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November 8 2019

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From the archives: These three articles were originally published on October 2, 1970. The Women’s Liberation movement began in the late ‘60s and transformed the role of women in America. This movement was controversial, particularly for those accustomed to traditional gender roles. Women’s Liberation ultimately inspired generations of women to demand equality. The NT News published a spread on student opinions of Women’s Lib – for, against, and in between.

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The Women’s Liberation movement is a step in the right direction for women who want to have some of the rights that they have been alienated from in the past, but men too are restricted by today’s social immunities.

There is nothing wrong with women wanting to secure a more influential position in their society, because they themselves make up a great part of that society. If a woman wants to fill the mold of society by becoming a housewife, that is her prerogative, but simply because the greater per cent of women set this as their goal in life, the minority should not have to conform to it.

Men too are restricted by the society they live in. A man is expected to be business-like, putting the importance of his work before his human emotions. A man might be considered weak if he showed some of the strong emotions that have been hidden in the male of the species since the start of time. How can a man be considered a human being if he cannot express human emotions?

The students of New Trier East have not been directly affected by the Liberation movement as of yet, but in the future they will be thankful that their predecessors made an effort to secure the natural rights of any human being, male or female.

In this age of political issues, the human aspect is often forgotten. In order for a person to have freedom of action in his society, he must also have freedom to express and react to his own emotions, and only then will there ever be true liberation for both sexes.

Liberation for both sexes!

Women, we don't need any more of your Lib

by Greg Murphey

Women's Liberation is one of the most widely discussed subjects around today. Like most other controversies in this country, Women's Lib has an overwhelming group of enemies.

This is not unusual, because there are several undesirable elements in the movement. The protests in front of men's bars and clubs, the braless look, and the incessant cry of "male chauvinist pig" only hurt any reforms the girls may have in mind. The saddest part of the movement is the fact that most of the girls don't support it. This fact was pointed out in August. The demonstrations that were to paralyze America fizzled out into a flop. In fact, a strip tease girl stole the show away from the Women's Lib demonstration in Boston.

"What's wrong with being a sex symbol!" she cried, infuriating the leaders of the Women's Lib strike.

It is odd that the very group it tries so hard to reach, spurns it. Through their radical demands, silly protests, and

hatred of "the shackles of femininity" many girls have been driven from the movement.

The leaders claim that American women are sick and tired of being exploited. Right off. If they were, they would all get out and scream for rights. They would become wild in the streets, men would starve, and houses would go to ruin from lack of care. Even the giant in the washing machine would die from lack of attention.

What, honestly, do women need besides equal employment and education? These rights should be granted, but what about the unreasonable demands? Women's Lib wants women's magazines abolished, men to do housework, and women to ask men out.

These are the demands which anger men, and surprisingly, most of the women.

So to all girls of the revolution, put down your guns, get on a bra, and find a job. If you can't find one, join the army. In this case, many of the boys would be home.

Women deserve, need liberation

by Beth Dellow

Women, it's now your turn as a majority of the people in the United States, to obtain the freedoms that you have always been entitled to!

Ever since the founding of this country women have been put in their place—sewing and knitting at home after they've married. Their thoughts have been molded just like all the men's minds. Women are told to grow up and get married and have children, while men are told to be successful.

While in school, women are encouraged to take homemaking, typing, and stenography so that they can fill in the dull jobs that men will not fill.

Men are encouraged to take mechanics and anything that will help them learn to become a lawyer, scientist, doctor, or executive—anything that will pay good money.

The population explosion has brought on a new light to the total, role of women in this society. Soon women will be asked to leave home earlier and contribute to the working force.

If a woman does get into a position of management, she is almost guaranteed a lower salary. On the average, women get paid \$3,000 less than men in the same position.

Women make up over one-third of the work force in the United States and have shown that they are capable of

doing many of the jobs that are considered for "men only." The fact that women usually get paid less than men in the same jobs is not only unethical and illegal, but is contrary to the basic principle of equal pay for equal work, which is necessary in a free enterprise system.

There are several benefits to giving equal pay, the most important being that it would give greater job security to men. A man would no longer have to worry about losing his job to a lower paid woman.

Right now only 2 per cent of the women that are working are in managerial jobs, which is not even at a level of tokenism.

There is no doubt that women are different from men,

but not all people's skin is the same color so using sex discrimination is just as absurd as color discrimination. Women should be allowed to chose what they are going to do with their lives without feeling pressures of society making them wives and mothers. If they wish to become wives they should do so, but if they do not they should not have to feel that they have not lived full lives.

When women are given equal opportunity, then all persons will be required to serve in the military or jury service. Both sexes could claim exemption for dependents and these women could, and willingly would serve an active role in political society.



Robin Campbell (l.) explains Women's Liberation demands to News Staff Writer Kevin Coffee/Photo by Levin.

Fifty years later, Lib still relevant

by Katy Pickens

In 1970, it was not a natural assumption that American women should work outside the home. Nearly fifty years later, a lot of progress has been made for women's rights in America.

Reading these articles with a 21st century mindset was an eye-opening experience, especially the contrasts between the supporters, critics, and those in the middle.

