



Knightly News

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AI IN SCHOOLS: HELPFUL OR HARMFUL?

BY THOMAS MILLER

AI, also known as artificial intelligence, is widely used by students and corporations in their products. It is usually used in the form of ChatGPT and other chatbots, but it is also used in robots and automation. It is a useful tool that can perform tasks and decrease the workload and stress placed on employees. It has many other uses outside of work, but today the focus will be on its uses at school, highlighting the positive and negative effects on both the students and the teachers.

There are many pros to using AI in school. Students usually use it to answer the questions they can't or are too lazy to answer themselves. It gives them access to tools that can aid them. It can streamline the flow of paperwork for teachers and allow them to make more interactive lessons for the students. Furthermore, it allows teachers to automatically grade assignments. You can also use it to translate or learn a new language. It especially reduces teacher burnout (exhaustion caused by prolonged stress). "I believe AI can be used correctly by creating study guides and practice tests and having it make flash cards also." (Mr. DeAngelo). "I asked it to provide references that I could then look at and read through and choose what references suited my needs, but I used it for gathering information." (Mr. McNally)

On the other hand, there can be equally as many disadvantages. It could give false information, and since it gets its information from other websites, it could get biased really quickly. There is the



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additional risk of privacy and data breaches. There is also the very real possibility that people will rely too much on AI, leading to a loss of creativity and basic skills. Another downside is, there would be a decline of human interaction. We must make sure the AI doesn't replace human teachers and become too powerful. "Our ability to think critically and independently and form well-reasoned opinions is in jeopardy, and the main culprit behind this is artificial intelligence." (The New York Times). "There have been times where I've used it and it was not accurate, it gave me false resources." (Mr. McNally)

There are many people and organizations who have their own opinions, too. One of them, from the NY Times, says, "Without adequate regulation and oversight from our education system, A.I. will be the downfall of many students, if it hasn't been already. As a college student, I understand and share similar concerns as parents regarding the use of A.I." (The New York Times) Another belongs to Meghan Freeman from Whitefish, Montana saying that "As an experienced former school administrator and a current leader at an education technology company, I have learned that what families value most from digital technologies is not speed or shortcuts. It is time and the chance to allow their kids to learn independently and develop at their own pace." The final one I will give belongs to Alexa Rose from Perocillo Orono, Maine, which says, "Overreliance on this technology for decision-making will reduce trust and confidence in one's judgment, potentially limiting younger students' capacity to think creatively, critically, and independently."



Overall, AI is a very useful tool when used sparingly and for good reasons, but it also has the downsides of reducing engagement and creativity. It is my belief that the use of AI can be good for helping you study and catch up on and explain concepts, but you shouldn't rely on it too much; otherwise, you can risk losing your creativity. Many people agree that AI is useful in many ways but harmful in others. If you take away anything from this article, it should be that while AI can be helpful, if overused, it can ruin your perception of information and ruin your creativity.

FATHER PATRICK BRINGS NEW ENERGY TO OUR FAITH FAMILY

BY GERARD COOPER

Every two years or so, Marquette gets a new priest. This year, Father Patrick is our new priest. He has been a priest for two years. His first assignment was in the Quad Cities at a Spanish-speaking parish called St. Mary's in Moline and Alleman Catholic High School in Rock Island. Here at Marquette, he is already hard at work and dedicated to helping the students here grow their faith in Jesus Christ. He is around some days at recesses and lunches, too. On Thursdays, he visits the Religion classroom in the junior high at the grade school. He does lessons on a wide variety of subjects; however, they are always about God, saints, feast days, etc. Sometimes he does fun little games at the start of class about the lesson. He is doing all this to help students, and he is trying to share his love for God. Father Patrick wants us to love God and get to know Jesus as he has.



His call to the priesthood grew gradually through a love for Mass, many good confessions, and daily prayer. During his childhood, his mother taught him to say, "I love you, Jesus," during the Consecration at Mass when the priest lifts the Host and the Chalice as the bells ring out. As a child, he also enjoyed being an altar server. His desire to serve the Lord as a priest grew over time. He had two Great Uncles who were priests, and they inspired him even more to become a priest. Father Patrick found good people he could look up to in his faith to help him through his journey with Christ. He wants students to find our role models like he did. They need to be actively setting a good example for you to follow. Father Patrick is always able to help you on your journey in faith because it is not always easy to follow God. Father Patrick says, "Jesus said to his disciples, 'Whoever wishes to come after me must deny himself, take up his cross, and follow me.'" He says no matter what, God always gives him the strength to push through the hard times.

Father Patrick stated, "During my life, God was preparing me for the glorious life of the priesthood. God plants little seeds in our hearts, and when we stay close to him, those seeds can grow into a joyful vocation." We may falter to see what God is doing right now, but he is doing things we do not understand right now, but if we trust him and stay with him, we will end up right where God wants us to be, and be with him in heaven.



New Friends, New Fun, New Year in Preschool!

MEET MS. BARICHELO

BY ANGELICA STAWIARSKI

Ms Barichello is beginning her second year teaching the three-year-old preschool class at Marquette. She is joined by Mrs. Mary Martin. Something that inspired Ms. Barichello to teach was to “make learning fun for young children”. According to her, the most difficult thing about teaching preschool is “balancing it with her other responsibilities.” Ms. Barichello’s goal for teaching preschool is to prepare them a little more for their school years. When asked about some of the things she likes about teaching, she said, “every day is different.” They have the same common routine, but she said working with littles, “there is always something new happening, like the Halloween parade or special events they do.” Ms. Barichello and preschool are off to a great beginning of the year and she hopes to see that continue!



MEET MS. MARKEY

BY SULLIVAN AUTER

Ms. Markey, one of our preschool teachers, has been teaching for 20 years. Her career started right here at Marquette. Ms. Markey attended St. Columba (now MAES) and Marquette High School (now MAHS). When asked what her proudest achievement was, she said, “Professionally, I’m proudest when the kids in preschool learn a new skill, whether it’s academic or social. Each year, the first time I hear a child who might normally act impulsively use their words instead, it warms my heart so much.” She goes on to say, “Personally, my biggest achievement is my son. He’s kind, considerate, and loving, and I adore the way he helps others and cares about his community in school.” She said she enjoys spending time with her son Sullivan; the things she said she enjoys doing with him include watching him play sports and having movie nights with him.

Ms. Markey described a day in preschool as, “pretty fun. We start the morning with some music and movement together, bodies and brains, ready for the day. Then we move into what we call work time, which is when the kids choose where they want to play. It might look like playtime, but there’s so much learning happening. When the children build with blocks, they are learning about problem-solving. When they play in the kitchen area, they’re practicing social skills, sharing, and using their language. Explain helps them to explore, make choices, and learn how to work with others. We also have snack time and spend time playing outside every day. Our day is a mix of structured activities and free play, giving the kids time to learn new skills, work together, and most importantly, have fun.”

A Bright Beginning: Preschoolers Start a New School Year

MS. JEWETT'S CLASS

BY LANEY RUDDICK

Ms. Jewett's Preschool class this year has 24 students - 15 girls and 9 boys. When asked what her favorite part of teaching her class was, she stated, "getting to know all of their personalities". Her favorite thing to teach this class is storytime. Ms. Jewett stated that her biggest goal is "to help her students communicate, be kind to one another, and grow in the areas they need to". According to her, the most difficult part about teaching is "their age, their energy, and trying to keep them busy all day". Ms. Jewett said the one thing that led her to become a teacher was her less-than-great experience with some of her teachers growing up. She said she was quiet and she often got overlooked. So she "became a teacher to help prevent those things from happening to [my] students," and she loves to see their excitement when they're learning.



MRS. MCALPINE'S CLASS

BY HANNAH SKELLEY

One of the Power Preschool classes this year, once again, will have both Mrs. McAlpine and Ms. Dougherty leading the way. Mrs. McAlpine, who started in 2017, makes preschool learning magical by making it interactive and fun. This year, Mrs. McAlpine's class has 24 students. Some activities preschool does throughout the day include:

- Name Work (working on recognizing and saying the letters in their name).
- Letter and Number of the week
- Color and Shapes
- Months and Days
- Videos with Songs and Dances

A large part of preschool is completing work in centers. Some work that is included in these centers is crafts, sensory boxes, and seasonal-themed play areas. According to Ms. McAlpine, "the most fun part about teaching preschool is the entertaining stories that they tell," whereas "the most difficult part is keeping them focused and engaged."

K-2 Students Kick Off the Year with Excitement!

KINDERGARTEN

BY CAMERON MUCCI

Mrs Alex Clausel is the kindergarten teacher at Marquette. Ms. Madi McAlpine is her assistant. This school year, they have twenty students. When asked about the class, Mrs. Clausel said, "Overall, it is a very sweet class." Mrs. Clausel went on to talk about why families should send their children to Marquette. She stated, "... the things the school offers are quite unique and dynamic, such as fundraisers for bundt cakes, donuts, pizza, etc. Also, we as Marquette look out for each other, and we are more than a school, we are family!"



