knew that I would probably place well, but I did not expect to win. It was a shock to me, but I was excited.

Eagle's Eye: During the summer do you go to a gym with a pool or a swimming club to practice?

Graycen Neu: I do not. I used to swim club when I was little but never to dive. This is new to me.

Eagle's Eye: What is the highest level you've pole vaulted?

Graycen Neu: I made it to state during the indoor track season last year and I made it to regionals during the outdoor season the last two years.

Born Leader

Principal Conley accepts challenge with IHSAA Board

By Madyson Cox

In the early 1980s, Chris Conley was part of a circle of close-knit friends who eventually would form the nucleus of Eastern Hancock High School's 1985 state championship football team.

Conley fell in love with the game of football at the age of five. He played football for six years in junior high and high school, coached, and served as athletic director. He is now in his first year on the Board of Directors of the Indiana High School Athletic Association.

Conley, the Delta High School principal, has always been involved with football.

His older brother played football. He would come home with his equipment in his hands, and Conley, who was several years younger, would have his helmet on before his brother could even get through the door. He said he knew from then on that he "wanted to be a part of that."

"I was in love with the game of football from the time I was five or six years old," he said.

In high school, he said he was "dedicated to becoming the best possible football player I could be."

He didn't know he wanted to be a coach until much later. He was in high school when he decided that he was going to be a coach.

Conley's head coach, Bob Copeland, said that Conley's leadership skills and intelligence made him stand out as soon as he entered the seventh grade.

"A state championship is not won without a group of players that are committed to a single purpose and a common goal," Copeland said. "We had those players and we had the necessary leadership to accomplish the improbable. That leadership came from Chris Conley."

The coach said an example of that leadership was Conley willingly switching from running back in junior high to lineman in high school.

"He had the respect of the people he was leading and he exemplified what it meant to be team player," Copeland said.

In a newspaper article later in Conley's high school career, Copeland said that Conley wanted to be a football coach. Although Conley had never told anyone that he wanted to be a football coach, he knew that if Coach Copeland thought he was going to be a coach, then he should probably go be a coach.

Conley was an assistant coach for eighth grade at Eastern Hancock, then coached at Alexandria-Monroe High School as both varsity assistant coach and head coach for seven years.

As a coach, Conley loved the relationships he was able to form with student athletes as well as fellow coaches and says, "There is nothing that compares to it in the world really."

Although he cannot coach anymore, he can stay involved in athletics. He ran to be on the board of directors of the IHSAA and in June 2018 he was elected to a three-year term on the board.

He wanted to be on the board because he was looking for something to really challenge him and push him. He also wanted to be able to be a part of decision making for the state athletics.

The IHSAA board of directors is the legislative body that governs the entire IHSAA. The members of the board meet annually to establish rules and regulations.

As a part of the board, Conley has to meet with other members of

the board on a monthly basis to discuss situations that the IHSAA faces. They also meet annually at the end of April to vote on any changes made to the bylaws for Indiana athletics.

Conley is also able to go to several state finals in various sports. He has had the opportunity to present championship medals at volleyball, boys tennis, and football in the fall and will be able to do that with both boys and girls swimming and boys basketball this winter. He will have chances to do more sports in the spring.

Conley does feel like IHSAA faces many challenges. One major one is sportsmanship.

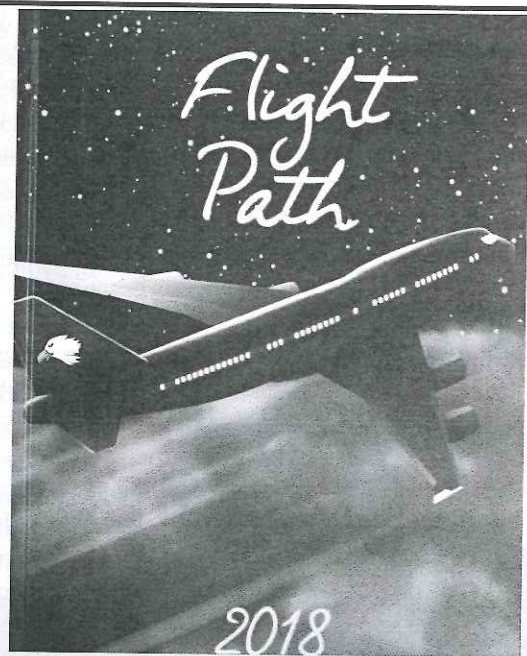
"We need to continue to remind adults, as well as students (about sportsmanship)," Conley said. "Our students get crazy at times, but they do a good job of reigning it in, most of the time."

Copeland, the former football coach, said Conley will do well on the IHSAA board.

"Chris will bring an element of forward thinking and level-headed decision making to the board that is vitally important for the success of the IHSAA and its role in the lives of Indiana high school student-athletes," he said.



Mr. Conley presents awards for the IHSAA at the boys' tennis state finals in Indianapolis. (Photo provided)



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JOINING THE CLUB

Josh Bryan joins an elite group of players
to reach 1,000 points

By Braxton Edwards

On Jan. 9, the Delta Eagles hosted the Wapahani Raiders in the first round of the Delaware County boys' basketball tournament. Heading into the game, the main storyline was all about the possible newest member of the 1,000-point club at Delta High School: Josh Bryan.

When the three-year starter took the floor that night, he only needed six points, and seemingly everyone knew it. He scored a few points early in the first quarter, and with each shot that fell through the net, the fans would start rising and chanting for the inevitable 1,000th point.

Then it happened: Bryan finds a hole in the defense and attacks it viciously, only to come up short. He grabs his own rebound and as he's falling out of bounds, throws the ball over a defender's outstretched arms and into the hands of junior guard Zach Garner.

Garner lobs an overhead pass to junior Sam Cox, who without hesitation, swings it to senior Tyler Wilburn on the wing. Bryan sprints to get to the

corner, where he can find an open shot. Sure enough, Wilburn pushes the ball into that corner where Bryan immediately lets it fly.

The crowd cheered, and those who knew what it meant, cheered louder. He drained that corner 3-point-er with 27 seconds left in the first quarter to crack 1,000 career varsity points.

It was a big shot, in a big game, with big implications for the season and Bryan's personal career. He is only the eighth player in school history to achieve this goal.

"Scoring 1,000 means a lot obviously. It's a pretty cool accomplishment because it's difficult to achieve," Bryan said. "It was a great feeling. The whole crowd was hype and that's when we play our best usually."

Note how Bryan said it there: when the crowd is hype is when THE TEAM plays its best, not when HE plays his best. He calls his younger teammates his "apprentices," which is a long running joke, but at its core, it's not much of a joke at all.

"He's a great leader, great teammate, he does all the little things that make him the best player in the conference," junior guard Josh Greenberg said. "Playing with Josh is awesome. He takes pressure off of us, and when he's hot, just pass him the rock."

Sophomore center Brady Hunt is in his second year starting alongside Bryan. Hunt explains how he leads



Josh Bryan defends his man against Muncie Burris. (Photo by Carolina Vidal)

their team. "Well, he's the leading scorer, so there's one," he said, "but no, he keeps us focused in practice and makes sure we're all going hard. He's a great player to look up to because he does the little things

the right way. I've learned a lot from him the last two years."

His "apprentices" see through Bryan how hard work and dedication can pay off. His coach, Mark Detweiler, does as well. He knows just what makes Bryan such a special player.

"It's all coaching," he joked. "But no, in whatever you're doing, it takes work ethic and determination. He works on his own. For years he's worked on his own. I've heard stories from people telling me about him being out in the driveway when he was little until 1 a.m."

Detweiler said that commitment is what it takes to be a top player.

"You've got to be willing to do things on your own," he said. "I don't care what the sport is, if you're just coming to practice everyday thinking you're going to be able to do what he's done, it's not going to happen. He's devoted a ton of time outside of what we do with him to be successful."

Twenty-three games into the season, the Eagles are ranked No. 1 in Class 3A and are the only team in Indiana that has not lost. Detweiler was asked how Bryan makes an impact on



Josh Bryan prepares to make his move against Muncie Burris. (Photo by Carolina Vidal)



Josh Bryan takes aim at the rim as he attempts a free throw earlier this season. He ranks among the state's top scorers with 24 points per game. (Photo provided)

"Nobody ever talks about (Josh's) defense either, but he gets a lot of deflections. He's got our school record for steals in a game (10)."

-- Coach Detweiler

the court and on the team.

Bryan currently has 1,294 points, but does more for the team than just shoot the ball.

"Even when we have possessions where he doesn't shoot, he's usually got another guy on him, or he's drawing another guy to him," Detweiler said,

Some Delta fans are wondering why the 6-foot-3-inch lefty isn't being recruited more heavily. This season he's averaging 24.0 points per game, 5.5 rebounds per game, and 2.4 steals per game.

"Good stats help with that, that's pretty valuable," Bryan said. "As long as we go pretty far in the tournament, that gets us some exposure which is good to get eyes on us. I feel like I can play (NCAA) Division 1 basketball with my ability to shoot the ball and spread the

court."

Coach Detweiler agrees.

"I think in the right system he can, because every team needs a deadeye 3 guy," Detweiler said. "You surround him with great athletes that can drive and create and he can just stand out there and drain 3's. He's got a couple more schools still looking at him that haven't offered yet, but I think he'll get those."