Before you even get past the headline for the opposition article, you already feel defensive: "Women, we don't need any more of your lib." The vagueness of "we" in the title would suggest that then-senior Greg Murphey was speaking on behalf of men. But soon it becomes clear that he wasn't. Instead, he was speaking for women -- or, at least the ones he deemed decent enough to put on a bra.

"The saddest part of the movement is the fact that most of the girls don't support [Women's Liberation]," writes Murphey.

The rest of the article reads as you would expect -- the wounded griping of a 17-year-old boy who likely had never needed to do his own laundry.

"The leaders of the Women's Lib movement claim that American women are sick and tired of being exploited. Right off. If they were, they would all get out and scream for rights. They would become wild in the streets, men would starve, and houses would go to ruin from the lack of care," Murphey writes.

At this point, I honestly had to question whether the article was intended as satire. Murphey goes on to describe the "unreasonable demands" of the movement, such as men doing chores or even (gasp!) women asking men out on dates. In the era of #freethenipple, it is also a little amusing that he took such issue

with the "braless look."

Unbelievable as it is today, this is the way some men viewed women in the 1970s. Women did have to take to the streets to change it. Unfortunately, women are still protesting today, fighting for equal pay and respect in the workplace.

In contrast, the article supporting women's rights is far calmer than you would expect. Apart from the first line calling on women to take action to seize the rights they deserve, the rest of the article is very fact-based and measured.

Beth Dellow focused mainly on population growth, the wage gap, and how women should have more of a political role in society. No denunciations of "male chauvinist pigs" as Murphey had described.

CLARIFY... Their difference in tone reflects the ways it was acceptable for women to speak their minds as opposed to men.

The most surprising view? The staff editorial demanding "liberation for both sexes!" Initially, the editorial rubbed me the wrong way. At that time, women were deprived of countless opportunities automatically available to men.

In a discussion about Women's Liberation, typically you wouldn't expect an editorial to assert "men too are restricted by today's social amenities."

The phrasing wasn't the best, but the editors had a point. Discussions of toxic masculinity remain relevant today, and there is still harsh judgement against men for embracing anything that is not "macho." This is not because men are oppressed for being men, but rather may be judged for embracing behavior or roles traditionally deemed feminine.

When men openly display emotion, work in the home, or put effort into their appearances,

they are judged for it. These actions are typically designated as "girly," which for a long time was synonymous with weak. Murphey sarcastically said that women in the movement sought to escape the "shackles of femininity." He missed the point, but he was accidentally a little on the mark -- femininity is often looked down upon.

Liberation, acceptance, and equality for women means that we must eliminate prejudice rooted in gender roles. Removing negative connotations relating to femininity will allow for everyone to feel accepted and comfortable in their own skin, regardless of gender identity.

The current wave of feminism seeks to be more inclusive - not only for men, but also for all races, religions, sexualities, nationalities and gender identities. Intersectional feminism encompasses equality for all people regardless of who they are, and this is the ideal we should strive for.

Intersectional feminism embraces the different components of a person's identity can overlap in unique ways, and that an effective feminist movement needs to be cognizant of this variety. There is a difference in the experiences of women based on race, sexuality, and countless other factors.

In her article, Beth Dellow likens sex discrimination to racial discrimination. But what is the experience for women of color? Intersectionality seeks to address discrimination holistically.

A liberation movement that includes everyone -- regardless of race, gender, socioeconomic standing, or any other facet of identity -- will allow for a more equitable and tolerant future for all of us.

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The New Trier News

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From the archives: The letter on the right was originally published on Oct. 20, 1967 in response to the letter below, which was originally published on Sept. 29, 1967. The letter below contains the N-word twice, which the editorial staff has chosen to black out.

Student deplores New Trier bigotry

Dear Editor,

The New Trier Social service organization recently put up several posters in an effort to recruit people for its various programs.

On each poster, under a photograph of children from the slums of our fair city, was written the slogan "Be a Friend: Join Social Service." A few days ago, one of these posters was taken down. On it was scrawled: "To a [REDACTED]? Forget it!"

FOR A LONG time I have been extremely bitter about the shallow, narrow, and empty minded student body here at New Trier, and this incident can only reinforce my cynicism. The student who immortalized his bigotry on that poster is only a representative of many more like him.

There is a lot wrong with the world we live in today, and, believe it or not, some people have enough guts to actually stand up and say, "I've had enough!" Some people can change the world. "Ask not for whom the bell tolls; it tolls for thee."

WE ARE ONE nation of men, and each man is responsible for what happens to the other.

Thank God for the hopelessly idealistic teenagers who run programs like New Trier's Social service. Maybe there are enough optimists to save a sinking ship.

When kids are out everyday trying to help other people, why

must someone always hold them back? Why do people think [REDACTED]?" We are going to be in command of the world soon; haven't we had enough hate? Our generation is moving towards peace and a better world, and a good part of the New Trier student body is standing still.

ALAS, NEW TRIER students. When will you realize that you are the cause of the war in Viet Nam, the race riots in Detroit, and all the stupidity and hatred in this world? I've had enough. I don't know what to do but I know that I am sick and tired of people not thinking and not caring. Don't bring me down.