FIRST GRADE

BY DOMINIC CHERVENY

Mrs. Megan Tamblyn is back in the first-grade classroom this year. There are 11 students in the class this year: 5 boys and 6 girls. Mrs Tamblyn keeps 1st grade organized with supply caddies and book bins, cleaning up their area at the tables and putting things back where they belong. When asked about what they are learning, she responded, "The 1st Graders are currently learning phonics, reading, math, science, social studies, grammar, and religion." Mrs. Tamblyn states that she felt the students "were most excited about learning animals and geography, next in Science and Social Studies." The first-grade students just had their first field trip to Tanner's Apple Orchard, and they, "very excited... [and] Father Patrick joined them for fun and learning! Mrs. Tamblyn said, "[I] love the light bulb moments that happen in the early years of elementary students and the smiles on their faces!"



SECOND GRADE

BY MICHAEL MILLER

Mrs. Miller, the second-grade teacher, has been teaching for 9 years. Before starting at Marquette, she taught at the YMCA preschool program. Mrs. Miller, a St. Columba and Marquette High School alumna, says that her favorite part about teaching is "interacting with the kids and seeing their faces when they understand something that we have been working on." The second-grade classroom this year has 11 students. Mrs. Miller sets goals for herself every year. This year, her goal is "to get the kids ready for 3rd grade and get them prepared to receive their sacraments." According to Mrs. Miller, her biggest accomplishment is, "personally, [her] family and professionally, ...creating a positive classroom community and instilling a love of learning in my students."



Smiling Faces, Fresh Starts, and New Adventures!

THIRD GRADE

BY DANIELA MELENDEZ

Mrs. Zollars is the third-grade teacher and has been for the last 20 years. Her experience has been phenomenal. Something she looks for in her students is to see them grow, not only academically, but as a person. The most students she's had are 26 students. The Brookfield Zoo was her favorite field trip so far. Future advice she has for the new teachers is that you have to be open to being a lifelong learner, because the best teaching practices are always changing. Her favorite book to read as a class is *James and the Giant Peach*, because it teaches about true friendship. One student, Jonah Newbury, said that his favorite subject is math and that his favorite book is *I Survived 9/11*. When asked if there was one school rule they would change, he said, "No school on Monday". A second student, Owen Michelini, said his favorite subject is P.E. and his favorite book is *The Diary of A Wimpy Kid: Cabin Fever*. The one school rule he would change is for the school to allow slang. The last third grader interviewed was Lyn Sheianne Alix. Her favorite subject is math, and her favorite book is *Wings of Fire*. The school rule she would change is "not having to wear uniforms".

FOURTH GRADE

BY SHANE PARKER

Mrs. Gamons is the fourth-grade teacher. She has been teaching fourth grade for 5 years. When asked about what fourth grade is like, Mrs. Gamons said, "Fourth grade is a really fun grade to teach!" When asked what her favorite subject to teach was, Mrs. Gamons said, "Math, without a doubt!". When asked how long Mrs. Gamons has been teaching, she said, "I have been working in schools for 15 years.". When asked what the hardest subject to teach was, Mrs. Gamons said, "Science is the hardest subject for me to teach.". When asked what she would be doing if she weren't a teacher, Mrs. Gamons said, "If I weren't a teacher, I would have loved to be an Event Planner".



FIFTH GRADE

BY CARTER JOHNSON

Mrs. Fiesel, the new 5th-grade teacher at Marquette Academy. Her favorite thing about teaching 5th grade is "the kids are showing more maturity and they start thinking of themselves". The reason she became a teacher was "stemmed from my interaction with my third grade teacher, Mrs. Batten. She was a wonderful teacher and role model. Mrs. Fiesel said "the feeling of togetherness like a family is what stands out to me most at Marquette." Her hope for her 5th grade is "for my students this year is that they remember that every person they encounter has a story that they may not know. Being kind and considerate to others is something I try to convey on a daily basis." With this goal for her students, Mrs. Fiesel aims to make a positive difference in the lives of others. She is preparing them by teaching them that take responsibility for themselves and their actions. In addition, I want to instill in them that actions have consequences: if you do something wrong, you own up to it, accept the consequences, and move on. Every day is a day; we can all do better than the day before." Her Advice for her kids moving into junior high, 6th grade, is: "My advice is to always use their planners and check off assignments as you complete them to avoid feeling overwhelmed." Mrs. Fiesel's favorite thing that she has done for her kids is that in the past, I always enjoyed connecting outside of school activities to subject matter that we have learned about in class.

A YEAR TO GROW, LEAD, AND LEARN!

SIXTH GRADE

BY MASON LYONS

The 6th-grade class this year has 25 students. Some of their favorite activities are football, basketball, baseball, and dance. Their home room teacher, Mrs. Babiak said, "They all are a pretty competitive group of kiddos, so we try to play a lot of games during class like Jeopardy and review types of games." When asked about homework, Mrs. Babiak stated that they have homework almost every night. In regard to participation in the classroom, Mrs. Babiak stated, "Some of them participate in class and others not so much. It really depends on the question and topic." Mrs. Babiak was asked about how the students feel about reading, and she replied, "Depends on the kiddo. I think it depends on what they're reading. I've seen a lot of them with extra novels outside the one we're reading. I keep in mind when I pick books for the class to read. I try to find something that everyone's going to want to read. It's a life skill, and it's not going anywhere. It is important that they learn to at least tolerate it, although I would prefer that they love it. I hope I can light that fire in them."



SEVENTH GRADE

BY LOGAN SCHNEIDER

Ms. Wong, new to Marquette this year, was asked about the 7th-grade class. Ms. Wong has a degree in Theology. She said there are 22 students, and they are hard-working students. Ms. Wong said they are working on the seven gifts and fruits of the Holy Spirit. "They can be chatty, but they are all passing." The 7th graders are a great class with many admirable qualities. Ms. Wong is looking forward to continuing to get to know the students and the seeing them progress in their faith as the year continues.



EIGHTH GRADE

BY FIONA MCGRATH

The Class of 2026 is officially one-quarter of the way through their last year of elementary school. One eighth grader, Leo Alvarez, says, "It's too early in the year to tell if it's going well." Right now, the eighth graders are deciding where to go on their class trip. They have also begun the process of fundraising to prepare. The first fundraiser was a having a pop sale where they sold soda, Gatorade, juice, and candy. Mrs Leiteritz, the Spanish and homeroom teacher, has also confirmed that there will most likely be an additional field trip. While she is not one hundred percent sure if it will be before or after Halloween. A variety of school sports have also been in progress and already come to an end, such as: softball, baseball, and cross country. Most recently, girls' basketball has been going on, and boys' basketball just started on Monday, October 20. Last, but not least, the 8th graders have also stepped into the spotlight and had an election for Student Council president and their party. See the article by Kallyn Diss later in the paper to see the outcome of that.



LIFE BETWEEN BELLS: MUSIC, FASHION, AND SPORTS

BY JORDYN RIX

At Marquette, our students have very different lives of their own. Some like to experience the latest trends such as music, occupations such as gymnastics, cheerleading, wrestling, and football. These are some sports that the kids of Marquette play outside of school.

SPORTS

In the 5th-8th grade, outside of school activities include:

- 70.8% play basketball
- 21.3% play baseball
- 25.8% are cheerleaders
- 18% play Football
- 5.6% are gymnasts
- 14.6% play softball
- 5.6% wrestle
- 30.3% play volleyball
- 13.5% play soccer
- 4.5% are dancers.

Chad Lucas, one of the owners of Ottawa's Wolfpack Athletics, mentioned that Jake McCullough started the Wolfpack baseball. Shortly after, an idea for football and wrestling (Josh Noonan). At Wolfpack, their main goal by the end of the season is for every kid to be excited to come back next year. They also want to develop students as athletes and help them become better people. Chad Lucas also mentioned, "There aren't many things more special than watching young athletes grow. Seeing their physical development is great, but the real reward is watching their mental growth and confidence take off." Mr. Lucas offered the following encouragement for new student-athletes, "Focus on the student part of student-athlete - school always comes first, and focus on building yourself as an athlete, not just training for one sport. Speed, strength, agility, and mobility will make you better in everything you play."



There have been numerous new musical albums and songs out this past year, including:

- "The Life of A Showgirl" by Taylor Swift, with 4 million streams in just its' first week
- Megan Moroney and Kenny Chesney's "You Had To Be There" had 135,677 streams on July 4, 2025
- Megan Moroney's "6 Months Later" had over 40 million streams.
- Justin Bieber's new album "SWAG II" had 74.3 million streams globally on its first day.
- Selena Gomez and Benny Blanco released their duet album "I Said I Love You First" with 14.2 million views.