Detweiler also thinks that many issues with recruiting right now revolve around the amount of transfers that are happening around college basketball.

"Recruiting has changed in the last couple years. There's so much conversation these days about transfers," Detweiler said. "This is happening so much in basketball, which requires seniors to be really patient, because schools are getting all these transfers ... and when you throw that together, college coaches are sitting on, 'Who are we going to get that's going to transfer.'"

1,000-Point Club

These Delta boys' basketball players have scored 1,000 or more career points in varsity competition.

1,575 ... Rob Robbins (Indiana All-Star)

1,497 ... Matt Painter (Indiana All-Star)

1,442 ... Kelly Robbins

1,294 ... Josh Bryan (still playing)

1,245 ... Chris Gray

1,241 ... Petey Jackson (Indiana All-Star)

1,142 ... Tyce Shideler

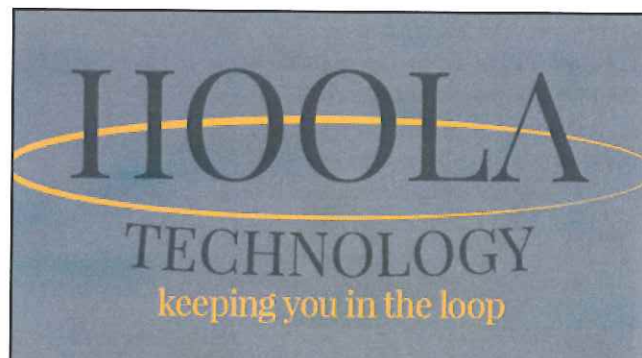
1,054 ... Gabe LaGrange

Note: Three of the players went on to compete at the NCAA Division 1 level. Rob Robbins and Petey Jackson played at Ball State, and Matt Painter played at Purdue, where he now is the head coach.

Detweiler added that he spoke with a college coach at the NAIA level who had three NCAA Division 1 transfers join their program.

"They've got a guy from Kansas, who played at Kansas that is now playing NAIA basketball," Detweiler said. "So, seniors everywhere have to be a little more patient, it takes a little longer, but his recruiting in the last two weeks has really heated up. He's got a couple offers now. He's got a chance to go to school for free."

Wherever this season takes the Delta Eagles we know Josh Bryan will be there with them, and wherever his career takes the 1,000-point scorer, his Delta fans will be there with him.



Melting Your Heart

Abby Neal touches lives around her

By Kenzie Scudder

I didn't take her order, but I see her at her table. I smile and wave at her. She looks up, waves, and happily says "Hi!" while smiling back.

According to her family, a few years ago her reaction would have been much different. Instead of being happy, she would have been freaked out. She would have thought, "That girl's supposed to be at school, why is she at a restaurant?"

When I interviewed and met Abby Neal for the first time, I was on my fourth year at the Delta **Eagle's Eye** magazine and my second year at Chick-fil-A. She was on her seventh and final year at Delta High School. I'm 18, but she's 21 -- the oldest student at Delta.

Abby was born with Periventricular Leukomalacia (PVL). This is a brain injury that occurs with premature babies that causes the death of small areas of brain tissue around ventricles, which are fluid filled areas. This damage creates a sort of "hole" in the brain.

It used to be diagnosed as Cerebral Palsy and is now considered to be under the "umbrella" of Cerebral Palsy. PVL sometimes can be an illness that you wouldn't be able to tell they had it by simply talking to them. However, it can lead to nervous system and developmental problems that will affect the baby for the rest of his or her life.

"We just had to wait and see

how Abby developed to see how she turned out," said Mrs. Kiersten Neal, Abby's mom.

She ended up having some learning disabilities as well as a decrease in muscle tone. When Abby was younger, working through her PVL was intense and involved many forms of therapy, including physical therapy. Now, she goes to occupational therapy but no physical therapy.

OT (occupational therapy) just helps with fine motor skills, which are the small movements of your hands

and feet. She has stayed at the high school for seven years to take advantage of the special education program with teacher Mrs. Marilee Creech.

However, Abby's biggest struggle is her speech, according to her parents. She understands things that she hears, but

she struggles with forming a response to what is said to her.

Despite this chore, Abby loves to build relationships. In fact, while speech is her biggest struggle, building relationships is her biggest strength.

She will communicate with anyone, but she does tend to have more in common with people younger than her, because they are on similar intellectual levels.

Even if you aren't young, if someone will take the time to try to talk to Abby, she will love it and will do her best to talk to you.

"She is such a sweetheart and has this ability to just melt your heart," said Mr. Jim Neal, Abby's father.

Senior Cassidi Qualls said that Abby is amazing and sweet and that she loves working with her. According to Qualls, Abby is a great person with a goofy and kind personality. Abby also loves her niece, which is a "plus."

"One night after an event we went back to my house and she just cuddled with my niece for a long time at my house," Qualls said.

At school, Abby shows this quality through Creech and her husband, Mr. Todd Creech. Abby is like a daughter to

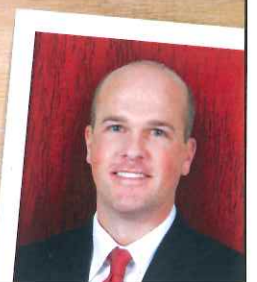


Abby Neal (front, center) poses with her family at their home. (Photo provided)

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Mrs. Creech and she loves to go back and forth teasing with Mr. Creech. He will tap her on the shoulder and tease her about her love of food and going out to eat and Abby will tell on him, saying "Your husband is bugging me."

After school, Mr. Creech comes out to help with their Together We Can projects, and he and his wife often talk about what they will be doing after the event. Abby would listen to them and then text her mom to ask her if she could go out with them. This started a tradition that came to be known as "Friday Night Dinner Club."

Even though Abby must move on to her next step in life after this year, she will still be able to join in on their Friday night dinners as well as the Friday lunch event that the class provides at school. She can still see the Creeches with her other friends, just not all day every day.

Instead, she will be going to Hillcroft Center in Muncie.

Hillcroft will be a place Abby can go and work with people going through similar struggles as she is. Companies bring Hillcroft jobs that they can do, which keep them busy and allow them to keep working on developing skills. If Abby shows enough improvement, she could go on to get a job apart from Hillcroft.

However, she will most likely indefinitely live with her parents and be dependent on them.

Mrs. Creech and the program have improved many things, however, including her reading skills. According to Mrs. Creech, Abby can't find the answers by

herself, but she can write them down when you help her.

She has also grown as a person. When she was younger, seeing someone from school somewhere like the Chick-fil-A restaurant would have confused Abby. She would not understand why she was seeing them outside of school because that person belongs at the school. She now has more understanding that other people leave and go places other than school.

Abby loves school now, and delays and cancellations aren't cause for celebration. They are reasons she can't see her friends and keep her routine. Many times, she will

text Mrs. Creech asking what they will be doing when we come back to school.

Abby has a similar feeling toward vacations. They interrupt her flow and she yearns to get back to normalcy. She is fine with chaos if she knows

what's next and "when is the next meal."

In other words, she wants the when, where, what, who, how, and why. Cruises



Abby Neal (front, center) poses with family for Special Olympics. (Photo provided)

with itineraries help with keeping routine, but she still is excited to go back home and plan things out.

"She will be planning next Tuesday's meal right now," Mr. Neal said.

At home, she is a natural multitasker, especially with technology. You might be on your phone while watching TV or on a tablet or computer. Abby has all of this going at once.

You might find her on her phone, school laptop, tablet, and TV, or you might find her with a simple notebook and pencil, scribbling away.

"She has notebooks full of her writing," Mr. Neal said. "You probably couldn't read it, but she loves doing it."

She could be planning meals a week ahead, cuddling with a niece, or working hard on school. Through it all, though, she will continue melting hearts and touching lives of those around her.



Abby Neal poses with Mr. and Mrs. Creech at the Special Needs Prom. (Photo provided)

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Sophomore Grayson Zgunda Overcomes Challenges to Work Toward Dreams

By Gavin Wilson

For two weeks in July 2002, nine-month-old infant Grayson Zgunda laid in a hospital bed in Indianapolis at Riley Hospital for Children after having his jaw surgically fixed. Then for more than three weeks in bed at home, his jaw was broken three times a day. Over the next 16 years, he would endure similar painful procedures seven more times at Cincinnati Children's Hospital.

His parents, Delta High School's athletic director Mr. Grant Zgunda and his wife, Becky, raised three older healthy children, but the unknown frightened them when they found out about Grayson's condition at birth.

He was born with Treacher Collins syndrome, which alters and slows the growth of facial bones. He had to undergo surgery every three years to expand his jaw and enable him to breathe.

Throughout Grayson's lifetime, he has had more than 30 non-cosmetic surgeries to correct the condition. Finally, those days are behind him.

Through it all he has persevered and is on the path of pursuing his interests

— theatre, dance, and even speeches— as a 17-year-old.

"In elementary and in middle school, I never wanted to get out there," Grayson said. "This year I really have gone out of my comfort zone to find new things I really like."

Two days after he was born, Grayson was taken to Riley because he wasn't able to breathe on his own. After nine days, a feeding tube and a trach tube were placed in his throat.

"That was the very first major procedure Grayson had. I just remember the nurse saying 'Listen to him cry because you're not going to hear him cry after this,'" Mrs. Zgunda said. "Grant and I both just looked at each other and were like 'What?' But when you have a trach, you don't have vocalization."