'Bigot' letter gets reply...

To The Editor:

I'm writing in answer to Tom Goodkind's letter in the September 29 issue of the New Trier News. I agree that the student body of New Trier is shallow and narrow concerning racial relations.

However, I believe that you are equally shallow in berating them.

YOU CAN NOT condemn a school as a whole any more than you can condemn a race. I am sure that you and the members of Social Service have excellent goals in eliminating racial tension; but the students of New Trier have no idea how to cope with such problems.

New Trier is essentially a segregated school with an extremely high average income. Integration is a concept foreign to NT students.

I am aware of this problem. Do not criticize me because I choose to do nothing. We as a nation of men are not responsible for each other. I am not my brother's keeper.

I do not feel that you have the right to condemn me and a large portion of the student body because we pursue our own goals rather than those of the human race. As long as we do not step on others, as you have done in your letter, we have the right to do whatever we wish.

Geoffrey W. Sjostrom

From the archives: The article below was originally published Nov. 11, 1920

N. T. TO PRESENT ORIENTAL PLAY

Dates of Performance Are November 13 and 14

On Friday and Saturday evenings, November 13 and 14, the New Trier Dramatic club will present to the public that fantastic drama by Percy Mackaye, "A Thousand Years Ago." It is a difficult piece to produce, especially by amateurs. The settings are beautiful, gay and fascinatingly oriental.

Unusual as are these characteristics of the play, the plot is even more unusual. The author has dipped into the dramatic lore of the middle ages, selected four of the oldest comedy characters known, and adding a fifth character of his own imagination to be the leader of this medieval quartet, he places all five in a setting of the most extreme contrast he could conceive, the imperial orient. These five maskers flash through the scenes like gay meteors leaving ragged bands of light in their wake.

Twenty centuries ago, Harlequin, the most ancient of all comedians, first delighted audiences with his impersonation of an African slave. Always since that time, he has appeared in a black mask and skull cap. When Mr. Mackaye's play is given here at New Trier, the part of Harlequin will be played by Gail Southwell. From the Italian character, "Le Capitain," comes the well-known "Scaramouche," a bold, boisterous, blustering personage, always trying to impress others with

his own importance, but deceiving none but himself. This role is to be played by Stanford Sherman.

Punchinello, to be portrayed by Robert Kenyon, dons the footsteps of Harlequin, clumsily mocking his grace and dignity. He is a hunchback, funny in spite of his deformity. The fourth masker, Pantaloon, is played by David Rumsey. This, also, is a type from the old Italian comedies.

Now, to act as leader of these maskers, the capricious playwright conceived the role of "Capocomico," the leading male character of his play.

Capocomico, played by Warrens Siebold, is gay, happy, never downhearted or discouraged. He is the very personification of romance and adventure, the lover of the world, meeting all difficulties with a smile. When he and his vagabond players were driven from Italy, they went to China where they found an empire in chaos because of the caprices of an unhappy princess. After the "If I Were emperor for one day in which he restores all to order and happiness. As a reward he asks for himself only a withered rose, though his four maskers receive four kingdoms as their share of his achievement. Then he springs away, and in the exuberance of his overflowing happiness, ant that he is off into the world again, there to seek "more roses and romance." Curtain.

From the archives: The cartoon below was originally published on Nov. 11, 1919. It dehumanizes Native Americans.



From the archives: The selection below was originally published on Apr. 20, 1920.

NEW TRIER NEWS

LETTERS OF A JAPANESE SCHOOLBOY.

Hon. Ed. (with whom am now familiar punch bag.)

Have you ever been to Hon. Mr. Harper's office? Too familiar you manufacture. Not at all to Hon. few who havn't gone there. I will circumscribe it:

ONTH. LOCATION. Somewhere near Spanish. Told to ask Hon. Bogardus.

TOOTH. SCENERY. Mostly dusty. Green and conical with some cylinders.

THREE. HISTORY. Discovered by Hon. Mr. Harper and by some who sent there.

Government. (CENSORED)

Population: varies inworsely to square of correctness of Hon. clocks.

Occupants. Hon. Mr. Harper and sinners.

Am authority on all this as was sent there last Newsday. I enter there with big leg shimmy because talk in study (?) hall. Ask why by the mean on boys. "Because can't chirp like Hon chicken" I promulgate velocipedestrianistically.

"Well go back to room," he rebate. I did same.

Hon. study hall preacher say "Don't let me catch you doing again."

"Didn't mean to let catch me that time." I function. Am feeling queer in mentality.

Hoping you are the same.

HASHIMURA TOGO

Here is our weakly joke about Harlan: He's a great little ad writer. You know what we mean.

We know a reformed drunkard whose favorite hymn is: "Still, still, with thee e'er purple morning dawneth."

We need to broaden the range of racial representation in the media

Representation is including people of all backgrounds.

by Nadia Jaikaran

I'm not black. But, when I was younger, I found myself relating to black actors or black cartoon characters. Sure, I was obsessed with shows like Scooby Doo and Sam and Cat-- I loved the drama, cheesy jokes, and overly animated characters.