The 5th-8th-grade students indicate that their top musical artists are:

- Morgan Wallen - 23.9%
- Megan Moroney - 22.8%
- Lainey Wilson - 14.1%
- Maddox Batson - 4.3%
- Forrest Frank - 13%
- Taylor Swift - 13%
- Gracie Abrams - 8.7%
- Lana Del Ray - 5.4%
- Miranda Lambert - 2.2%
- "OTHER" category - 75.6%
- 34.8% of students listen to country music
- 19.6% listen to pop music
- 14.1% of students listen to the rap genre
- 10.9% listen to rock and roll
- 3.3% listen to Jazz
- 1.1% listen to folk

(CONTINUE ARTICLE ON PAGE 11)

They Teach, They Care, They're Awesome — Meet Your Teachers!



PAST MEETS PRESENT: MRS. BABIAK

BY CULLEN DEMINK

Mrs. Amber Babiak was born on May 3, 1986, in Melrose Park, Illinois. Mrs. Babiak attended St. Columba Grade School (2000 graduate) and Marquette High School (2004 graduate). For her undergraduate degree, she went to Western Illinois University. She graduated with a Bachelor's Degree of Science in Education. After she graduated from Western Illinois University in 2009, she got a job at Walmart for a month before she went to work as a teacher. Her first job was at Perspectives Leadership Academy in Englewood (a suburb of Chicago), and she taught 9th-12th grade special education English, History, and Science. Mrs. Babiak went on to receive her Master's Degree from Concordia University in

Educational Leadership in 2013. After her eldest daughter was born, she moved to a school district closer to home. She began working for Joliet Public Schools District 86 at Sator Sanchez Elementary. There, she taught 2nd through 5th grade special education. In 2017, she became a Special Education Administrator within Joliet Public Schools District 86, being responsible for 300 students with IEPs and the staff that worked with them. During the COVID-19 Pandemic, she moved back to the Ottawa area with her family, and eventually came back to teach at Marquette Academy, where her academic career began. Ever since then, she has been an amazing ELA teacher.

From Student to Teacher: Mrs. Clausel

BY OLIVIA ENTWISTLE

A few years ago, in 2003, Mrs. Clausel, the kindergarten teacher, began her academic career at Marquette High School. Mrs. Clausel graduated in 2007. During her time at MHS, Mrs. Clausel played basketball, volleyball, and softball. Mrs. Clausel attended MHS with Mrs. Babiak when she was a freshman. At the time, Mr. Spandet was the principal of the school, Mrs. Rick taught math, and Mr. Glade taught history. Mrs. Clausel said that her favorite memory was being a part of the Crazy Cru. When asked what she would do if she could redo her time at MHS, she said, "I would take my grades a lot more seriously". The most important thing Mrs. Clausel said learned at MHS was, "How important friendship is because you can carry it through your entire life". When asked what advice she would give her younger self during her high school years, she said, "to study harder". Once a Crusader, always a Crusader!



LIFE BETWEEN BELLS:

MUSIC, FASHION, AND SPORTS (CONTINUED)

CLOTHING

Trends this year consist of: jorts, pit viper sunglasses, oversized t-shirts, ice cream shorts, Uggs, and chunky tennis shoes. The following breakdown of 5th - 8th grade student's clothing style includes:

- About 31.% of students would wear ugg
- 26.4% would wear oversized t-shirts
- 19.5% would wear ice cream shorts
- 12.6% would wear pit viper sunglasses
- 5.7% would wear chunky tennis shoes
- 4.6% would wear jorts.



STRONG MIND, HEALTHY BODY, PEACEFUL SPIRIT

BY BO NERI

Practices and Tips on Physical Health and Wellness	Practices and Tips on Physical Health and Wellness	Spiritual Wellness and Health Practices and Tips
A couple of tips or practices for your physical health and wellness are: Watching what you put into your body, how much activity you get, and your weight are important for keeping your body working properly. • Positive physical health habits can help decrease your stress, lower your risk of disease, and increase your energy.	A couple of mental health and wellness tips and practices are mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act, and helps determine how we handle stress, relate to others, and make choices. • Mental wellbeing is a state of thriving. It is the foundation of living a strong, healthy and fulfilling life. • We believe that mental wellbeing is achievable for everyone — including individuals living with or recovering from a mental health or substance use challenge.	Those spiritual wellness and health tips and practices are • Developing a purpose in life • Having the ability to spend reflective time alone. • Taking time to reflect on the meaning of events in life. • Having a clear sense of right and wrong, and acting accordingly. • Having the ability to explain why you believe what you believe. • Caring and acting for the welfare of others and the environment. • Being able to practice forgiveness and compassion in life.

FUTURE JOBS: WHAT WILL YOU BE?

BY CARTER NOONAN

There are many ways to become a software developer/engineer. The most common is to get your bachelor's degree in either computer science, software engineering, or computer and information technology. You could also get your bachelor's degree in another field, such as mathematics, because a lot of tech stuff requires you to be calculated and proficient in mathematical thinking.

Second, and also pretty common, is to get your associate's degree once again in computer science, software engineering, computer and information technology, or mathematics. The differences between an associate's degree and a bachelor's degree are that a bachelor's degree is two years longer than an associate's degree. Although you can still get the job with an associate's degree, it's pretty much the bare minimum in college, and by staying an extra two years, you can learn a lot more, become a more tech-savvy individual, and understand the job a little bit more.

Now, there are a few ways that you can still become a software engineer without even having to go to college. Some prefer this alternative way more than going to college, and it involves a software certificate program. These programs strictly focus on software development, website design, and other IT fields by providing specialized help and a sole focus on tech. Another alternative to college is becoming self-taught. A lot of people who are self-taught join online communities to learn without having to spend money on college or a software certificate program. The previous information was obtained from Harvard.

Next, let's take a look at the pay for a software engineer. As a start-up, or in other words, if you're a self-taught software engineer and you haven't gotten hired by a big company, you're looking at making around \$30,000 to \$50,000 per year. If a company shows great interest in your work, you could receive a large raise by working for a major company like Google, Apple, Samsung, or even Amazon. The software engineer spot is a highly sought-after role because of how far it has already come and how much it is going to grow in the upcoming years.

Having an associate's degree on your resume can increase your pay raise to a range of \$64,000 to \$88,000 per year. Now this usually happens by working at a medium to high-tear company, but you might not be in a high role. If you don't know what that means, think of a sports team, any sport, and think of a starter and the backup. A mid-year position offering good money as a software developer is called DataBricks.

Lastly, the top earnings as a software developer range from \$184,400 to \$275,000. This comes from lots of practice and either getting a bachelor's degree or getting into coding or a software certificate program to specialize in software development. To make that amount of money, you have to be in the top 10% of all software developers, which is extremely hard to do. As I said before, it comes from lots of practice. Places that you could work at to receive this amount of money include Meta, Google, Apple, Amazon, and Microsoft, which are all huge tech and electronics companies that are extremely successful. If you get a job at any of those tech companies, your bank account will be flowing with cash. The information about pay was obtained from articles from Career Explorer

(CONTINUE READING ON PAGE 20)

A SEASON OF GROWTH: SOFTBALL TEAM BREAKS EVEN, BUILDS BIG POTENTIAL

BY MACKENZIE HAMM AND STELLA MOLINE

The 7th/8th-grade girls' softball team had 16 members this year. The team was coached by Coach Babiak and Coach Diss. With only 9 girls in 7th and 8th grades, the roster was opened up to 5th and 6th graders. There were 7 additional fifth-grade students who joined the team. The team members (in uniform order and grade) include:

- 1 - Alivia Andreoni (7th)
- 2 - Scarlett Moline (5th)
- 4 - Kooper Rick (7th)
- 5 - Avery Andreoni (5th)
- 6 - Amelia Babiak (5th)
- 9 - Makynlee Diss (5th)
- 15 - Emily Drake (8th)
- 19 - Daniela Melendez (7th)
- 21 - Mackenzie Hamm (8th)
- 22 - Kallyn Diss (8th)
- 23 - Kynlee Olson (5th)
- 24 - Parker Fuchs (7th)
- 28 - Jordyn Rix (7th)
- 32 - Madelyn Feller (5th)
- 33 - Olivia Entwistle (8th)

The first thing Mrs. Babiak and Coach Ben were asked was how they handle players struggling with a particular skill. Mrs. Babiak stated, "Coach Ben and I would talk and figure out how to differentiate practice and put them in small groups to really focus on some of the things they needed to work on." According to her, a typical day or week looks like. "A lot of time not with my own family, but my softball family." Mrs. Babiak stated, "When I was younger, I used to play softball, and now that I am older, it is a way to reconnect with my younger self. It was also nice to be a part of Marquette softball again". Mrs. Babiak reported that the team "ended the season 6-6 during the regular season. We lost regionals, but I am going to call that a win. Ending the season at .500 with six 5th graders on the 7th and 8th grade team. I'd count that as a win. I'm looking forward to the 7th-grade girls stepping up as leaders next year when they become 8th graders.