As he aged, Grayson began a speech therapy program, First Steps. He had speech and occupational therapists coming into his home once a week. Once he

graduated from the First Steps program, three years after he began, Grayson started another at Prime-Time Pediatrics.

Grayson's mom said people often think of speech therapy as literally speech. For Grayson's case, however, it was learning how to eat because he couldn't eat by mouth until his fifth birthday.

"Anytime we have any surgery with him, literally all the anatomy moves," Mrs. Zgunda

said. "And then he has to relearn how to swallow and chew again — all the stuff we take for granted."

Children with Treacher Collins are often born without ears and ear canals; Grayson was no exception. He was fitted for a conduction hearing aid right after birth. However, over the years he began to outgrow it. In 2016, he had a bone-anchored hearing aid surgically implanted. With it, Grayson's hearing has improved tremendously, according to his mom.

"All the surgeries that Grayson has had through the years have all been about providing him a safe airway. We have told him that all the cosmetic and plastic surgeries are up to him if he decides that is something he wants. Right now, he's cool in his own skin," Mrs. Zgunda said. "Grayson could have ears constructed from his own rib cartilage, but he knows they will only be cosmetic. For now, he thinks the painful surgery isn't worth something that wouldn't be functional."

When Grayson began kindergarten at Royerton Elementary School, kids in his class thought he was different until his mom explained to them that everyone is different. For Grayson, though, he sees himself just like everyone else.

"I was just trying to let them know



A young Grayson Zgunda shows off his dance moves. (Photo provided)

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To watch a video of more of Grayson's story, check out the Delta High School home page at dhs.delcomschools.org

that he might look different but then I said, 'Hey, we're all different. Every single one of us was created by God in a different way,' Mrs. Zgunda said.

During kindergarten, Grayson would become friends with Evan Conley, who would go over to Grayson's house to hang out.

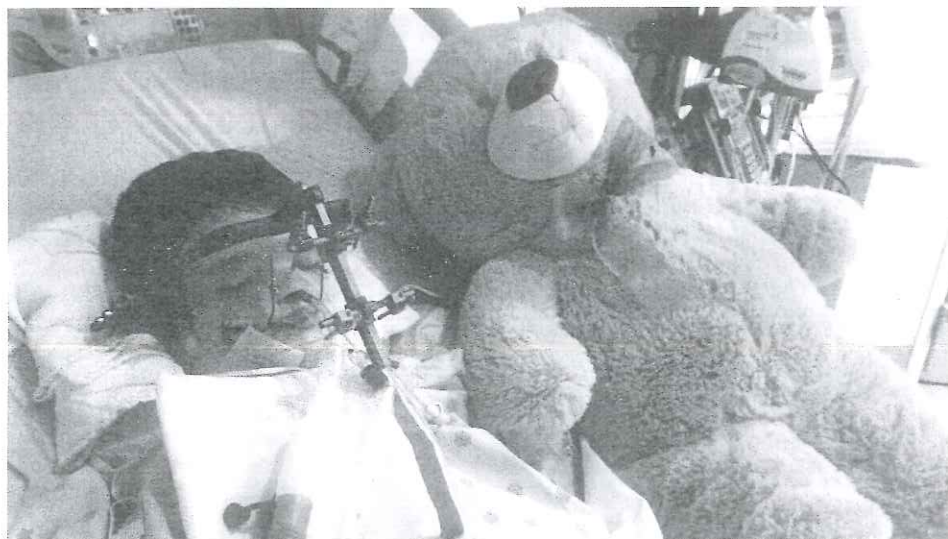
"Once he started having his major surgeries, I would mainly go to his house and we would play video games or I would spend the night over there, if I was allowed," Conley said. "(We would just) talk, listen to music and basically just hang out because at that point there were things that he couldn't hardly do because he didn't have much energy and he couldn't eat well."

Standing out to Grayson is the moment during his fifth grade year at Royerton when he was at Riley for three consecutive months recovering from jaw surgery. Conley, his bus buddy, wrote him daily letters, keeping him informed on everything going on at school, which kept Grayson in good spirits.

"There's just a wave of emotions.

Almost one that you would have if a family member was in such a serious situation...," Conley said. "Only being able to do that in a letter was difficult because you couldn't face-to-face talk to him so you kind of had to make do with a letter. At that point we couldn't text, but a letter was the best way we could get to that point of being able to talk to each other and being able to express."

Despite a lifetime of surgeries, the fears and risks never got easier on Grayson and his parents. His mom said obtaining an airway during a surgery



Grayson recovers in his hospital bed from one of his more than 30 facial reconstruction surgeries that have resulted from Treacher Collins syndrome. (Photo provided)

is a "pins and needles moment" because Grayson's anatomy is different. In particular, the septum in his nose is not straight and is difficult for doctors to maneuver.

"It is very, very scary for us when he comes out of surgery. Then it's up to us," Mrs. Zgunda said. "I can't tell you how many nights this summer Grant didn't sleep. Honestly there were several days where he didn't sleep. I finally said to him 'You've got to get some sleep, Grant. I need you.' He was that concerned about Grayson and making sure he could breathe okay at night."

However, now Grayson is 17 and done growing.

"One of the main things about the syndrome is the lower jaw doesn't grow as the body grows. You and I and everybody else who doesn't have Treacher Collins, as we grow all of our bones grow with us," Mr. Zgunda said. "Well, his lower jaw doesn't grow, so as the rest of his body grows, the jaw lags behind. It's not really receding,

it's just everything else is getting bigger so it looks like his jaw is receding back. Now that he's 17 years old, 5'10", and has a deep voice, he's pretty much done growing. This is it, he won't have to have

another one (surgery)."

Now a sophomore, Grayson continues to receive support from family and friends, such as sophomores Conley, Jayce Brown and Elijah Thompson.

Both family and friends inspire him to pursue what he loves: reading comic books and playing video games, such as Mario and Super Smash Bros.

"Not only with Grayson but with all our kids, we just want them to do what they want to do. They were told that from a very young age, 'We're here to help you achieve your goals,'" Mr. Zgunda said. "Sports were never something he was interested in. I think he played touch football probably because his older brothers were football players and I was the coach. He's very musically oriented, a great dancer. I mean an unbelievable dancer, and people who have seen him dance know what I'm talking about. He wanted to be involved in something other than athletics."

Despite all the years of speech therapy, understanding Grayson's words can be hard at times. He has to take it slow when pronouncing words so others can understand him. This doesn't dissuade him, however, from his love of giving speeches.

"I really enjoy getting out there and showing myself," Grayson said.

Grayson's secret talent: dancing. This past spring and summer, he danced at back-to-back weddings. His mom said he was "definitely cutting it up on the rug,



Grayson hangs out with his dog at home. (Photo provided)

Continued on Page 19

CONSTRUCTING A COMEBACK

Senior Charlie Pease Focuses on Future Years After His Tragic Train Accident

By Adam Navarro

Imagine for a moment that you're walking on a train trestle with your older brother. A train is approaching out of seemingly nowhere. You turn just as it knocks you 60 feet down into a river. That was the unfortunate reality for senior Charlie Pease.

On Oct. 1, 2015, Pease was walking on a train trestle in Eaton going to fish with his older brother Skylar Robertson.

"I didn't see or hear the train coming at all; it was like something out of a movie," Pease said. "By the time I realized what was happening, it was too late."

Pease's brother managed to make it safely to a cement slab as he yelled profusely for Pease to jump. He didn't. Instead he turned around and the train hit his left side, knocking him into the river.

His mother, Amber Trammell, said she was distressed after being notified of the accident.

"I was in shock! I was numb and didn't care about anything but getting to them to make sure they were ok," Trammell said. "It's hard to describe the feeling and the thoughts that were going through my mind at that moment."

She also said that she thinks it was a good thing the train hit him.

"The reason that I said that is because I think that when the train hit him, it knocked him out, which in turn made his body limp. If you jump from somewhere that you are afraid of jumping from, your body turns rigid and prepares for the worst. With as shallow as the river was that day, had he just jumped down off of the trestle, he would more than likely broken every bone in his body and remembered everything had he survived an impact like that, and I couldn't imagine being able to remember a trauma like that," Trammell stated.

"Just think of the nightmares and the PTSD that would cause. When the train hit him, Skylar said it actually threw him farther in the deeper part of the river providing somewhat more of a cushion away from the rocks."

His brother jumped in after him to save him. Rescue services airlifted Pease to Riley Children's Hospital at IU Health in Indianapolis.

"More than anything, I was scared," Pease said.

He suffered an alarming amount of injuries including a left lower leg compound tibia/fibula fracture, two broken ribs, a collapsed lung,

a lacerated kidney, a ruptured spleen and a shearing brain injury. He was listed in critical condition upon arrival to the hospital.

"I have had 18 surgeries so far and will possibly need more in the future," Pease said.

Pease ended up spending seven weeks in the hospital on the mend. Unfortunately for him, his accident was during the school year, and the work he missed was seemingly endless.

"I managed to catch up on my school work using Plato," he said.

Plato is an online learning tool that

helps struggling students learn about various subjects like math and English.

Pease does not plan to go to college, though, instead choosing to go into the field of construction, more specifically, demolition. "I find enjoyment in destroying things," he said.

He said he'd be the first in his family to go into construction. Pease also has various hobbies including fishing and playing video games.

