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# ACT to allow retakes for individual sections

Beginning fall of 2020, students can retake single sections for a fee

by Alex Rubinstein

Next September, students who want to improve their ACT scores will be able to retake a single section without having to repeat the whole test.

This will allow students to focus on one section without having to worry about their scores on other sections going down. If students do well on three out of the four sections, then they can choose to take the one section again to essentially maximize their ACT score.

According to the Washington Post, ACT chief commercial officer Suzana Delanghe said that the company is “simply offering new ways to take the ACT, saving students time and giving them the ability to focus only on subject areas needing improvement.”

Post high school counselor, Kristen Graf was interested to see if universities even accept the scores



Many New Trier students spend thousands of dollars on tutors, prep books, and multiple ACT sittings | AP News

from individual sections.

“I think that there are multiple ways to look at it. The change can be positive as it provides students with an additional opportunity to improve their scores. The ability to study and focus on just one portion of the test will benefit students, but the challenge will be how universities respond, and whether or not they are willing to accept the new scores at all,” said Graf.

Some students agreed that focusing on one section would help them to feel less stressed about the testing process.

Sophomore Maria Pinos said, “I think that that sounds like a good idea because it will probably give kids less anxiety going into the test.”

ACT does not think that its new policies will compromise the test and its scores. Many students, however, disagree, arguing that the change will essentially superscore the test without technically doing so.

“I think that that’s just going to raise the ACT average by so much that it’s not going to be worth it. A lot of people will max out at

36. Letting you focus on one section at a time will make scores way better,” said senior Bobby Becker.

In order to avoid this, ACT might need to change its grading policy to account for the change.

Junior Max Russo said, “I think it will make the test easier, but it will raise the standards of the scores. They might need to change the way they grade the tests. I think it will make it easier in the short run, but in the long run, everyone’s test scores are going to go up, which might become a problem as far as grading.”

Some upperclassmen were

indifferent to the change.

“It’s kind of funny to me because the whole thing is just a scam now. You pay to take a test to go to a school that you’re going to pay for. I’m not pissed about it though because I already took the ACT, and I only took the ACT once. It was never an important part of my application process,” said senior Isabella Wojewski.

Other upperclassmen who have already taken the ACT without the new changes found the change to be inequitable. Because the new change has the possibility to increase the average ACT scores, students worried about their scores being compared to underclassmen’s scores.

“It’s so unfair because everyone in the past has had to take the whole ACT and now, all of the sudden, the juniors are allowed to take each individual section, so they can ultimately get a better ACT score,” said senior Sofia Simon.

Senior Rachel Ashman added that it might be beneficial to just eliminate all standardized testing.

“The change is unfair to the people in the past and it will only make it more competitive. They should get rid of the test altogether,” said Ashman.

# Students trying to quit: the aftermath of vaping deaths

After 34 reported deaths linked to vaping, students are starting to drop the habit

by Nadia Jaikaran

The recent warnings about the health risks of vaping have convinced some New Trier students to quit. Several students, who asked to remain anonymous, said they quit for many reasons, including the health effects, impact on academics, and cost.

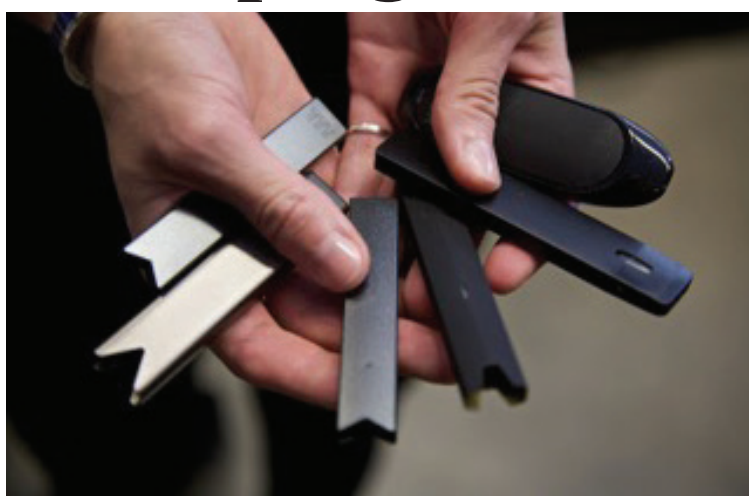
“I quit [at] the beginning of August,” one student said. “I started to feel the side effects. I used to run with ease, and when I went for a run, my chest felt tighter. I didn’t want to live with the long-term side effects.”