Coach Babiak went on to say that the biggest accomplishment was how "the team made huge growth over the short season." She mentioned that one of the unique aspects of the team is that she gets to spend time with them both inside and outside the classroom. "As their teacher and coach, it is cool being able to see the difference in confidence, depending on where they are at. It is also nice to get to see their out-of-class personalities," Coach Babiak said. Her favorite part of coaching is coaching for the school and being able to coach her daughter. If Coach Babiak had a piece of advice to give to her team, it would be, "to continue to work hard, have fun, and trust your abilities. Always push yourself to be better."



MILES OF HEART: CROSS COUNTRY SEASON WRAPS WITH PRIDE

SIXTH GRADE RECAP

BY ALIVIA ANDREONI

Four students from 6th grade participated in Cross Country this year: Josiah Alix, Edythe Brockman, Zoey Cantlin, and Gia Heuser. Their coaches were Sarah Hueser and Amanda Brockman. Coach Sarah said, "I coach XC because I believe running builds confidence that carries into every part of life. Watching the kids realize they can do hard things, whether it's a PR or just putting one foot in front of the other on a bad day, is incredibly rewarding. The relationships and culture we build are just as (if not more) meaningful as the races themselves". One of the coach's goals from this season is to "always be better from when we started. The team definitely achieved that as a whole". Coach Heuser's favorite thing about coaching is watching her runners surprise themselves with something they thought they could never do. Some of the team's core values, Coach said, were "teamwork, consistency, growth mindset, positive and encouraging, resilient, respectful, and integral coaching would be my values". The girls and the cross country team, just in general, did so well this season, and they said they can't wait for next season to start.



SEVENTH GRADE RECAP

BY NOAH NOVOTNEY

The 7th-grade cross-country team had a great season, and two members, Dominic Cherveny and Michael Miller. The team had seven total kids. The team's goal at the start of the season was to get good PRs, and they met those goals. Coming into the season, one member said, "It was hard, but as it went on, we got better at it." Some of the team's meets were at Pontiac, Seneca, and Channahon. Marquette Cross Country is looking forward to another stellar season next year!

EIGHTH GRADE RECAP

BY MACKENZIE HAMM

There were two eighth graders on the cross-country team: Fiona McGrath and Shane Parker. The team ran two miles every meet they had. The season had seven meets in total. Fiona McGrath says, "The hardest meets we ran were at Shepherd and in Seneca." She went on to say, "The hardest part of Cross Country is staying mentally strong when you are hot and tired." The team made it to Sectionals. Fiona finished by saying, "We had a good season, and I am sad to leave it behind".

FROM FIRST PITCH TO FINAL OUT: THE KNIGHTS' SEASON IN REVIEW

BY BRYCE HERMANN AND GRIFFIN NOVOTNEY

The Knights Baseball team had a wonderful season. This school year, there were six 8th graders, five 7th graders, and six 6th graders on the team. The 8th graders' names are Cullen Demink, Zaylor Faull, Carter Johnson, Griffin Novotney, Noah Novotney, and Logan Schneider. The 7th graders' names are Sullivan Auter, Elliot Edgecomb, Bryce Hermann, Cameron Mucci, and Bo Neri. The 6th graders' names are Emmett Burkhead, Gannon Hall, Jaren Hiltabrand, Ty Hopkins, Ryder Michelini, and Peyton Snell. The team was 12-0 in the regular season. The team made it to sectionals but lost.



Coach DeAngelo said, "The team did excellent this year, I think, with a young team. We surpassed expectations and proved to the people that we were a good team." Coach DeAngelo also stated, "The team needs to execute and focus on the little things. I think if we can take the next aspect of the game we can be another successful team, and doing those things can carry your athletic and nonathletic life." Coach DeAngelo additionally said, "the 8th graders were a good group of leaders who had a good mentality and set a good example for the 7th and 6th graders, showing them what it takes to be a successful athlete."

Coach DeAngelo's favorite game was winning the regional championship against Wallace. He said, "Beating Wallace is a good feeling, especially in the championship." Coach DeAngelo said, "Losing the 8th graders will be a difficult adjustment, but I think with the experience the other kids got, they will be able to come in next year and fill the missing voids. I think the way the 8th graders left the team will help the future of the program because the way they led and showed the younger classes how preparation, focus, and hard work can carry you through a season."

Ty Hopkins, a player on the baseball team said this about the season, "It was a lot of fun. We did good. This was my favorite season... People didn't think we would be good because we lost a lot of players. It felt good we beat the teams we weren't supposed to beat and we won regionals. Attitudes matter and everyone should have a good attitude to get the chance to play."

YOUNG LADY KNIGHTS TAKE THE COURT WITH CONFIDENCE AND CLASS

5TH GRADE

BY ANNABELLE HAIDUKE

The 5th-grade girls' basketball team has 7 players, and their names are Millie Babiak, Avery Andreoni, Zoey Bowen, Makynlee Diss, Maddie Feller, Scarlett Moline, and Kynlee Olson. Their first game was on September 24th at Wallace, and their last game is on November 6th at St. Michael's/Ransom. They have two coaches named Mr. Andreoni and Mr. Heuser. Mr. Heuser said, "The girls always get complimented on how hard they play, especially on the defensive end." Mr. Andreoni said, "These girls have a lot of energy and a very good attitude toward each other." A goal that Mr. Andreoni has for the 5th-grade girls is to win! Currently, the girls have a 2-2 record going into their final games of the season.



6TH GRADE

BY ALIVIA ANDREONI

The 6th-grade Lady Knights basketball team has opened the season at 2-3! With their latest win being a cross-town revival in double overtime, the Lady Knights defeated the Central Cyclones 20-18; Gia Heuser hitting the go-ahead shot with 35 seconds on the clock!

The team consists of Avery Andreoni, Edythe Brockman, Zoey Cantlin, Brooklen Entwistle, Gia Hueser, Raegan Shneider, and Karsyn Stewart. Our Lady Knights coaching staff is Mike Hueser as head coach and Tony Andreoni as the assistant coach. Coach Heuser said, "The three things we could work on the most are fundamentals, running the play in games under pressure, and moving the ball around". He went on to say, "I like coaching a lot. I can help get the girls ready for when they are older in 7th and 8th grade". One of their goals this season is to win as many games as possible, while also ensuring the girls enjoy it.



THE COUNTDOWN TO TIP-OFF BEGINS FOR THE KNIGHTS!

BY ELLIOTT EDGCOMB AND BRYCE HERMANN

The 5th-8th-grade boys basketball teams have officially started practice, which means boys' basketball is back. The Knights will be led by the following coaches: Jason Hermann (5th grade), Matt Feller (6th grade), Jimmy DeAngelo (7th grade), and Josh Novotney (8th grade). The fifth-grade boys' basketball is set to start its season on October 20, 2025. The members on the team are Declan Cooper, Liam Cheek, Flynn Edgcomb, Bryce Hellman, Brody Herrmann, Paxton McGinnis, Greyson McEmery, Joey Miller, Liam Nolan, Thomas Pelka, and Brayzen Zellers. This year, the team will be coached by Jason Herrmann. As this is their first actual year of school basketball, the boys on this team are coming from two winning seasons in their 3rd and 4th grade intramural seasons.

Mathew Feller, the coach of the 6th-grade basketball team, said, "My plan for the team this year is the same as my plan every year. Have fun!!! Basketball is awesome. It's my favorite sport, and I want to share my hoops joy with the team. My plan for the team is the same as my hope for the team. I hope the team learns to enjoy the game." When asked about the ability of the players to play well together, he stated, "I think players playing well together is part of the season goal. We will spend a lot of time forming and building a team bond. It's something that we feel is important both on the team and in school. Our classmates are a team. Our basketball team is a team. We're together all day during the school year, and it's important to work together in unison on and off the court."

Fundamentals are important to learn and practice in basketball. "We'll be more focused on team fundamentals. We will certainly work on individual skills at times, but a lot of that should be the players working on the individual fundamentals on their own time. We'll have limited practice time with the craziness of our short season, so we'll have to make the most of our practice time while forming it around the team fundamentals," according to Mr. Feller. He went on to say that people make mistakes, and, "mistakes are a part of the game and a part of learning. I can tell you I certainly made mistakes last year, but mistakes are okay. It's also important to understand that mistakes made while giving your best effort are different from those due to a lack of effort or focus. I have certainly learned that the vast majority of players do not respond well to being scolded (especially when that scolding isn't finished with positive reinforcement). We are a team and we're all equal, regardless of athletic ability. A quote that I always like to keep in mind is, 'Why do we fall down? So we can learn to pick ourselves up.' The Coach is there to show and lead the team how to get back up. We're all there to learn and have fun. Remember, BASKETBALL IS FUN!!!"

Fifth and sixth grade are set to kick off the season with a home opener on November 3 at 5:00 pm, right here in Anderson Gymnasium. The seventh and eighth grade teams are set to kick off their season on Tuesday, November 4 at 5:00 pm at our cross-town rival, Wallace.