"For me, you just can't go wrong with Legend of Zelda," he said, referring to his favorite video game.

Even though fishing was the thing he was doing when the accident occurred, Pease said it'll never change his love for fishing.

"I still enjoy it," he said.

Pease also has a whopping six siblings named Cory, Devan, Skylar, Nate, Drew, and Ashley as well as a cat named Ricco.

His friends also think highly of Pease. His friend Adam Jackson said he always sees the best in someone, has a smile even if he's having a bad day, and has a drive to be better

every day." Another friend, Clorissa Jackson, said, he has a "tremendous heart and thrives to never give up." Friend Caleena Robertson said, he is always smiling and laughing. George Pease said Charlie has "a great sense of humor."

His mom is pleased with the progress he has made.

"I am extremely pleased with the progress Charlie has made since the accident. He pushed through pain that most of us would call unbearable and never once gave up. He has always said 'Never give up, always try your hardest,' and one of his favorite sayings is 'What doesn't kill you makes you stronger,' and he has truly lived that saying. He has been through 18 surgeries, homebound schooling, missing his friends at school and saying 'I'm ready to go back,' when he knew that his body couldn't handle it yet," Trammell stated.

"He's so headstrong that nothing is going to bring him down. He has been taking construction classes in high school and at the MACC (Muncie Area Career Center) and he is determined that construction is going to be his career in life. I am so proud that he has found something that he enjoys and is able to do. He always goes for the things he wants and never gives up until he achieves it."

Charlie Pease has been through a lot in the past few years and he is looking forward to his future and moving on from the accident, but he reminds himself how he managed to get through that rough time in his life.

"I've always stayed strong and I simply never gave up," he said. "I always had people believe in me, and that's enough."



Charlie Pease works in the construction room. He plans a career in construction demolition. (Photo by Evan Rogers)

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Above & Beyond

Senior Gavin Wilson enjoys serving others

By Malachi Salmon

Twelve years ago senior Gavin Wilson wanted to be part of a group of friends, but to be part of that group, he had to master a handshake. Little did he know a dozen years later, he would be working in the same classroom as he did when he was in kindergarten.

He is an intern Royerton Elementary School, a freshman mentor, communication director for the for mentors, Chick-fil-A member, and an Art Club member.

When at Royerton, Wilson helps with students individually or in small groups, prepping materials for upcoming activities, and completing daily chores, such as sharpening pencils, filling water bottles, and putting stickers on behavior charts. He also jumps in to assist kids who need help that Mrs. Debbie Carmichael, his mentor and kindergarten teacher, can't get to, listens to them read, puts up student work on walls, and more.

"He does a lot for me and always asserts himself without being told when he sees something that needs to be done," Carmichael said.

He even planned Christmas activities for the kids, read them a story, and made a special painting for Carmichael as her Christmas gift. All just because he loves the kids and not because she had asked him to.

Not only does Wilson help Carmichael but he helps any teacher that needs it in any way.

"He is definitely noticed by other teachers as being a great help to me and my students," Carmichael said.

He might be a big help to the teachers but he's also a huge help to the students. Whenever a student needs to refocus or wake up, Wilson takes that student on a short hallway walk so they can concentrate better in the

classroom.

"He is really good at getting them to talk, and the kids love when he gives them his attention," Carmichael said.

Elementary education is just one of his loves. Journalism is another.

"I love journalism so much and I love teaching kids, and I want to share that love with other people and try to make an impact," Wilson said.

When Wilson was in eighth grade he signed up for Mr. Doug Hazelrigg's journalism class; that's when his love for journalism began.

After his eighth grade year he enjoyed journalism so much that he decided to take it again in high school.

Mr. Tim Cleland, communications teacher at Delta High School, is a mentor to him and has been his teacher for four years.

"Gavin has a great interest in it (journalism) and a desire to learn," Cleland said. "He doesn't look at it as 'I have to do this.' Instead, he comes up with the ideas and he wants it (a story) to be an award-winning story."

During seventh period, Wilson takes an independent study with Cleland. During this time it is just Wilson learning about everything journalism related; materials more advanced than what he previously learned in the Eagle's Eye magazine class.

"After he had taken it three times he wanted to do that work but not in this class a fourth time so he asked if he could do some independent stuff to work on his stories," Cleland said.

Cleland said Wilson's two biggest strengths are his work ethic and his skills. According to Wilson some of his biggest strengths are his commitment, perseverance,



Senior Gavin Wilson (left) works in the journalism room with Mr. Cleland. He takes an independent study class last period.

and his hard work. He doesn't look at each individual trait, instead he looks at all of them as a whole.

Right now Wilson is working on three stories about Grayson Zgunda, teacher strikes, and benchwarmers.

"I just think that Gavin has a lot of versatility and he's not afraid to take on any assignment," Cleland said. "Right now he's doing a story that involves print, video, and photography. His enthusiasm for what he does helps him learn."

Beneath the surface, things haven't been so easy for Wilson.

He battled depression in his earlier years of high school. Wilson's depression occurred in two stages; the first stage his parents helped out more, but the second stage he kept more quiet. The reason he kept the second stage quiet is because during the first stage he was treated differently.

"I didn't want to be treated differently again so I put on a fake smile," Wilson said. "To quote Robin Williams 'All it takes is a beautiful fake smile to hide an injured soul, and no one will know how broken you are.' This speaks levels of truth, not just for me but for a lot of people."

One of the biggest reasons that Wilson was brought out of his depression in early December was his kindergarteners gave him what was missing from his life: joy.

"I remember telling Mrs. Carmichael on my last day of the first semester, after she and the class gave me a gift, 'You have no idea how much this means to me and these kids will never know how much of an impact they have made on my life.' The kids, and Carmichael, gave me back mental things I was missing. Parts of which Mrs. Carmichael would never know," Wilson said.

Gavin has drifted away from those days and is now out of his depression and is now more driven than ever to help others.

"Gavin definitely excels at being driven to help others. He has such a good heart and you can tell he loves working with kids," Carmichael said.



Gavin Wilson poses with the kindergarten kids in Mrs. Carmichael's class at Royerton Elementary School. He interns in the class each morning. (Photo provided)

Early Risers!

Homeschoolers adjust to public school

By Chloe Lowe

She starts her day by waking up whenever she wants. She doesn't have to change out of her pajamas since she'll be at home all day. She walks into the kitchen, makes a bowl of cereal, and brings it back to her room to work on her math.

This scene is one of the benefits of being homeschooled.

Gavi Hearn, Ariana Hearn, Ellie Snider, and Madison Franklin are just a few students who have been homeschooled earlier in their school careers.

The Hearn sisters were homeschooled their whole lives until this year. Gavi is a sophomore and Ariana is a senior. Their parents wanted them to be raised in a different environment. Since their mother had a teaching degree, she taught a majority of their classes when they were younger.

Their mother would buy books, such as biology, math, and other subjects, from homeschool conventions, which is where families can learn about homeschooling.

Gavi would go to homeschool co-ops every Thursday. A homeschool co-op is a group of homeschool families that join together.

"It was like I was in school for a day," she said.

Once Ariana got into high school and course material got more difficult, her parents would hire professors.

"I kind of surpassed my mother's teaching abilities," Ariana said.

The Hearn sisters switched to public schooling because they both wanted to meet new people and see what public school was like.

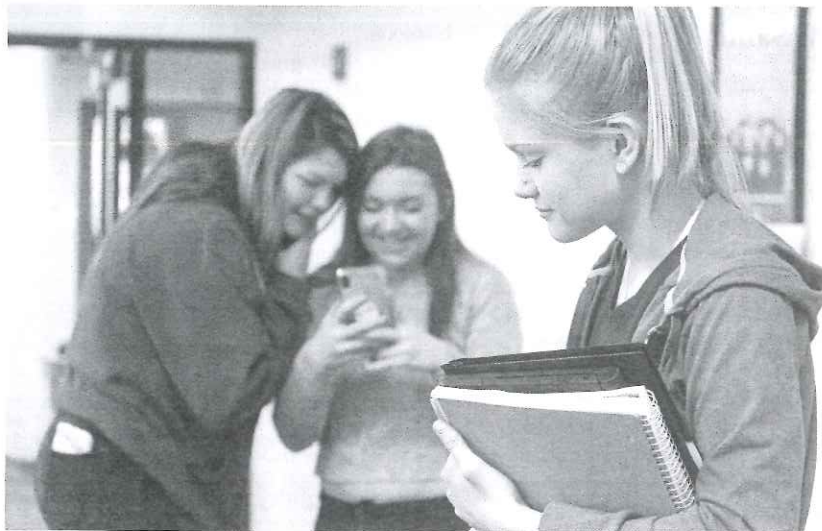
Ariana also wanted to come to Delta because of the college dual-credit classes.

"I'm getting almost a year of credits in for Ball State," she said.

The hardest adjustment for Gavi was adapting to a schedule. She was used to getting up later in the day.

"You have to wear clothing appropriate for school. Like I would always just wear sweatpants whenever I got up, and I would stay in my pajamas all day," Gavi said.

Ariana likes parts of both, public and homeschooling. When she was homeschooled she felt like she had more time to pursue



In this photo illustration, former homeschool student Gavi Hearn (right) adjusts to new scenes in public school. (Photo by Ginny Goul)

music.