However, at a young age, I noticed the lack of racial representation in many television shows, and I constantly searched for a person of color. The moment they stepped on screen, I was captivated. Finally, someone who understands what it's like to live with a skin tone similar to my own. Finally, there was someone I could relate to.

The lack of racial representation bothered me, which is why I stand as an advocate for diversity in the media

because of the role it has in society. While there was some racial representation in the shows I watched as a child, I noticed "diversity" roles were mostly people of black or African American descent, which is why I identified with them.

We need role models of diverse backgrounds to show people that they aren't being categorized to society's given stereotype

Never in my life have I claimed African-American heritage. I've been raised to love my own and uplift others. I will not completely understand what it's like to be black, nor will many understand what it's like to be who I am.

But, I can relate to many struggles that I see African Americans representing in the media— like being sub-

ject to racially charged jokes or comments. There were times throughout my childhood where I was made fun of because of my skin color.

A while back, I went out to dinner with a friend and she asked if I had any illegal relatives because I am Mexican. When I was younger, a family on my block asked if my nanny spoke English, but my "nanny" was my mother. I grew up relating to black issues because it was the only minority issue that I could relate to. They were the only minorities—if any— represented in the media.

For a while, there weren't any Latinos or Caribbean actors in the media that I could see myself in. Only now as I've gotten older, I've noticed more representation, but it wasn't anything that I could personally relate to.

For example, the Hispanic characters from On My Block were in gangs or the only people of color in Bring it On were seen as sassy and brash. Both examples feed into harm-

ful stereotypes that allow viewers to subconsciously create a correlation between race and negative notions.

The media has the ability to influence the way we think and act, thus it is critical that who filmmakers choose to be on television platforms. When I say a "diverse" cast, I mean characters living in the center of their own lives— people who are doing "everyday" things, just as any protagonist, and not someone playing into a harmful stereotype. We need role models of diverse backgrounds to show people that they aren't being categorized to society's given stereotype, that they are so much more.

That being said, shows like Jane the Virgin and Fresh Off the Boat depict characters where the protagonist is living as a normal, everyday person who isn't living in the center of a stereotype.

Recently, I've noticed Latino music becoming more mainstream throughout the U.S., and honestly, it makes me super happy seeing people

outside my culture enjoying music that I grew up listening to.

I'm not saying we need to force ourselves to enjoy diverse music and television programs, but we should respect the inclusivity and support it. Inclusivity will only help society become more progressive and allow for more narratives.

In America Ferrera's TEDTalk she said "presence creates possibility" which serves as the foundation for a progressive society. Moving forward, we need to be more present—not just in the media, but in discussion. In order for society to progress, we need to embrace the diversity this country was built on.

We need to see representation in all ranges. It's not just a color wheel; this also calls for more representation in religion, sexual orientation, culture, disabilities, etc. We need to see everyday people who aren't forced into a stereotypical mold, rather people living in the center of their own lives.



New Trier has made many efforts to initiate conversations addressing the racial narrative within the school community over the years. The first article below was originally published Jan. 15, 1970, discussing the black seminar day which was held for the purpose of allowing black students to voice their complaints regarding the prejudice they faced at New Trier East. The second article was originally published Feb. 10, 2017 regarding a seminar that addressed topics of race.

From the archives: Originally published Jan. 15, 1970

Blacks' statements provide insight to NT-E race relations

"My parents believe that the white man will do you right if you work for him. I don't dig that. You've got a new breed this year so don't mess with us or we'll cut your throats! We don't love you and we don't want your love."

Last month the New Trier News sponsored a seminar in which Black students had an opportunity to voice complaints and comments on New Trier East. Some frightening attitudes were revealed in this seminar.

"Parents have a great influence on us here because we're inexperienced," one student said.

"We'd rather be at Evanston high school because there are more militant Blacks there who are ready to tear the school apart."

"I have been many different people," said a Black student. "One person with white kids, and another with Black. But this year I know who I am, I am myself."

"Prejudice against the Black student in this school can be felt. It can be felt in the classroom, it can be felt in the lunch hall, it can be felt from some teachers; it can generally be felt all over."

"Black teachers should teach African studies. Also, there should be an Afro-American studies program, dealing with Black life in this society."

"The only reason I participate in any outside activities is because it looks good on my college record."

There are only 35 Black students in a student body of slight-

ly less than 4,000 white students. Black students have been attending classes at NT-E for as long as people can remember. When the first Black student came to NT-E is not exactly known, but there were Black students during the 1920's.

Why then does it seem the Black students are just now beginning to say, "This is what I feel," and "This is what I want"? It is not an isolated attempt at Black Equality, but a very real attempt to obtain and establish an identity which has long been denied them.

Incidents of prejudice always seem to arise for one reason or another at student dances and sock-hops, and a more recent example occurred in the lunch hall in December. A few of the Black students started to dance to the music being played in the lunch hall, and though white students were also dancing, the Black students were the ones who were told to sit down, and threatened with green cards. Furthermore, they were accused of inciting a Black riot.