TRICKS, TREATS, AND TIME TRAVEL: HALLOWEEN THEN VS. NOW

BY ROGER FINDLEY

It is always fun to look back on the past and see how far we've come, good or bad. With Halloween upon us, let's take a look at what Marquette Academy (then St. Columba/St. Patrick) did during Halloween in the 1990s. To do this, Mrs. Babiak was questioned about her time at school. According to Mrs. Babiak, "Back in the 1990s when I attended school here, every class got to change into their costumes and have a class party the last two hours of the school day. Back then, moms/dads would come into the classroom with a list of games/activities to do." She went on to say that, "All students in grades Preschool-8th grade dressed up in costumes. Students would take part in a parade around the entire school outside so that parents could see everyone." Mrs. Babiak goes on to talk about how, although there was no true trick-or-treating at school, students could walk around their class during the party to collect candy from their classmates. Lastly, Mrs. Babiak stated, "As part of the classroom party, students would take part in many different types of games. One of the games that I remember the most is the mummy game. Students were split into teams and given a roll of toilet paper to completely cover one student in their group."

Let's jump forward and take a look at what happens in 2025. Today, only the preschoolers dress up and have a parade. Parents can watch as students walk around the playground or gym, depending on the weather. Another change is that students are not allowed to bring candy treats for their classmates, outside of preschool and kindergarten. While there are no parties like back in the 90s, various classrooms celebrate in different ways. Preschool has many different activities to celebrate with their teachers. Kindergarten through second grade team up for a joint celebration, which includes arts and crafts, a movie, and a cake walk. Grades third-eighth also have different types of celebrations both big and small.



YOUR VOTE, YOUR VOICE: STUDENT COUNCIL ELECTION WRAP-UP

BY KALLYN DISS

The Student Council Election this year saw two candidates for President and two for Vice President. Leo Alvarez and Olivia Entwistle ran for Student Council President, while Cullen DeMink and Fiona McGrath ran for Vice President. Candidates split into two different parties, and in a tale as old as time, it was the boys versus the girls. Ultimately, the girls won the election. Let's meet the candidates.

OLIVIA ENTWISTLE

Q: Why did you run for President?

A: I ran for president because I want to make a difference in our school, and it is something I've always wanted to do.

Q: Who ran in the same party as you?

A: Fiona McGrath and Kallyn Diss ran with me.

Q: What is one big idea you have for the student council this year?

A: I want to donate to shelters and our school.

Q: What is one thing you want to be remembered for?

A: I want to be remembered for the effort I put in. I also want to be remembered for helping not only the school, but for helping shelters as well.

FIONA MCGRATH

Q: Why did you run for vice president?

A: I kind of wanted to be president, but I don't like public speaking. The vice president does not do as much public speaking, but you're still doing some important stuff. I will still get to do important things without being under a lot of pressure.

Q: Who ran in the same party as you?

A: Olivia ran as president, I ran as vice president, and Kallyn ran as secretary.

Q: What is one big idea you have for the student council this year?

A: I want to do more fundraisers. This year, I want to try to make the dances more fun.

Q: What is one thing you want to be remembered for?

A: I want to be remembered for making things more fun.

LEO ALVAREZ

Q: Why did you run for President?

A: I felt that running for president would prepare me for a life's future challenges.

Q: Who ran in the same party as you?

A: I ran with Cullen Demink and Tommy Miller.

Q: What is one big idea you have for the student council this year?

A: I think we should partner with local businesses and start selling discount cards.

Q: What is one thing you want to be remembered for?

A: I want to be remembered for any impact or change that I may have contributed to throughout this school year.

CULLEN DEMINK

Q: Why did you run for vice president?

A: I wanted to give more leisure to the students.

Q: Who ran in the same party as you?

A: It was me, Leo Alvarez, and Tommy Miller running in the same party.

Q: What is one big idea you have for the student council this year?

A: I think that instead of doing Kane's Family Farm corn maze, I was thinking about doing a bonfire party there instead.

Q: What is one thing you want to be remembered for?

A: That I ran for vice president.

FUTURE JOBS: WHAT WILL YOU BE?

(CONTINUED FROM PAGE 12)

Ok, but what does a software developer/engineer actually do? To sum it all up in simple terms, software engineers build apps, websites, and systems that run on your phone, tablet/iPad, and your computer. But let's take a deeper dive into what they really do. Usually, an engineer of any sort has a problem that they have to figure out. A software engineer meets with a client or boss to ask them to fix a problem on an app or website, or to create one. To simplify step one, it's to understand the problem and try to reevaluate it.

A software engineer does quite a bit of coding, which is a process for a computer program to complete a specific task. Step two involves fixing the problem, which might be a mis-coding in the app, including a button, forms, or login features. If they're looking to create something new, it's an entirely different process but it still includes lots of coding. Like I said before, coding is telling an online program how to run and perform something.

Then the software engineers have to test their product, just like any other industry tests its new creations to ensure there aren't any flaws in their work. If the engineer sees a flaw, it will be addressed and fixed. If the check isn't thorough enough, there is most likely a report bug, or a problem feature on some apps, or even a feedback option. You can leave your review or report, and then the engineers will go back and fix the code. Once everything seems to be perfect, the software engineers will launch their product, or app, and it will be open to use for the public. All of this information was obtained from Southern New Hampshire University.



FROM CLOSURES TO OPENINGS: WHAT'S GOING ON IN CATHOLIC SCHOOLS?

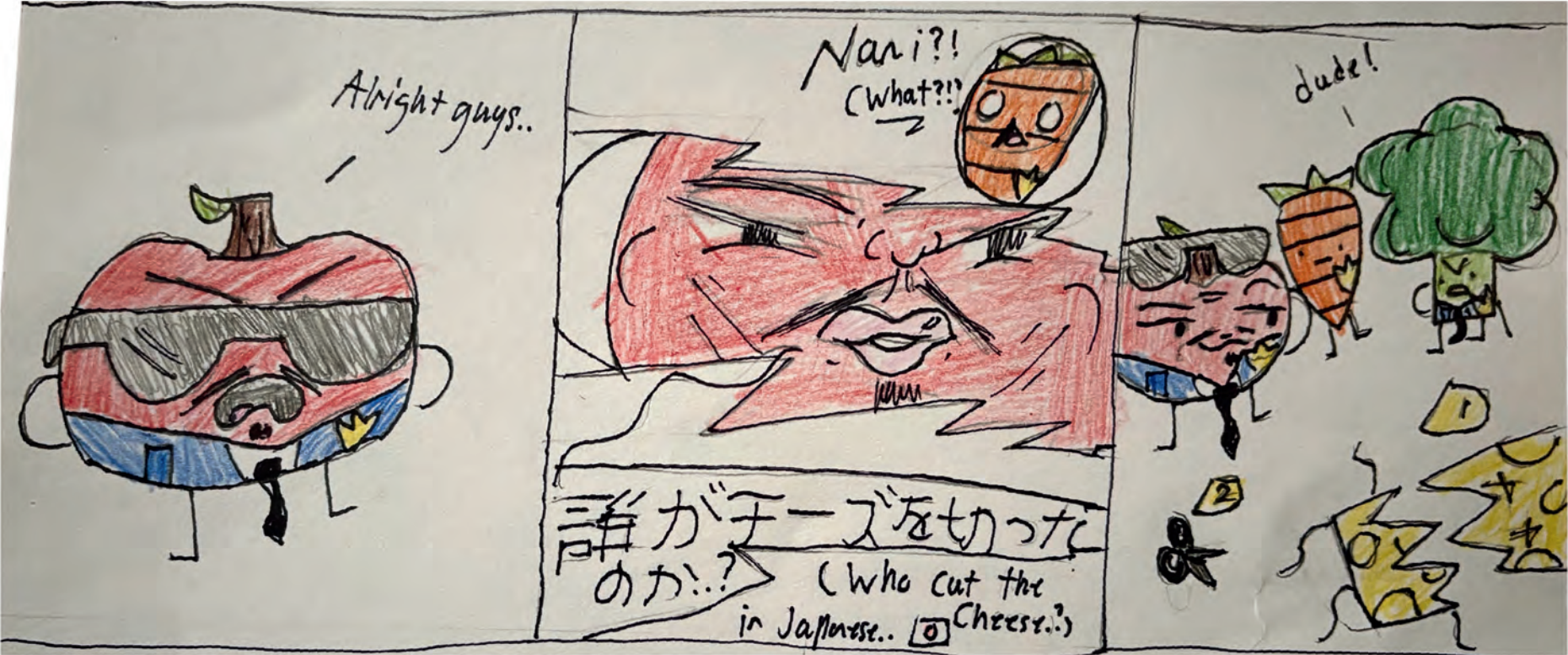
BY LIAM GRETENCORD

Catholic schools have had a decline in enrollment for multiple reasons. One of those reasons is tuition costs. Tuition costs have increased. "The average tuition for elementary schoolers is around 4,840 dollars in the United States", according to Raise Right. Fewer people go to Catholic schools because of this, leading to a decline in income for Catholic schools. A second reason is that Catholic schools can also have difficulty keeping teachers. According to Cambridge University Press, this happens because, "the teachers get heavy workloads, potentially low salaries, and burnout. Catholic schools also primarily look for teachers who are catholic, have good morals, and practice Catholicism. This makes them use more time and resources to find potential teachers." These are a few of the challenges Catholic schools face. If you want to help your local Catholic school, ask if they need help. Here at Marquette Academy, we have been lucky enough to maintain our excellent teachers for years.