She likes public schooling because it has more opportunities for clubs and sports.

Senior Ellie Snider, like the Hearn sisters, didn't do online schooling. She used textbooks and paper. She would do basic classes such as math, language, and science.

Snider was homeschooled until her sophomore year.

"(My parents) wanted to take care of my education personally," Snider said.

She would get up whenever she wanted and her mom would have a lesson for her to do.

"Sometimes it would take an hour or longer," Snider said.

Her main reason she switched to public school was so she could play on a tennis team.

The hardest thing for her to adjust to was a tight schedule and "time management, like getting all my homework done," she said.

Snider said that she will want her own kids to be homeschooled but not for as long as she was.

"Probably until their freshman year," she said.

She likes public school more than homeschool because she likes people.

"I love being able to talk to a bunch of people every day and meet new people,"

Snider said.

Another student who was homeschooled before high school was freshman Madison Franklin.

She went to Albany Elementary for her kindergarten and first grade years. After six years of being homeschooled, she came back in seventh grade to Delta Middle School.

Franklin said her mother noticed that she and her brother weren't learning much in elementary.

Franklin would sometimes do a computer program called SOS to complete lessons and then take a test.

"If we wanted to do math for a couple hours we could do that," she said.

When Franklin's mother was diagnosed with cancer she couldn't homeschool Madison and her brother.

Their grandmother was an elementary teacher so she tried to teach them.

"It wasn't that great because we were too focused on our mom getting better," she said.

Franklin's mother passed away and her aunt and uncle took her in. They wanted her to go back to public schooling.

Franklin doesn't want to put her kids in homeschooling. She wants them to gain the skills that she had to achieve at an older age. It was also "lonely and boring" for her.

A normal day for Franklin would be waking up whenever she wanted and "our mom asking us if we wanted to do our lessons now."

**"Public school has helped me be able to be around people and understand people's lives a lot better."
- Gavi Hearn**

Dog Lovers vs. Cat Lovers

By: Jared Hart

Dogs and cats are big rivals. If you think of it, kind of like Delta and Yorktown.

You may have a dog, but prefer cats. You may have a cat, but prefer dogs. You also may have both and prefer one of the two.

To put that to the test, students, teachers, and the principals were asked which they prefer.

Principal Mr. Conley

Mr. Conley loves dogs, and just to prove it to you, he says that he has three dogs. He has a labrador retriever named Daisy, a mutt named Harvey and a chorty (part chihuahua and part yorkie) named Callie. He says dogs will love you no matter what happens, so if you don't feed them, they will still have fun with you ... but c'mon, why wouldn't you feed such a cute animal?

Assistant principal Ms. Gossett
Ms. Gossett loves dogs and cats both



Principal Conley has three dogs, Callie (top), and Daisy and Harvey.

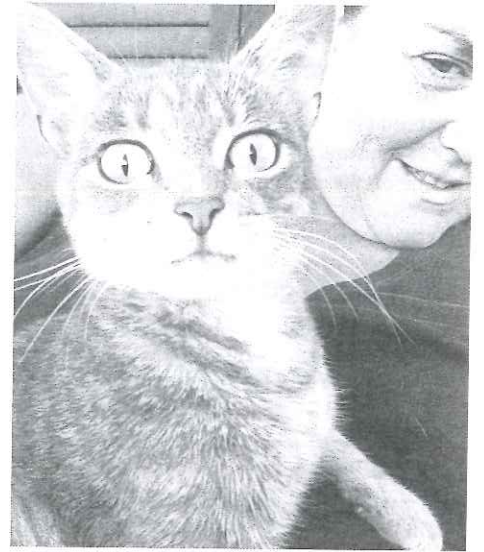
and says, "There is no way I could ever choose one over the other." She has two dogs and 14 cats, and all 14 cats are barn cats! Her cat names are Ed, Eddie, Romeo, June Bug, Caesar, Sci-Fi Kitty, Juliet, Willie, Julius, Johnny Rocket, Tabby, Cleopatra, and her two favorites are Howard and Baby. But don't tell the other cats that. Her dogs are named Gunner and Bullet.

Sami Herron
Sami prefers dogs over cats because she thinks dogs are cuter and she is allergic to cats. She has three dogs. Her dogs are named Charlie, Murphy, and Rocco. Rocco was in the

car with Sami. They were listening to music when Rocco started howling at the radio.

Zion Griffis

Zion likes dogs better than cats because he thinks cats are evil. Have you seen the movie Cats vs. Dogs? He has



Assistant principal Ms. Gossett takes a selfie with her cat, Baby. She has 14 cats and two dogs. one dog but used to have two. They were named Will and Shocka. His dog one time rode a zipline.

Makenzie Jenkins

Makenzie says she likes both cats and dogs. She says she likes cats because they don't care but they listen well. She likes dogs because they are irrefutably loyal and loving. She has one cat and one dog. When her dog Zeke was a puppy, he was outside running after a ball. The ball went into a flower bed and Zeke went face first into the flowerbed.

Zgunda

Continued from page 15

per se, at the wedding." He dances to whatever he can groove to.

"You just gotta see it. It's just kind of this rhythm. It comes deep down in his toes or something," Mrs. Zgunda said. "He didn't get it from his mother, I can tell you that right now."

Grayson's love for being himself carries over into theatre. In the Delta Troupers' recent production of *Blithe Spirit*, he helped behind the scenes by making a wheel.

In the Troupers' spring play, *Pillow Talk*, Grayson will be an extra in a variety of scenes.

"They (the cast) make me feel like I

belong," Grayson said.

Theatre teacher Mrs. Dawn Raleigh describes Grayson as a great kid, who is dedicated to anything someone throws at him.

"He has gotten more comfortable in his own skin. He has come out of his shell. He's becoming more confident. He's becoming more assertive. He takes the lead more in showing more initiative," Raleigh said. "Before he was like, 'I'm going to hang back and see what happens.' But now if we're playing theatre games, or doing improv, or things like that, Grayson's hand is always the first one up or he'll just get up and go."

Grayson's commitment continues to rise for theatre. Eventually, he'll be working behind the camera. Or the light board. Or even acting.

"I think he's found a place where he can excel or assert himself however he needs to. He can be creative, and goofy, and accepted. That's always the purpose and goal that we have," Raleigh said. "Making sure we have a sense of community there. The people there are going to take him with open arms and do what we can do to support him and encourage him."

In the future, Grayson plans to attend Ball State University. He hopes to major in something related to camera work.

"It's been a long road, but things are definitely looking up. His mom and I couldn't be more proud of him," Mr. Zgunda said. "When that kid walks across the stage here in a couple years to graduate, it's going to be a special moment for me and his mom."

These busy students are A-Okay!

By Makayla Robles

There are many seniors who improve each year and try their hardest. They are outstanding in academics by getting all A+ honor roll the first semester.

Some of these seniors are Cody Brelage, Cora Conatser, Miranda Hart, Avery Lewman, and Hannah Morey. One of the interesting juniors would be Natalie Talbot.

Cora Conatser: Throughout high school, Conatser says that she has been on the all A or all A+ honor roll 19 times. Conatser has an extremely different schedule compared to the other seniors. She has to manage homework like every other student, but she only does one school sport (cross country) as well as other sports outside of school (Karate, Jujitsu, and Kobudo).

Conatser says that she does Karate and Jujitsu during the cross country season, as she does them year-round.

"I also get my work done in a timely manner by putting my phone away. It helps me concentrate and helps me by getting my studying done quicker," Conatser said.

She says her main form in her out-of-school sports is Karate, but she also does a great amount of Jujitsu. She says that Jujitsu is a form of throws, and it requires more direct contact.

"Black [belt] is the farthest you can go. I have a black belt," Conatser said.

While Conatser does those forms of martial arts at Sheridan's Martial Arts Center, she also does Kobudo and she says that Kobudo is separate from Jujitsu and Karate.

"It is a weapon form so I do all types of exercises with different types of weapons," Conatser said.

These tasks make Conatser have to accomplish everything before coming to school the next day.

"I use my time management skills the best that I can," she said. "So, if I know I have a test and a meet coming up, I know I should study for the test a few days in advance instead of waiting for the night before."

Conatser manages to do all four sports and have time to do homework every day.

With the task of homework, she mostly does all of this in one night after school. This also doesn't include her time in being vice president of her class.

Cody Brelage: Brelage organizes his homework and sports by working hard in school and using work time throughout the school day. He found that making time for everything besides school is a priority, too.

"It's also important to get a lot of sleep," Brelage said.



Senior Cora Conatser is both a black belt in martial arts and an all-A+ honor roll student. (Photo by Makayla Robles)

In addition, Brelage thinks that the all A+ honor roll is so important because it means that he has reached his full potential. That is his main goal every year, especially his senior year.

Since Brelage currently is in 10 activities and two sports, he has some "crazy time management."

The sports Brelage does are cross country and swimming. Most practices last until 6:30 at night and Brelage still has time to do his homework, eat dinner, and talk to his family about his day.

Brelage has motivations that have helped him achieve this goal, but the most important inspirations are his parents.

"Part of it is just how my parents raised me. They showed me a good work ethic of trying to challenge myself," Brelage said.

Miranda Hart: "This year is my first year getting all A+ honor roll, but I have had all A honor roll. I have never received A/B honor roll," Hart said.

Hart, who is an active person, managed to get all A+ honor roll the first semester.