Though the teachers and the administration seem to pride themselves on the open-mindedness and relative equality of the school, to the Black student it is a far cry from what it could be.

Black students feel that some of the teachers are prejudiced against them for one reason or another, but they were fair in stating that some are not and leave them alone. The general complaint against the teachers is that at times they make generalizations about the Black people, which are usually based upon



Three students, (l. to r.) Denise Rey, Rita Johnson, and Wendy Harston are representative of New Trier East Black society. (photo by Baker)

the teachers' own feelings and a general lack of knowledge about the Black people and their background.

These generalizations have run the full gamut, and the Black students feel it is not only annoying to themselves, but should be to the white students as well, for the teachers teach these as truths, and expect the white students to accept them as facts.

These and many similar incidents have alienated Black students from whites in general and from NT-E, specifically. Most Blacks attend NT-E for the single purpose of attaining a good education, not for the purpose of social involvement.

Some Black students enter NT-E expecting their four years here to be a beneficial experience both academically and cul-

turally. Their attitude now is that things have been made so difficult that they just want to get through and go on to college, where they perhaps will excel in fields that are most interesting to them. Black students feel that they have tried to become a homogeneous part of the school community. In their own words, they have tried "turning themselves white," they have renounced the friendship of "Black brothers" to gain acceptance in a white society. They have, they say, tried to think white, and act white, but they have reached the conclusion that they have only been fooling themselves.

In searching for ways to improve relationships with the Black students who are attending school with whites, the Black students have brought up some

interesting ideas. The establishment of a Black cultural center within the school, where students can learn about the culture and ideas of the Black man was suggested. Also, the establishment of Black performing arts within the theatrical department would bring to the stage the feelings and emotions of the Blacks. These are just two of many cultural exchanges which could be formulated within NT-E.

The establishment of the Black students here in NT-E is not as great as it is in Evanston, nor are the tensions and explosive atmosphere as great. However, there is still much that can be done to ease the situation, and increased steps should be taken to enable a greater understanding between Black and white than now exists

From the archives: Originally published Jan. 15, 1970

Parents challenge "agenda" of All School Seminar

Parents take to social media and news sources to debate Seminar Day

by Maggie Curry

New Trier's all-school seminar day coming up on Feb. 28th, about civil rights, has gotten the attention of Breitbart, Illinois Family Institute, and even the Chicago Tribune as controversy over the content of the day raises concerns for some parents.

A parent Facebook group was created called "New Trier Parents Seminar Day Review" and changed to "Seminar Day Discussion."

The group was public but is now a closed group with 159 members. According to the Facebook page, the group caters to "people who care about the Seminar Day Program at New Trier."

The Illinois Family Institute published an article written by Laurie Higgins on Jan 10, headlined, "New Trier High School Avoids Diversity Like the Plague."

In this article, Higgins provided summaries of the seminars, along with a section she called, "What Can Parents Do?" In that section, Higgins advised parents to file a Freedom of Information Act (FOIA) request for the names of teachers leading seminars.

Higgins said this would help disrupt the day because "leftist teachers depend on their

anonymity, autonomy, and absence of accountability to exploit their positions."

Ten FOIA requests were made to the school from seven individuals. Each request had several individual requests within them, totaling over 50 requests, according to Assistant Superintendent for Finance and Operations at Northfield Campus, Christopher Johnson.

On Feb. 3, the Chicago Tribune also published an article about the seminar day, headlined, "New Trier High School parents debate planned civil rights seminar."

Members of the Facebook group expressed concerns about students being manipulated and having one-sided viewpoints forced onto them, but many members wanted change made to the day rather than getting rid of the day altogether.

Marianne Holzhall, a member of the group, said, "The goal should be to have the students walk out thinking, 'What skills can I use to solve this problem?' And not 'I am a bad person because of my racial and socioeconomic classification.'"

Other parents felt the day was a good opportunity. Member Heather Pigott said, "You are not giving our students enough credit. Those of you who feel this seminar is too one-sided have surely shared your feelings/positions with your children-- send your kid to seminar day and let them bring that perspective into the discussion. The whole point of the day is to get students thinking and talking about race."

Senior Jimmy Lipsey expressed



Novelist Colson Whitehead will be a keynote speaker at the Winnetka Campus at this year's All School Seminar Day on Feb. 28

similar opinions to Pigott when he signed up for the Microaggressions seminar because he didn't agree with it.

Lipsey said, "I'm interested to hear what they have to say and I think I'm gonna bring an opposing perspective to that, which might not be exactly what the day is for. But if they're making me come to school, I'll do with it what I please."

Assistant Superintendent Tim Hayes said that he has heard more positive feedback about the day from parents than negative. He also

said that teachers and staff had heard from students that "this is a topic that they're interested in, but it's very difficult to talk about it because what you see in the media and online is when adults start to talk about it. They generally just start arguing with one another and there's not a lot of discussion actually happening."

Junior Liam Murphy attended half the day last year, but left early. He said the day was "beneficial in some aspects, but to have an entire day dedicated to it seemed a little extreme to me."

He said it would have been better to have a variety of opinions and to have these topics integrated into regular school days.