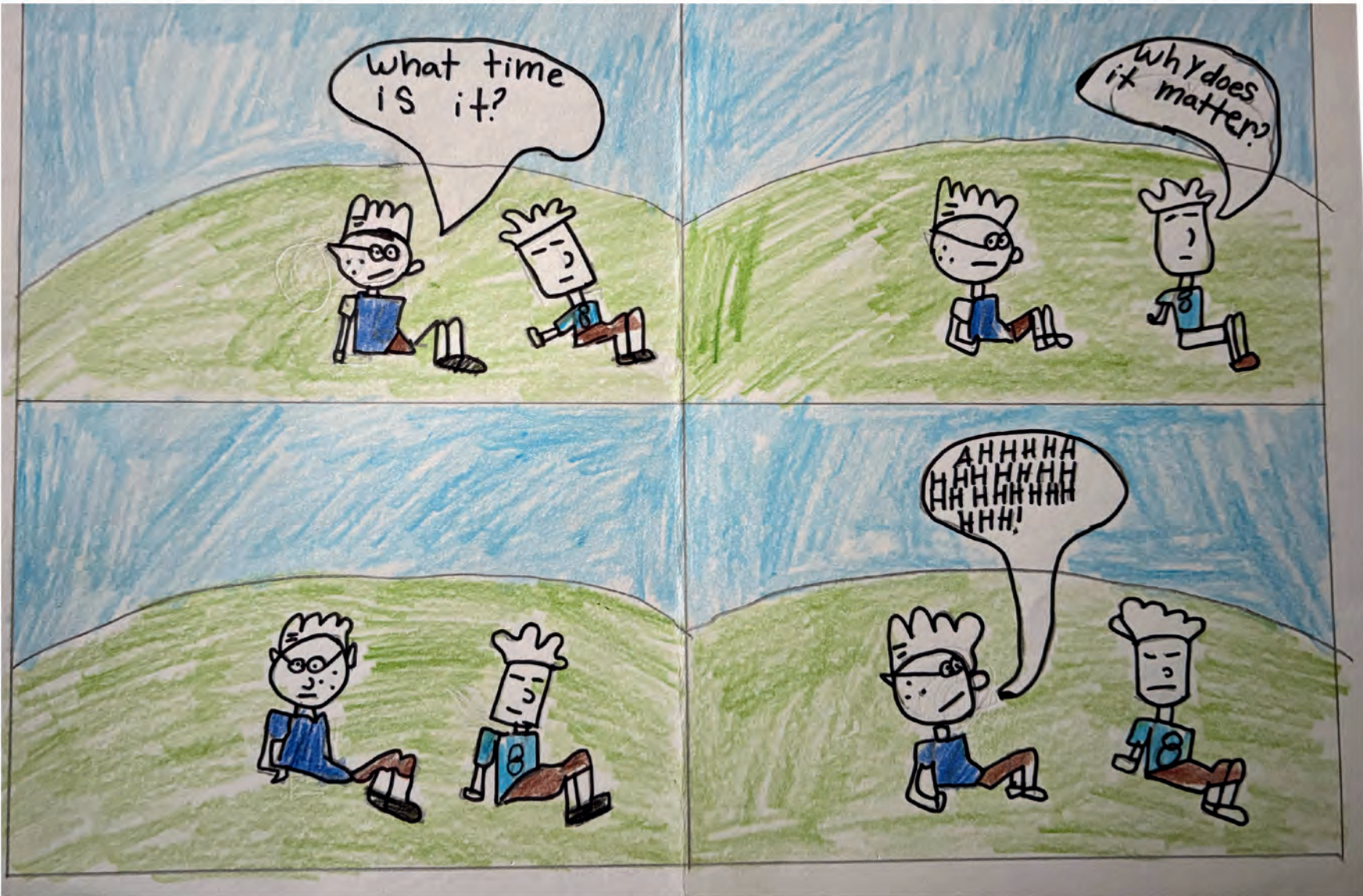
COMICS

THE CRIME



BY MAYLEE HAMER

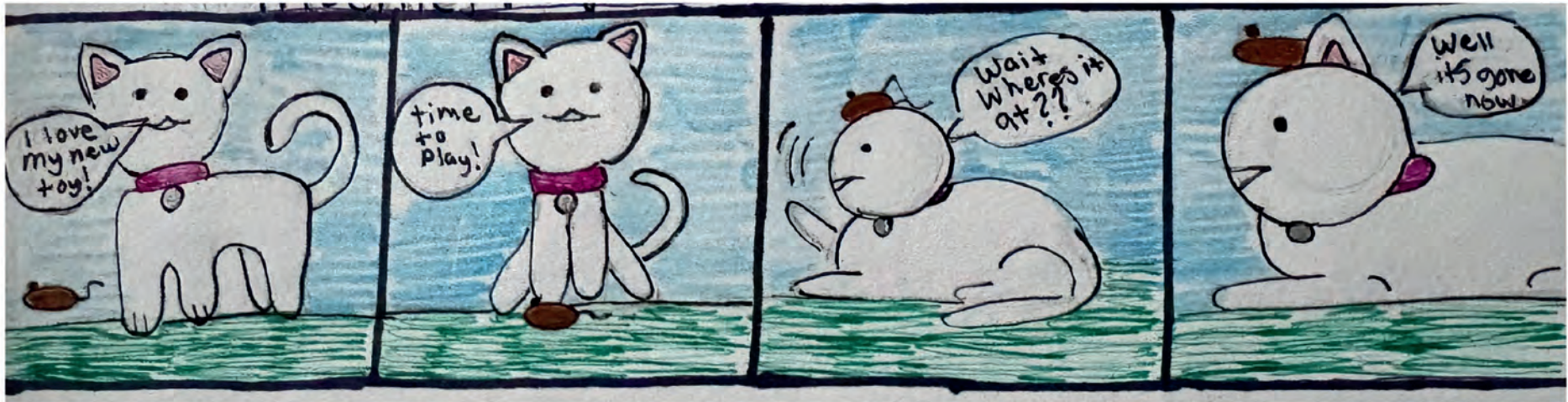
TIME TO GET A WATCH



BY NICK GRUBE

COMICS

MOCHIE'S TOYS



BY CYNTHIA ROBLES

SCARED LITTLE ACORN



BY ZAYLOR FAULL

COMICS

IDEAS



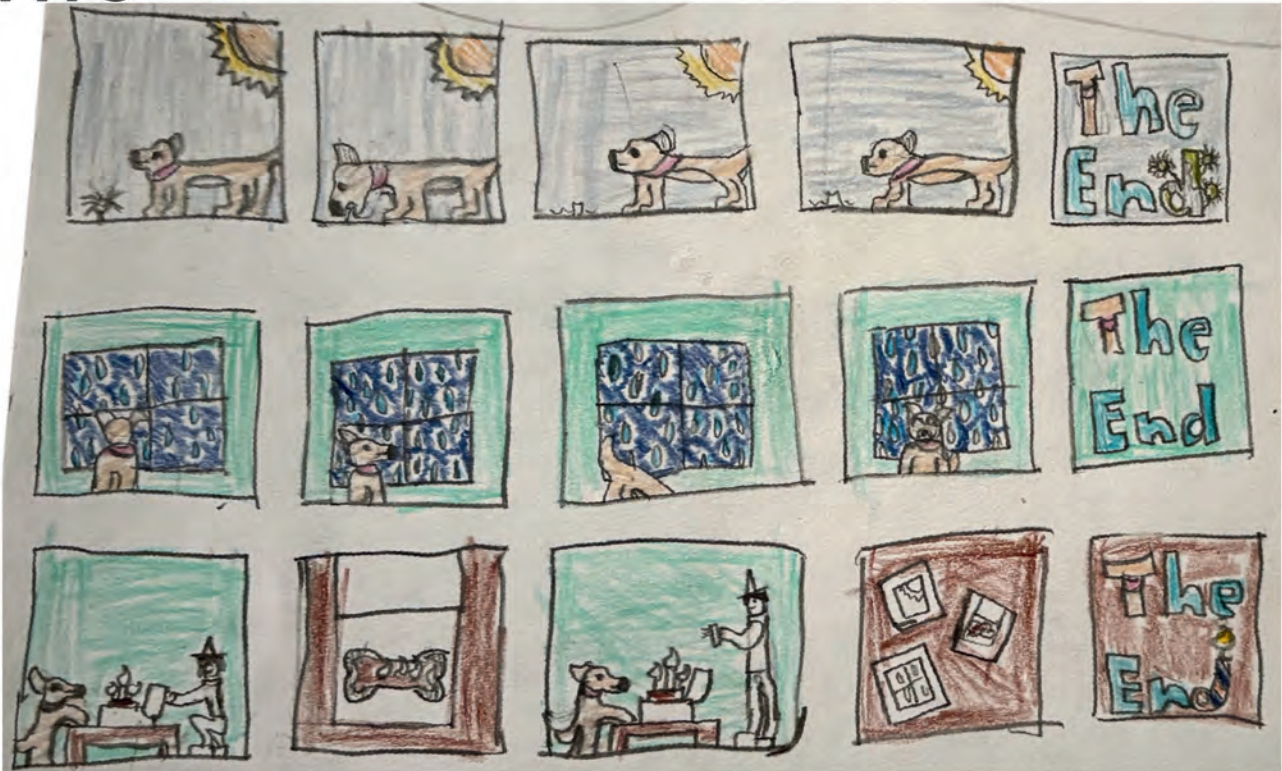
BY MARINA RIBEIRO

HAPPY HALLOWEEN



BY CORBIN CLEM

RUFF DAYS

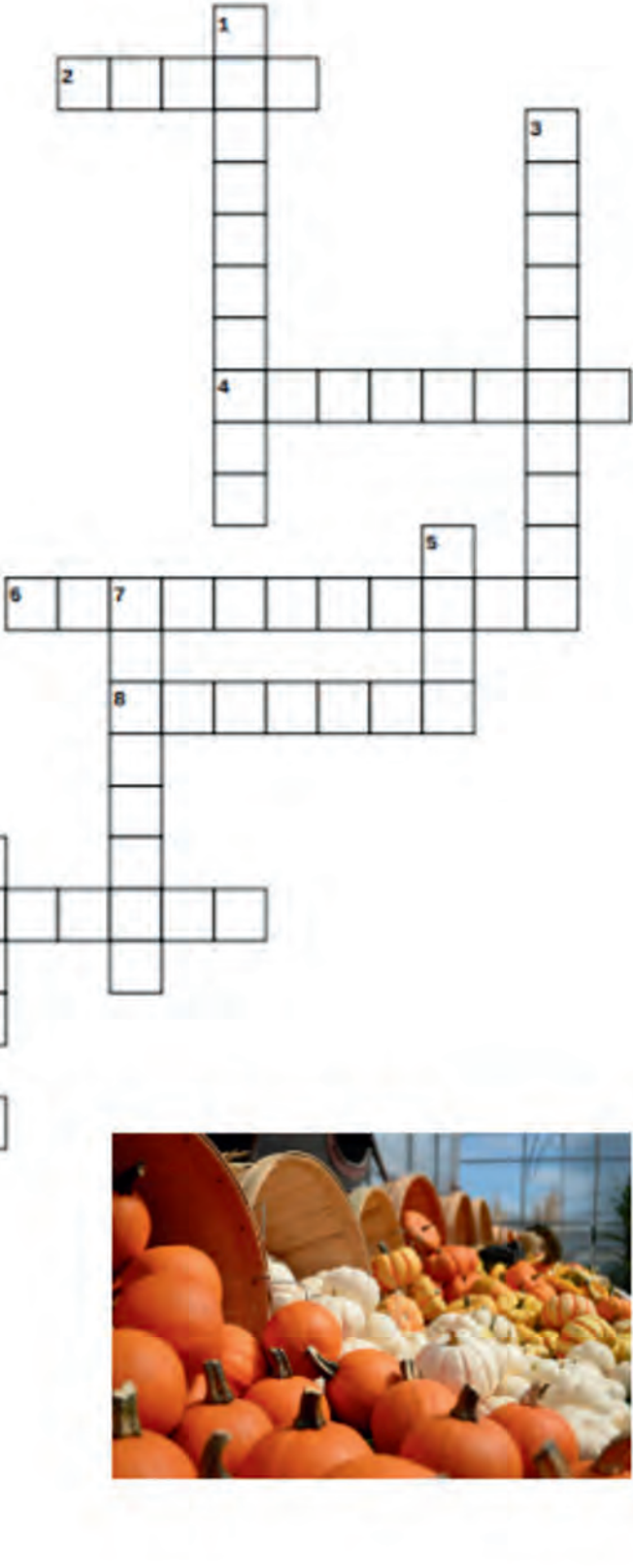


BY CORBIN CLEM

FUN AND GAMES

BY PARKER FUCHS, KYLAH GALLEGOS, AND KOOPER RICK

All Things Halloween



FUN AND GAMES

BY PARKER FUCHS, KYLAH GALLEGOS, AND KOOPER RICK

Animal
unscramble
by kylaH Gallegos

1) Dogd —————

2) ionl —————

3) vedo —————

4) Sleyfiulk —————

5) hKrsa —————

6) mSahert —————

1) Dog
2) Lion
3) Dove
4) Tellfish
5) Shark
6) hamster

FUN AND GAMES

BY PARKER FUCHS, KYLAH GALLEGOS, AND KOOPER RICK



All About Fall



Find the following words in the puzzle.
Words are hidden →, ↓, and ↘.

THANKSGIVING
APPLE CIDER
SCARECROW
FOOTBALL
CINNAMON
NOVEMBER
SQUIRREL
PUMPKIN

HARVEST
OCTOBER
SPOOKY
LEAVES
TURKEY
CHILLY
FOGGY
GHOST

SCARF
ACORN
MAPLE
WINDY
CANDY
COZY
RAKE
HAY



All About Fall



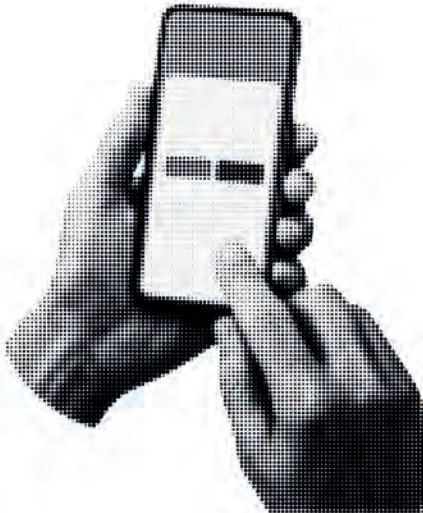
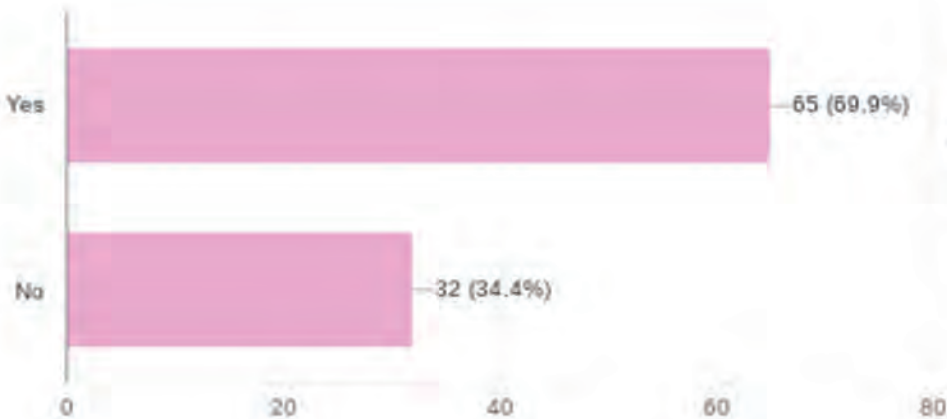