She controls her sports and school at the same time by working hard during the school day. Every time Hart is doing a sport, she has to do her homework and study directly after her practice.

If Hart has tons of homework that day, she will work hard in practice, and then she knows she has to focus. She tries hard in each class to

make sure she has the least amount of homework each day.

For Hart, it is hard, especially since she doesn't have an SRT or a study hall. Hart is one of the many seniors who has an internship two hours a day.

"[Most of the time] I will do most homework at night or even in the morning if I need to," Hart said.

Avery Lewman: Lewman does many sports, but that doesn't stop her from achieving one big goal. "I've set high standards for myself and I've tried to maintain that since I was a little kid," Lewman said.

Last semester, Lewman got all A+ honor roll for the first time in awhile.

"It's not that I have a specific motivation, but for me, it's trying to be a good role model," Lewman said.

She said that she wants to "get up there," which means she wants to show people the right thing to do and to never give up.

Lewman is a good athlete. She played basketball this year, she managed volleyball, and now she is in track and field. She encourages

other people to do the things that she does, and she helps people try to do their best.

Hannah Morey: Morey is one particular senior who is ready for her path to college. She made sure to do her best each quarter, and to achieve all A+ honor roll for the fall 2018 semester. Furthermore, Morey is trying to do her best for the second semester.

"It looks good on scores for colleges and what they look at," Morey said.

Morey knows she has done her best for this being her senior year.

"I know my hard work has paid off," she said.

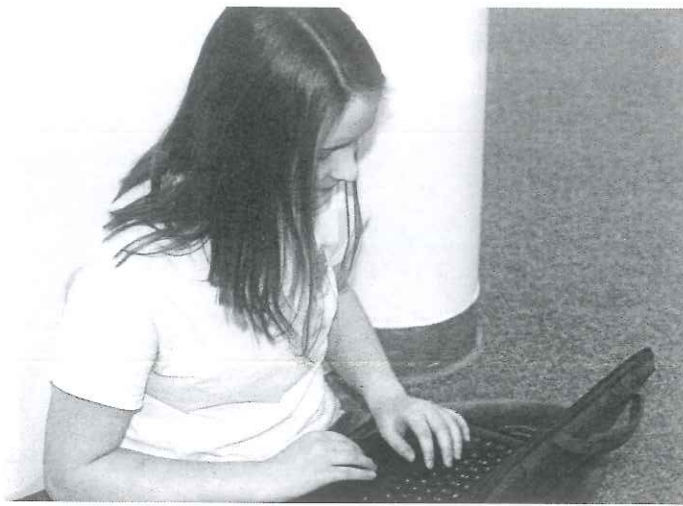
For Morey, this is actually her first year receiving all A+ honor roll. She realizes that this is her last year in high school, and soon it will matter for which college she will pick and get accepted into.

She has big motivations for her to never give up. The first motivation for Morey is the college scholarships. The other vast motivation for her is her family.

"It makes me feel accomplished and makes my family proud," Morey said.

Natalie Talbot: Talbot has wanted to keep an all A+ honor roll because she realized that this would be good for scholarships. She has many goals, but she still has another semester and one full school year left until she decides what college she wants to attend.

"The last time I didn't make A+ honor roll



Junior Natalie Talbot, a member of the all-A+ honor roll, works on her Chromebook. (Photo by Makayla Robles)

was recently," Talbot said.

She said that she made all A+ honor roll all through middle school, but in high school if she hasn't made all A+ honor roll, it was

because she got a 97 percent in one class. To get an A+ in a class, it takes hard work and effort to make a 98 percent or higher.

When Talbot was a freshman, she was on the A+ honor roll for the second and third quarters. When Talbot was a sophomore, she was on it for the third and fourth quarters. Now that Talbot is a junior, she has been on it for the first and second quarters, and hopes to be on it for the rest of the year.

Talbot said she is quite competitive when it comes to academics.

For Talbot, her academics are important to her.

"It's not like I want to be like anyone, but I

want to beat them. I know it sounds bad, but it is just the competitiveness in me," Talbot said.

Talbot doesn't perform in any sports, but she does do something that is time-consuming. She is on most of the academic teams. Talbot is also her class vice president, she is in student council, and she is active with her church, The Church of Jesus Christ of Latter-Day Saints.

"I have been on the planning committees. I also have a studying scriptures class at six in the morning," she said.

Talbot might not be in any sports, but these many activities can take up most of the day for her.

Students have a variety of important roles at school. They can play sports, work hard on academics, and be involved in extracurriculars. In this case, numerous upperclassmen undertake just that.

For many students, this would be an exceedingly hard task to accomplish, and these six people did exactly that.

These upperclassmen can manage to have an A+ honor roll and have time for extracurricular activities, too.

Life is a ROADTRIP for some students

By Jazlan Montero

Moving schools multiple times is hard for some kids, but for others it happens so much they start to get used to it.

It feels like all eyes are on you when you go into an unfamiliar place.

"It felt like I was the only one with a lot of people standing around me," freshman Amani Garrett says.

"Going into a new school I was ready for a new start and a new beginning," she adds.

Some people are understandably nervous on their first day. Garrett was slightly nervous.

She was nervous about meeting a lot of new people, going into a whole new environment that she's never been involved in, and was worried about getting lost her first day of high school.

Moving schools in Garrett's case made her more confident and outgoing because she had to meet all those people and barely knew anyone.

Walking into a new school on the first day of high school for Garrett was a nerve-racking time.

"I've been to the school before, but as I walked in it was like I've never been there before," Garrett says.

Another move-in, Adrian Tecpanecatl, says,



Some students are on the move often. (Photo by Jazlan Montero)

"Since I've moved schools multiple times going into a new one is fairly easy because I'm used to new environments and meeting a lot of new people."

Some teenagers have a hard time interacting with others but for Tecpanecatl it was easy.

"I'm not shy so talking to people and getting along with them was easy for me," he said.

It was easier for him because he's been through the process so many times. When he has to do it again he's prepared.

"I never get super settled because when I do I usually have to move again," he said.

He moves a lot because of his parents' job.

According to Tecpanecatl, Delta is nicer and calmer compared to the other nine schools he's been to.

Junior Tobias Johnson said, "Delta is more education focused than extracurricular focused like other schools I've been to."

He spent time in a school in New Mexico.

"When I found out I was moving to New Mexico I was excited because I was a little kid and I was ready to see new things, but moving back was more of a maturity thing," he says.

Coming into Delta Tobias had a friend, so getting in a normal routine took about a week for him.

"After moving a lot you learn to adjust to things more quickly, so after a while things got easier," he says.

The first time he moved it took him about a month to get used to a new school and a new routine.

Sometimes moving changes you dramatically as a person in negative and positive ways.

Going into a new school can be nerve-racking and exciting at the same time.

"You just have to make the best of every situation," Garrett said.



Garrett



Tecpanecatl



Johnson

Study Hall Changes Significantly

By Hailey Beaty

Students sit at round tables in the cafeteria, each one doing something different. Some are on their phones, scrolling through whatever social media app they like the most. Other students are talking to their friends or working on their homework. A few have their heads down on the table and are fast asleep. Many of them are listening to music through headphones or earbuds connected to their phone.

This is what study hall often looked like a year ago, but with the recent changes, study hall looks much different now.

Some of these rules are for the teachers as well as the students. Teachers are supposed to check on their students' grades and make sure that they are using study hall effectively. Study hall teachers in the past weren't required to do this. In fact, a lot of them just let their students do what they pleased.

"It was an opportunity when we made changes in the location to re-emphasize the first word, which is study," Principal Chris Conley said. "It's difficult when you're a teacher and you know a student of yours had study hall at some point and they're still not turning in their assignments. So we have made an emphasis to our study hall teachers to make sure that, as much as they can, they keep those students on track."

While these rules may be a hassle to enforce and an annoyance to many students, there are some benefits to having them. Mr. Himes, who taught study hall first semester, says that he thinks the rules are good because "they encourage students who don't need the study hall to not take it because it needs to be an environment for the kids who really need that time to maximize it and get things done."

Most of the new rules are targeted toward students using their phones. Students can no longer sit on their phones for long amounts of time. The more strict study hall teachers will almost immediately tell them to put their phone



Students in seventh period study hall focus on their schoolwork. (Photo by Hailey Beaty)

up. In less strict study halls students are still working, but most of them are allowed to talk and play on their phones like they could in past years. While this is a small problem in Principal Conley's plan for study hall to be a true place for students to study, the study hall classes that enforce the rules more strictly are a step in the right direction.

Rules on music are stricter as well. Those that teach study hall will most likely say something about how they'll let you use your phones for music, but they would prefer it if students used their Chromebooks instead.

Some students aren't happy about these changes and have left their study hall to TA or to sit in the library instead of the auditorium.

Kaylee Seals said that she was in her study hall period for a day before she decided to TA, but she also said that she "probably could have liked it for when I had things to do."

Study hall changed without any warning and it left many students confused. Why did study hall change so suddenly and so drastically?

The construction going on in part of the school plays a part in the sudden change.

Conley said that "one of the things that we're doing with our construction is to develop a safer, more secure entrance." What does the construction have to do with safety, though?

Conley says that the area of the cafeteria where study hall used to be held is a place where students "can't really be safe

or secure." He believes that being able to "move students into an area where we can at least lock doors and confine the area is the best thing" and that's why study hall is currently in the auditorium.