Senior Callie Fauntleroy said she was one of the first girls in her advisory to register, but she also sent an email to the parentsofnewtrier.org in response to posts on the Facebook page. She has yet to hear back yet.

She said, "I was very shocked and pretty disgusted and altogether ashamed that people would protest the seminar day."

The website, Parents of New Trier, that Fauntleroy emailed was established this year. The subtitle of the website is "Because New Trier's All School Seminar Day is Biased, Unbalanced, Divisive, and Costly."

The website advises people to write to the board, attend board meetings, and suggest alternative presenters. There's a page dedicated to panelists suggested to create a more balanced point of view for the day. There's also a link to a petition to "Balance - or else suspend - New Trier's Seminar Day on race." The number of signatures and names of signers is not open for the public to view.

Another petition to show support for the seminar day was also made. This petition has accumulated 2,306 signatures.

Fauntleroy stated, "By wanting to get rid of this day, you might as well have said 'let's make a petition to rid the school of the civil rights movement.'"

The two letters on this page were sent to the New Trier News by LGBTQIA+ identifying students, and speak to the environment they faced at New Trier. Their identities remained anonymous for safety reasons.

From the archives: The letter below was originally published on Oct. 15, 2017

Letter to the editor

The New Trier News does not normally publish anonymous letters. However, after meeting with this student, we decided to keep the letter anonymous to protect their safety.

I'm writing to the editors of the New Trier News in order to articulate my strong disagreement with the sentiments expressed in the Staff Editorial article entitled "Give Credit Where Credit's Due."

This article begins with a thesis: "New Trier is an inclusive institution," and continues on by pointing out things such as the inclusion of a clause into syllabuses no one reads, the introduction of gender studies into the curriculum of the class that Trevians take the least seriously (health), and the introduction of unisex bathrooms.

To be clear, none of these are bad ideas. However, with the exception of unisex bathrooms, I seriously doubt that these have made a substantial positive impact on any LGBTQ+ identifying Trevians. They certainly haven't changed anything for me. As a closeted male bisexual, the implementation of these policies hasn't changed the environment of New Trier for me. I would still not be comfortable coming out at New Trier.

The article mentions that although there is homophobia at New Trier, many more Trevians are allies to the queer community. This might be true in some circles, but as a guy who participates in a sports team, rampant and casual homophobia is not the exception: it's the norm. No action by the supposedly pro-LGBTQ+ administration has changed that.

Even worse than their inaction is their self-congratulating. Thinking that their putting signs up that say "we accept everyone" has done nothing to curb my fear of exiting the closet. Their repeated assurances that what they are doing is even mildly impactful works to isolate me and presumably others like me; there is no supportive community at New Trier, because instead of working to create one, the administration acts as if they've already done so.

The article also criticizes "those who seek to generalize the LGBTQ experience." This is an odd criticism to me, considering the nature of the editorial, which actively generalizes the LGBTQ experience. For those already uncloseted or those who have never struggled with their sexuality, it may be hard to truly understand the struggle of somebody like me, and I understand that. But to completely gloss over the idea that people like me exist perpetuates the ignorance that makes New Trier what it is: an unsafe and uncomfortable place for many of its LGBTQ+ students.

From the archives: The letter below was originally published on Feb. 5, 1993

Letter to the Editors Gay student speaks out

Dear fellow NT students and faculty,

I'm writing to you to open your hearts and minds to a subject that is forgotten and ignored in our society. It is teen homosexuality. I am an NT student and a homosexual.

I compose a larger than is acknowledged minority. I feel that this Harvard of high schools is lacking severely in educating my peers and even my faculty about this "taboo" subject.

I SUBMITTED this to the New Trier News because I know that the News is a highly respected newspaper and the majority of students and faculty read it. What a perfect place for you to hear about a typical day in the life of a gay teen at NT.

I wake up in the morning to trek through the halls of NT with my dark secret. I dare not let anyone be suspicious of it, for if I did, I would be ridiculed.

I go to my classes, often hearing a small group of ignorant students telling jokes about fags, and telling each other what they would do if they ever met a homosexual.

ANY HETEROSEXUAL cannot imagine the feeling a homosexual like myself endures. A cold chill runs down my spine, but I keep my resentment towards them to myself, knowing the bell will ring in a few minutes. I leave NT gladly for home only to meet my family.

Again, I keep this dark secret hidden from them, adding to my sense of loneliness and helplessness. It hurts me to keep it from them. That is a dilem-

ma I wrestle with every day. By the end of the day, I call my only friend whom I have enlightened about my sexuality.

My friend quickly reassures me that I'm not alone and that our conservative area has the problem, not me. I start my homework only to be followed by a night's sleep and another day at NT.

THIS LETTER is to open your eyes to the problem, not to preach to you. We hear the jokes but are not laughing. When I came to this realization about myself, I knew I had to depend on myself.

I'm not sorry or ashamed to be gay, because I've become a stronger person, but I am afraid of the ideas and hatred that are quietly brewing at NT.

I hope as you read this, a few of you, will contemplate your own feelings about homosexuals. As for myself, I started to attend a youth group for kids like myself to get some extra support and reassurance.