PHONES AND SCHOOL... SHOULD STUDENTS BE ABLE TO HAVE THEM AT LUNCH?

BY CLARA BLOOD

Should students have phones at lunch? Ninety-three students in grades fifth through eighth were polled. Phones have many benefits but also drawbacks, such as distraction from eating and privacy issues. Some students find phones helpful for connecting with others instead of meeting them face-to-face. Some would say otherwise, arguing that phones take away from being actually face-to-face with the person. Students aren't allowed phones on a daily basis, so this could be helpful to others to keep up with their family and friends. One student from eighth grade, Fiona McGrath, says, "I don't think it would matter that much if students have phones or not, because you don't really need them at lunch, and it would just get people addicted to their phones."

Should students have phones at lunch?

93 responses



YES

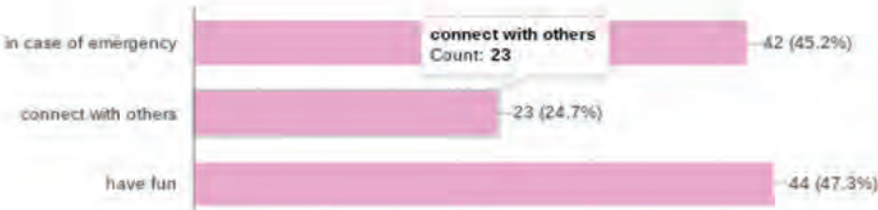
Leah Michelini, a 7th grader, says, "I think they should because it's their break and they get some sort of free time... and they could check in with their parents." In her words people should be able to choose the way they want free time and how to use it.