“I started freshman year, and I think it was a mix of doing something I wasn’t supposed to be doing along with caring what people thought of me. Then, it turned into something I did,” said another student.

While long-term effects of vaping are not yet completely understood, medical reports show correlations between vaping and serious lung injuries. As of last week, the CDC had reported 34 deaths and 1,604 lung-injury cases due to the usage of e-cigarettes and vaping products.

These reports have helped spur students to quit vaping.

“I quit vaping because of the stories of the hospitalizations, but the main reason was because I thought



The exact causes of vaping related illnesses are still unknown | AP News

about how stupid it was. I was vaping for a ten-second buzz that would go away and ruin my lungs,” a student said.

Some students have taken a public stance against vaping. California teen Simah Herman, went viral with an anti-vaping campaign photo urging users to quit.

Herman, as well as other students across the country, have shared their stories on social media regarding their negative experiences with vaping.

At New Trier, health classes teach the side-effects of e-cigarettes and posters against vaping can be found throughout the school.

Some New Trier students said they succumbed to vaping due to peer pressure. A junior who asked to remain anonymous said, “I started vaping because I thought it was cool and that I would fit in better. A lot of my friends also did it, so I felt pressured.”

The recent hospitalizations has

prompted students to quit. Users may not be aware of the ingredients they are inhaling because the U.S. Food and Drug Administration does not require manufacturers to list every ingredient.

This results in users inhaling potentially harmful chemicals that may lead to long-term side effects.

Nicotine, for instance, is an active ingredient in vaporizers, that “raises your blood pressure and spikes adrenaline, which increases your heart rate and likelihood of having a heart attack,” according to Hopkins Medicine.

Students have reported a major difference in their lives after they quit.

“Vaping took a lot of time out of my life. For example, during school, I would go to the bathroom during class to do it and I’d stop my homework to hit my Juul. I would also go to smoke shops to get more vaporizers and it cost a lot. I’m saving so much money ever since I’ve stopped.”

From the archives: The article below was published September 23, 1983. It explains one of the earliest NT programs for addressing substance abuse. This program was the precursor for similar programs in place today.

## New Trier faces problem of 'substance abuse'



Mr. Terence Barton in his newly appointed position as head of the Substance Abuse Program. (Photo by Schmidt)

A new program was instituted at New Trier this year that will help students deal with alcohol and narcotics abuse.

The Substance Abuse project will be headed by Mr. Terence Barton. He will be concentrating on the subjects of prevention and intervention. Mr. Barton will be working with students, parents, and faculty. For students who have drug and alcohol programs, he will attempt to help them to overcome their dependency. He will also help parents obtain information about outside facilities that are available to give them specific help. He will try to raise awareness levels, and promote communication between students and faculty.

DURING THE fall teacher's institute on October 7, Mr. Barton will conduct a half-day seminar on drug and alcohol information and education. The seminars will be taught in small groups. The focus will be on dealing with prevention and intervention, but will also deal with recognition of abuse.

“There are some teachers in this school who will have a student sitting in their class who reeks of alcohol, and the teacher will pretend that he or she does not notice. This is partly because they would rather not get involved, and partly because they do not know what to do.

Another idea that Mr. Barton has been contemplating is beer counseling. This idea, which is only in the formative stage, would provide for interested students to be trained in listening and communication. Their skills would be brought to a level where they could comfortably help peers with problems, including drugs and alcohol. This would be an extracurricular class. This idea has gained mixed reactions from students.

MR. BARTON stressed that the program was non-disciplinary. He wants students to realize that there are people that they can go to if they have a problem, without fearing suspension or punishment. The whole affair will be strictly confidential, according to Mr. Barton.