WHEN I go to this group, my feelings of loneliness subside and I can talk freely about my sexuality and how it affects me. I've found out that there are lots of teens like myself who are going through the same ordeals that I am.

I ask you to assess your feelings towards homosexuals. Take it from me, the quiet abuse we endure is very painful.

Name Withheld
by request

From the archives: the article below was originally published on Mar. 18, 1999

For gay students, high school usually an insensitive place

by Alec Solotorovsky

Several years ago, Mr. Steve Ham had a troublesome student in his advisory. For four years he was late to advisory, often sneaking in quietly 10 or 15 minutes late. The boy also skipped his kinetic wellness classes frequently and had a bleak, despondent attitude.

Mr. Ham, a New Trier English teacher, followed a typical course in dealing with his troubled advisee: parent phone calls, breakfast clubs and trips to the adviser chair, but nothing worked. It wasn't until two years after the boy's graduation that Mr. Ham learned the source of the boy's trouble. He was gay.

According to Mr. Ham, the boy masked his homosexuality very well, dating girls and maintaining an active social life. But underneath, he frequently felt "threatened" and "miserable," especially in advisory and kinetic wellness.

"It was worst in advisory and PE because he was thrust into all-male situations," said Mr. Ham.

"The kids didn't abuse him, but he wasn't out [of the closet] and he felt very uncomfortable. I look back on this with a great deal of regret, and I think about the number of times and the ways I added to his discomfort."

This story does have a happy ending, though. The student graduated from DePaul and now works in the city. He has also returned to New Trier

several times to talk to sophomore sexuality classes about homosexuality.

"It's good that he was able to come back and talk to the human sexuality classes," said Mr. Ham. "He's helped open kids' eyes to the very private pain some of these kids are feeling."

Six years ago, another gay student came forward to tell of the hidden anguish he and other gay students experience. His story was told in a letter printed in the New Trier News on Feb. 5, 1995.

"You can usually tell by looking at someone if they're of a different race, but you can't often tell if someone's gay just by looking at them."

The letter described many of the same feelings expressed by Mr. Ham's advisee: fear, loneliness and anxiety. The student also said that his problems did not end when he left school. He faced the same issues at home because his family was also unaware of his homosexuality. His letter ended with a plea to students asking them to assess their feelings towards homosexuals and an affirmation that "the quiet abuse [homosexuals] endure is very painful."

If statistics are to be believed, the feelings of these two teens are common to a large number of other New Trier students. Estimates of the number of homosexuals in America run as high as 10%, and at a school of over 3000, there

could be as many as 300 gay students. However, only a minute fraction of New Trier's student body is openly gay.

In an attempt to alleviate their pain and help make New Trier a safer place for all students, several actions have been taken by teachers and students.

Many of these efforts have been made by the Safe Schools Committee. Founded about one year ago, the committee has worked steadily to improve the situation of gays and other minority groups at New Trier.

According to kinetic wellness department chair Bonnie Beach, the Safe Schools Committee was founded in response to the letter received from the former student outlining his painful experiences at New Trier. According to Ms. Beach, the letter was part of a nationwide campaign organized by GLSEN, the Gay, Lesbian and Straight Educators Network. As part of the effort, GLSEN asked all of its members to write back to their high schools and share their experiences with current students and teachers.

Ms. Beach said that the mission of the Safe Schools Committee is to make New Trier a more open and accepting place for students.

The committee is behind the "safty zone" signs posted in many classrooms and is also performing a short play for faculty members, to teach them how to deal with homosexual issues.

According to Ms. Beach, the GLSEN member who wrote back to New Trier was the student body vice

president, a member of the lacrosse team, and a very successful student.

"You can usually tell by looking at someone if they're of a different race, and you can often tell by the way someone's dressed if they're of a different religion," said Mr. Ham, "but you can't often tell if someone's gay just by looking at them."

For this reason, the sufferings of homosexual students often go unnoticed and attacks on gays often go unpunished. Ms. Beach and Mr. Ham both said that they hear the words "fag" and "gay" spoken many times without intervention on the part of teachers. According to Ms. Beach, one of the primary goals of the Safe Schools Committee is to teach faculty members how to "end anti-gay language and hostile words."

Estimates of the number of homosexuals in America run as high as 10%, and at a school of over 3,000, there could be as many as 300 gay students.

There are also several support groups and other gay organizations operating throughout the area. One is Evanston High School's Gay-Straight Alliance. According to the alliance's faculty sponsor, the goal of the group is to promote more tolerance and understanding of gay is-

suces among the student body.

Thanks to the group's efforts, the school library now subscribes to the Advocate, a gay magazine, and several group discussions have been held regarding gay and lesbian issues.

According to NT student activities coordinator Mr. Roger Garfield, a similar club was nearly founded at New Trier last year.

Mr. Garfield said that the two students who organized a gay-lesbian presentation in the library had considered forming a club, but it never materialized.

The door is still open, however, and Mr. Garfield said that New Trier would "certainly welcome any kind of club... dealing with gay and lesbian issues."