NO

Another seventh-grade student, Bryce Herman, says, "People won't be able to focus on eating, so they won't be able to focus in class." One drawback is that people who don't have phones could feel left out, and no person wants their friend or themselves to be left out.

Why do you want a phone at lunch?
(for people who said yes)

93 responses



Why do you not want a phone at lunch?
(for people who said no)

93 responses

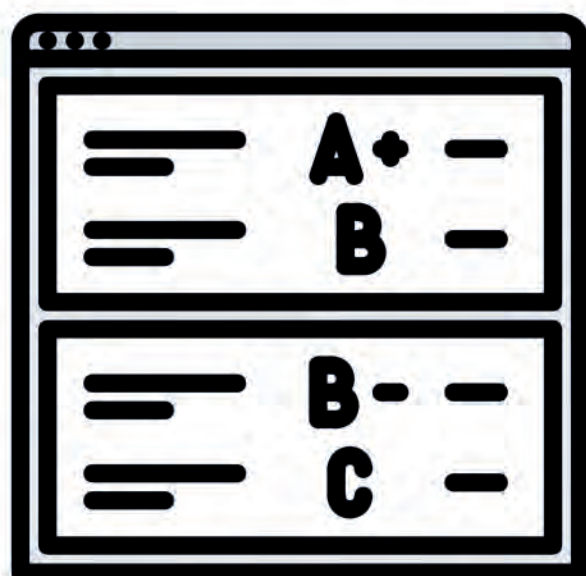


MORE THAN A LETTER: DO GRADES REALLY SHOW HOW SMART YOU ARE?

BY LEAH MICHELINI

Do grades really measure intelligence? According to Ashlynn Roberts, author of *Do Grades Define Intelligence*, “While grades don’t show how smart someone is, they still play a huge factor in many aspects of a person’s life, such as what colleges they can get into.” Roberts continues, “However, grades have nothing to do with how smart a person is. Intelligence is not measured by a student’s memorization skills and effort level, and it should not be treated that way. Students need to know that grades are just numbers used to classify people and are ineffective in separating smart people from others.”

Grades actually measure task performance, work ethic, and demonstration of skills. A reason to believe grades don’t measure intelligence is that they have a limited scope. The grading curve also comes into play when discussing intelligence. “If you are a student in a course that is graded on a curve, your grade depends on how your fellow students perform. If you want to earn an A, the last thing you should do is help a classmate, because if they score higher than you, you might lose your chance to earn an A. In fact, you could increase your likelihood of a good grade by sabotaging other students,” says James Dyer, author of *Grading On A Curve Hurts Students*.



“While good grades are important and should be something every student strives for, they do not necessarily correlate with a student’s intelligence.” Ashley Sutherland, author of *Grades, Don’t Correlate With A Student’s Intelligence*, states. If you want to actually study intelligence, you can take an IQ or an RPM test (Ravens Progressive Matrices test), which is basically a test that “primarily aims to assess fluid intelligence by challenging participants to analyze increasingly complex visual patterns. This form of the test is widely used to measure cognitive ability in various contexts, including educational and occupational settings. It serves as a foundational tool for understanding an individual’s capacity for reasoning and problem- solving,” says John Raven,

author of *Raven’s Progressive Matrices Test (2025 Guide)*.

On another note, let’s talk about what other people in this school think about grades and intelligence. One student, Cashylon, in 7th grade, thinks that grades don’t measure intelligence. When asked why, she responded with “Grades are only about book smarts, not street smarts. Street smart is like common sense smart, and how to act and what to say in everyday situations.” Zoey, a 5th-grade student, said she kind of thinks grades measure intelligence. When asked why, she responded with, “Let’s say if I were a kindergartener and I was given a 3rd-grade math question, it would be too hard, because the kindergartener isn’t at the level of math yet.”

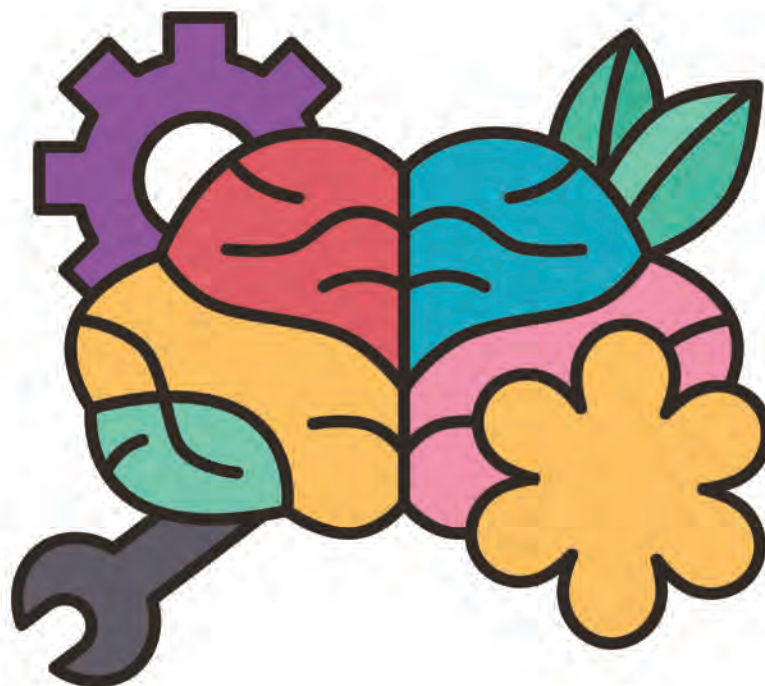


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MORE THAN A LETTER: DO GRADES REALLY SHOW HOW SMART YOU ARE?

(CONTINUED FROM PAGE 28)

Another student, Myles, who is in 6th grade, thinks that grades kind of but kind of don't really measure intelligence. When asked why, he responded with "When I don't pay attention and I'm getting distracted, I usually don't do well on things like worksheets or tests. But when I do pay attention, I am successful. But sometimes they do because you're expected to know stuff already." Some students, like Emily, who is in 8th grade, think that grades don't necessarily measure intelligence, and when asked why, she responded with, "Plenty of smart people struggle in school, especially kids with any type of learning or sensory disability." Ryder, another student who is in 6th grade, thinks that grades do measure intelligence. When asked why, he responded with, "If you're smart, you get good grades; if you're not smart, you get bad grades."



After many hours of research and lots of interviews, the question of if grades really measure intelligence still remains without a clear answer. Many people have their own opinions on both ends of the spectrum. Some argue that grades show students' discipline, work ethic, and ability to perform under pressure, others to intellectual capability. Others believe that grades are, in fact, an accurate representation of intelligence, regardless of the different opinions. One thing stays true: even if your grades aren't what you would like them to be, that does not mean that you are not smart or intelligent.

CELEBRATING HARD WORK: STUDENTS SHINE IN FIRST EDITION!

Dear Students, Families, and Friends of Marquette Academy,

As we wrap up the first quarter, I want to take a moment to celebrate all of the incredible hard work our students have put into their studies, activities, school community, and our newspaper. Each student has shown dedication, creativity, and perseverance, and I couldn't be prouder of the effort, teamwork, and enthusiasm they bring every day.

This newspaper is a reflection of their voices, their achievements, and their stories. Seeing their articles, artwork, and ideas come to life in these pages is a true joy, and I hope it inspires all of them to continue sharing their thoughts, passions, and talents.

I'm also excited to let you know that future editions of our school newspaper will be coming out quarterly, giving us even more opportunities to highlight their accomplishments, share school events, and showcase the amazing creativity within our halls. Keep your ideas coming, stay engaged, and continue making us proud!

With admiration and excitement,

Mrs. Babiak

Meet the MA Knightly News Staff



Eighth Grade

Leo Alvarez	Mason Lyons
Gerard Cooper	Fiona McGrath
Cullen DeMink	Tommy Miller
Kallyn Diss	Stella Moline
Emily Drake	Carter Noonan
Olivia Entwistle	Griffin Novotney
Zaylor Faull	Noah Novotney
Kylah Gallegos	Shane Parker
Nick Grube	Marina Ribeiro
Maylee Hamer	Laney Ruddick
Mackenzie Hamm	Logan Schneider
Carter Johnson	

Seventh Grade

Alivia Andreoni	Daniela Melendez
Sullivan Auter	Leah Micheline
Clara Blood	Michael Miller
Dominic Cherveney	Cameron Mucci
Corbin Clem	Bo Neri
Elliott Edgcomb	Kooper Rick
Roger Findley	Jordyn Rix
Parker Fuchs	Cynthia Robles
Liam Gretencord	Hannah Skelley
Annabelle Haiduke	Angelica Stawiarski
Bryce Hermann	Cashylon Woodin

Have a fun-filled,



FANTASTIC FALL!

from the *MA Knightly News* Staff