Conley spoke about lunch and how safety is increased then as well, saying that he realizes "that lunch is a different animal" and that current safety during lunch isn't ideal, but after construction is completed safety during lunch will be better.

While Conley and other administrators prefer to have study hall in the auditorium right now, they all agree that there are some downsides to studying in the auditorium.

Mrs. Nancy Kunk, who teaches study hall during seventh period, says that she "wishes that students had something to write on." Conley agreed with her by saying that "it's not an ideal situation for us to be in the auditorium where there's a lack of tabletops for kids to work."

Conley also said that when theater is starting "to build things and tear things down, it's a little bit noisier so it's not the ideal place, but it's better than just leaving students in the cafeteria."

Many students didn't know the reasons behind the study hall change and had unanswered questions about it.

The reasons are sensible and easy to understand. Along with the knowledge that it will eventually be moved back to room 130, students should be reassured that the future version of study hall will be safer and easier to study in.

Effects of Stereotypes on Students

From the saying "girls are weak" to "boys can't wear pink," stereotypes have had a negative effect on our society today and leave a range of people from adolescents to adults with a loss of opportunity.

People view everything they see a certain way. Sometimes, those views aren't the "normal" or what they would prefer.

Stereotypes are formed from one's perspective, but many have originated from movies, TV shows, social media, or just common hate. People today are often blind to stereotypes, since they see them in a movie or on a TV show, and these sayings become a reality to people.

Sophomore Eloise McKean agrees that some stereotypes are from TV shows and



Opinion

By Ginny Goul

movies. McKean is a member of Delta's marching band and says some stereotypes about band members are hurtful, but she and other band students are good at brushing them off.

"People think band is full of nerdy people," McKean said.

She has always tried to stick to her main motives of why she is a part of band to help tune out the

hateful comments floating around.

"I've always liked music. It's my heaven," McKean said.

She says music for her is a stress

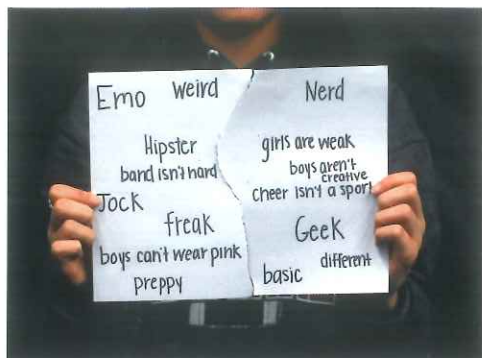
reliever and is a place to hide. She can always count on the lifelong friendships made from band to comfort her as well.

Stereotypes in high school can affect teenagers' mental health and can take a toll on their "social identity."

In typical high school movies, you see the cliques throughout the school. Little do people know, the preppy cheerleaders and dumb jocks you see, aren't even real.

I'm a part of Delta High School's cheer team, which has won many titles such as state runner-up in our division. Cheerleading isn't easy and the cheerleaders aren't full of "dumb preppy blondes."

The sport requires a lot of hard work and effort, and I wish that people would realize that instead of sticking to their assumptions. Because everything, and everyone deserves a look at, and we shouldn't be given a social identity, but we should be able to create one.



**Continued on
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Choir is tougher than it might appear

By Jilliann Williams

Quiet crowd. Only lights, focused on the stage. A group of kids, standing tall, hands by their sides. All clothes, black as night.

Not often do people actually know the hard level of a class. Choir is one of the classes that takes more than people think.

Choir, if you are in it, can be easy if you put in the time. However, it is still more difficult than some might think.

"There is more to choir than singing. You have to work on your technique," said sophomore Samantha Dornberger. "With breathing you have to place it in the right spots so you don't take a huge breath between a word."

You don't just belt out the notes or meekly sing with your mouth open into a tiny crack. You have to keep your mouth open and round, like you are making an "o" shape; otherwise they sound murky and gross.

Secondly, you can't just sing every song like pop stars. It makes the music sound like

it is either in the back of the throat or the front of the nose.

Sophomore Brynnlyn Childers-Shaw said, "Choir takes effort. You can't just sit there and not pay attention. You have to participate."

During a performance you can't look for people in the crowd or you will get off beat. You pay attention to the conductor and follow their cues.

At a concert you wear black clothes. And not just lounging clothes, they have to be dress clothes. Boys have to wear a black dress shirt, black slacks, nice shoes (black). Even the socks have to be black. Girls can wear pretty much the same stuff but they also have the ability wear black dresses.

When the choirs are on stage, they stand tall and stay quiet. If they talk on stage, than the whole crowd will hear them.

Choir is more than just singing. There is paperwork. Yes it is rare, but it does happen. So before you think a class is easy, try it! It may be harder than you think.

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These negative comments can later lead to bullying, and can cause students to change themselves just to satisfy others. Students want to fit in. When a stereotype is attached to a certain someone or something, students can go out of the way to avoid it. This affects both sides. Because some students do actually



Cheerleaders practice their moves in the balcony area of the main gym during one of their weeknight practices. (Photo provided)

encounter the affected subject, and the stereotype then becomes applied to them. But, when students do avoid the someone or something, it's neglected.

You don't have to be fast and strong to be talented, you don't have to be a girl to cheer, you don't have to play sports to be popular. You define yourself the way you see you, not how others see you.

Students like McKean make the difference, by embracing the comments and sticking to their true self and by ignoring stereotypes and creating their own opportunities.

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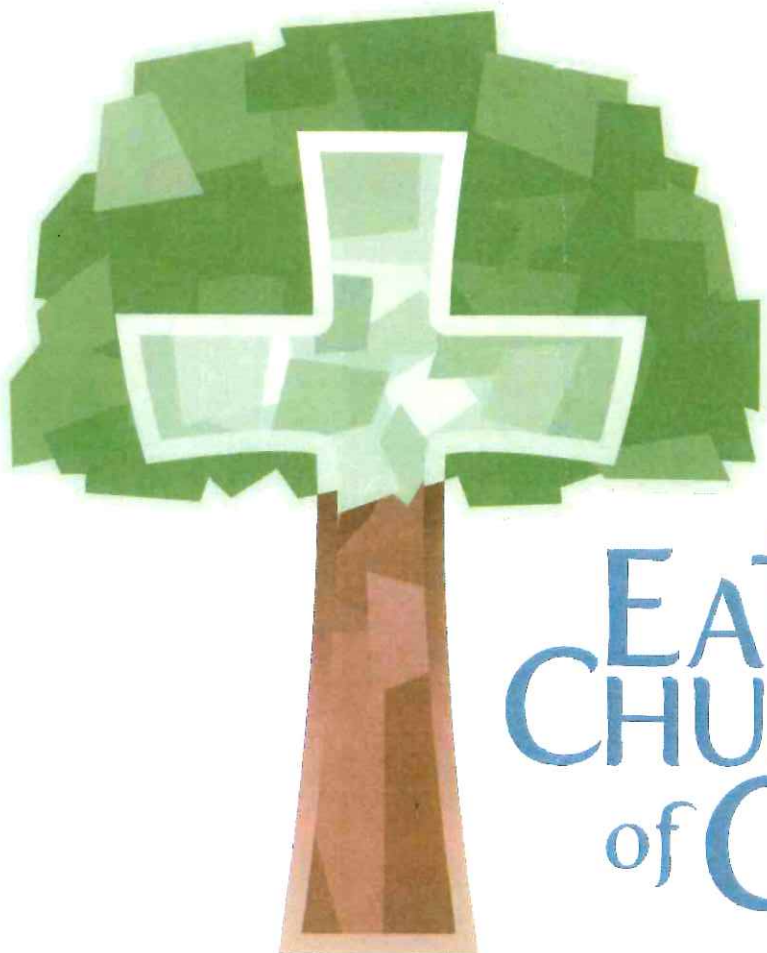
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Teacher Strikes Caused By Unfair Conditions

It's a blistering Tuesday in the blazing sun of Los Angeles, Calif. for teachers, parents, and others marching in picket lines as they advocate for more rights for teachers in the area during a seven-day strike.

Flashforward a month, it's a freezing cold Tuesday, 1,016 miles away from LA, in Denver, Colo., where the same scene occurs but only during a three-day strike.

Both eventually resulted in teachers getting an increase in pay, teaching smaller class sizes, and obtaining other benefits to improve their daily lives.

Teachers shouldn't have to protest to gain the needs for their classes. Along with that, teachers should automatically be given a higher base salary wage prior to any strike. Wages should continue to rise with each year of experience at a rate that allows the teacher to focus on their current classes rather than worrying about the bills they need to pay on a monthly basis. Without change

forthcoming, teachers in different states, different counties, different districts may be inclined to protest for these same conditions.

People don't understand what teachers do for each of their students. In reality, teachers mold the futures of our young people. Without teachers students remain at the same level of education they currently have.

According to data from the U.S. Census Bureau for 2015, fewer than one in 10 Americans is pursuing higher education in the teaching field. If these trends continue to spiral downward teachers will become scarce by the year 2025 when they will be needed most.

States such as California and Virginia are reversing actions from the 1960s that had banned colleges from allowing undergraduates to major in education. However, these states, and possibly others, could see an increase in strikes if legislation doesn't pass to correct issues, like the ones in the LA strike, from



Opinion

By Gavin Wilson

happening.

Molding young minds only scrapes the surface of tasks teachers perform. Teachers also plan for the futures of their students by determining what skills each individual student is good at. Students rely on teachers to help form and create possible routes students may want to venture down. Without this dedication from teachers, young minds may never discover a career in a field that their teacher thinks would be a good fit.

Teachers continue working for their students' well-being by giving up some weekend plans they may have. During this time teachers think of how to engage their students while keeping the material they teach entertaining.

However, no one asks teachers to do any of these things. In a sense, it's just the teachers' fault that they go above and beyond, right? Wrong. Teachers do the things they do to benefit the needs of their students. If teachers didn't care about their students, would they really be in the field of education?

Many teachers are furious about how they are treated within their school systems. Teachers deserve to have better pay, lower class sizes, and other additional goods. Instead they receive the complete opposite, resulting in a strike just like the recent uproars in Los Angeles and Denver. Without getting what they deserve, teachers will continue to walk out of schools on strike.



Pickers stand outside in LA to advocate better conditions for teachers. The LA strike lasted for seven days before terms were met between legislatures and teachers. (Photo from the hollywoodreporter)

Players support team from the bench

By Gavin Wilson

Imagine playing basketball since childhood. Flash forward to high school on the varsity basketball team, sitting on the bench watching the game from the sidelines.

For some players being a benchwarmer, a player who sits on the bench a majority of the game only to get maybe a few minutes of game time towards the end of each game, is more than cheering on their teammates, it's also about honing their skills and improving on a weekly basis.

Senior Dalin Case has been playing basketball since he was old enough to dribble the ball and continues by practicing three hours a day; 90 minutes at school and 90 minutes at home. Despite the time spent practicing, Case has only played three minutes during the games this season and has scored eight points.

He said his main struggle is staying focused on the action taking place up and down the court. Physically, a lack of speed limits his playing time. He doesn't let either one impact the way he plays the game.

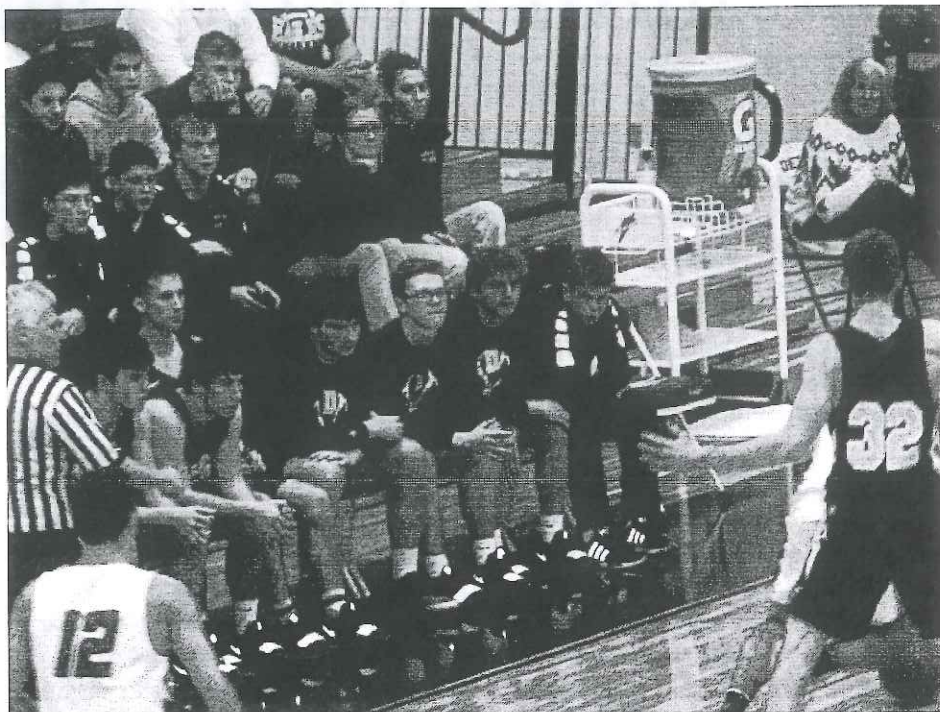
Staying motivated has never been a problem for Case.

"I like going out there because I think it's fun," he said.

Case and junior Olivia Bradburn both play multiple sports throughout the year. Both don't let that hold them back during practices for any sport they play. Bradburn, who also plays volleyball and tennis, claims basketball is "much more time-consuming and has a much longer season."

"It's definitely overwhelming. We have lots of other things to do and physically overworking your body like that takes a mental toll," Bradburn said.

Getting to be more aggressive is the reason Bradburn plays forward for the Lady Eagles basketball team. She has played basketball since the first grade when Royerton Elementary offered leagues for kids to play to in. Her dad's



Boy's Basketball players sit on the bench during a home game. Dalin Case (middle) is one of the players who gets a little bit of playing time each game. (Photo Provided)

love for the sport sparked the interest within Bradburn, too.

"Through the years, I've improved. It's also the sport I enjoy playing and watching the most," Bradburn said.

She continues to stay motivated by reminding herself of how much longer she has to play basketball and by playing the sport with her teammates.

"Knowing that my basketball career is almost over motivates me to get through it," she said. "In a couple years I won't be playing on the team anymore, so I have to enjoy it while I have it. We (the team) all share our experiences. We all know we're going through the same thing so we offer support and encouragement."

Junior Ashton Painter played beside Bradburn each game during the season. Positivity for Painter comes by talking to her friends on the team about the game or by making jokes, "bench buddies," with sophomore Mayana Pickering. She hopes next season to start center, because "I'm a senior and I want to help my team."

To Painter, her cousin, Chaz Painter, is her biggest role model.

"He plays basketball and had a tough

time at his high school with the game. (He) overcame all that and now plays in college," Painter said.

Going to summer workouts is her main plan on furthering her basketball career. She hopes to improve her shot and to inspire younger Eagles "to stay positive and have a good time."

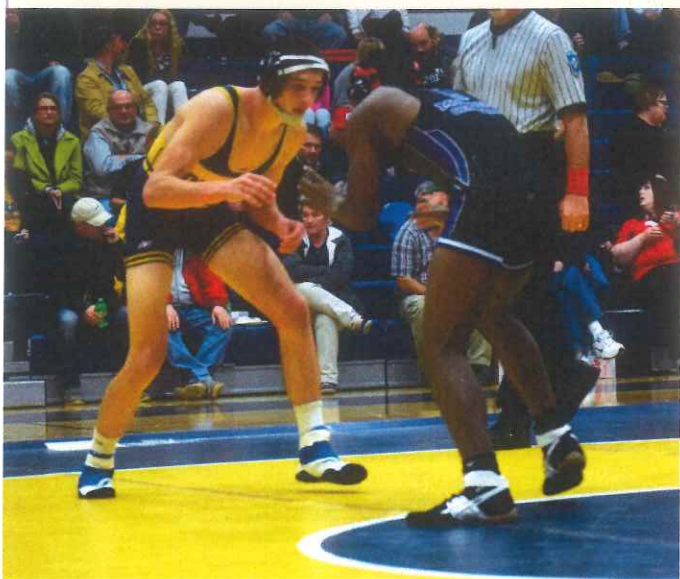
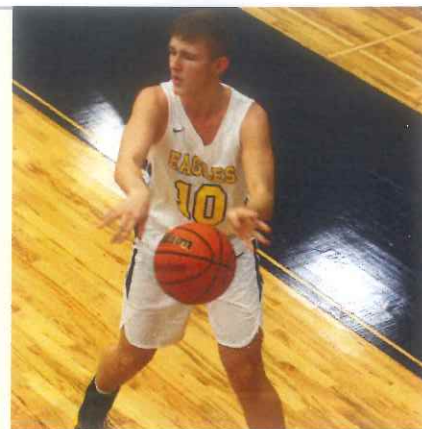
Painter also plays for the JV team, just like junior Grady Foreman on the boys' basketball team.

"Varsity is a lot faster and has more competition," Foreman said. "I go hard and everyone else realizes I'm the leader and they go hard, too."

Senior Josh Bryan is Foreman's biggest help when it comes to advice. Foreman keeps in mind how JV has shaped him and how basketball has impacted him.

"Basketball made me a harder worker," Foreman said. "I realized that I shouldn't take activities for granted."

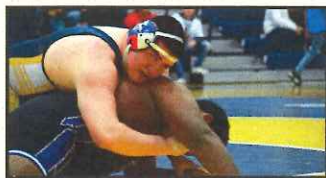
For these athletes, practices are where most of their game time comes into play, but cheering on the rest of their teammates is also a part of their game.




DELTA EAGLES ATHLETICS

Congratulations Winter Sports student-athletes!

- **Girls' Swimming and Diving** (Congrats to Hayden Armstrong for making it to state)
- **Boys' Swimming and Diving** (Sectional Title. Congrats to Sam Bennett, fourth in state diving, and Brady Samuels, 12th in 50 free and 13th in 100 butterfly, as well as Ryan VanPelt, Daniel Ginder, Bradley Smith and Eli Arnold for competing at state)
- **Boys' Basketball** (the only team in Indiana to be undefeated in the regular season and County Champs)
 - **Boys' Wrestling** (Sectional title. Congrats to John Robinson for making it to State.)
 - **Girls' Basketball** (County Champions)
- All teams ... good sportsmanship and effort all season long!





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