Several other area schools have gay-lesbian clubs including Stevenson, Glenbrook North and Glenbrook South.

Mr. Garfield and Mr. Ham both expressed the need for more tolerance and openness on the subject of homosexuality.

"I'm sure many kids are going through the same kind of anguish because we don't have many openly gay kids" said Mr. Ham. "We just need to be more sensitive toward how we treat each other."

Mr. Garfield also suggested that the New Trier community might deal more openly with the problems and issues of gay and lesbian students.

"It's an issue that's in the forefront of our society... and it's an issue that's discussed openly," he said.

"It wouldn't surprise anyone if someone said this is an issue that needs to be discussed on the New Trier campus."

From the archives: The article below was originally published in the New Trier News October 6, 2017 issue. The election of Jacob Imber as student president, the first openly gay person to hold this position in New Trier history, was a landmark event in LGBTQIA+ progress at the school.

Imber becomes first openly gay student body president

Imber seeks to create stronger connection between students and administration

by Rebecca Lee

The 2017-18 school year has already made history with the election of New Trier's first ever openly gay student body president, Jacob Imber.

In spring of the 2016-17 school year, 70 percent of last year's sophomores and juniors turned out to vote for Student Alliance officers. In addition to Imber's election, junior Bill Yen was elected vice president, senior Sofia Mena was elected secretary, and senior Elena Cata was elected treasurer.

The newly elected officers worked over the summer planning events and preparing for the school year. "We have created a strong, comfortable, cohesive group with an enthusiastic and packed agenda," said David Noskin and Stacy Kolack, the faculty sponsors of Student Alliance.

Imber's presidency is not only a personal victory, but also a milestone for New Trier.

"It makes me proud to know that New Trier is a place where being gay



Imber plans for an upcoming event with other SA members. | McCauley

wouldn't impede upon someone's ability to serve in a leadership role. It also makes me hopeful for outside of New Trier, where people can see you for what you accomplish and what you do as a leader instead of for your sexuality or your religion or your gender," said Imber.

Senior Ilana Nazari, who worked with Imber for three years and served as secretary of Student Alliance last year, agreed.

"We're lucky to live somewhere

and to go to school somewhere where Jacob can be openly gay and he can be the president and nobody is making a fuss about it. It's a step in the right direction, and I think it shows that New Trier is even more progressive than some of us may realize."

Although this is a notable moment for New Trier, many of Imber's peers point out that he has distinguished himself based on his merit above all else.

"I don't think that being openly

gay defines Jacob's personality or his role in our student government. I see Jacob for all of his other amazing qualities first and then I acknowledge and respect the bravery he exhibits by being openly gay and representing our high school of 4,000 kids," said senior Elena Cata, who is this year's treasurer of Student Alliance.

Stephen Hajjar, a senior who is not a part of Student Alliance, agreed.

"I don't think much about him being the first openly gay student to become president. I respect him the same way I would respect any student body president, and it is a good thing that he can just be a student body president."

When he was campaigning, Imber avoided using his sexuality as a platform. "I am careful to not create a student government that revolves around the fact that the president is gay. I think that's counter-productive to what Student Alliance does. I only give it so much thought before moving on to the logistical parts of my job, like what I want to do, how I'll make that happen, and how I can make Student Alliance productive," explained Imber.

Nazari attested to Imber's ability as president. "I couldn't think of anybody better suited for this job, especially because of how well he connects with people. He talks to the staff, and he's well-connected within

the student body. He's very well-rounded," said Nazari.

In addition to his roles in Student Alliance, Imber has continually participated in school theater productions. He co-directed this year's Lagniappe-Potpourri alongside seniors Elena Cata and Teddy Fischer.

As a freshman, Imber served as president of Student Senate, the student government at the Northfield campus. As a sophomore and junior, he was the chair of the PR committee of Student Alliance.

"Students need a say in their own education, and student government is the most efficient way to do that. You can't just hope for change. You have to get involved in an administrative way that makes that change possible," said Imber.

Beyond the specific tasks that Student Alliance will take on this year, Imber and other members have expressed their commitment to advocating for students.

"I remind myself that not everyone at New Trier who is gay has the same positive experience that I did. So even though I have this position and I am gay, that doesn't mean that gay rights is a non-issue at New Trier," said Imber.

"As president, I want to make New Trier an accepting and open environment for everyone."

Remember all those who are not laughing

by Hope Talbot

"I'm not ashamed to be gay, because it made me a stronger person, but I am afraid of the ideas and hatred that are quietly brewing at New Trier."

These are the words of an anonymous gay student in a letter to the editor dated February 5, 1993.

In the age of legalized same-sex marriage and a seemingly progressive society, our world should exist without this undercurrent of homophobia--but have we really changed since this letter was submitted? Is the burden of being LGBTQIA+ really lighter?

While writing this, I couldn't help but think of a phenomenon I experienced while on JV Softball.

Oftentimes when my teammates were asked if they played a sport, they would say they didn't play anything or had a canned response at the ready if they were honest.

Our team ranged from ages 14-18, each player with intensely different backgrounds and views on the world, yet somehow we were close. While there was a definite sense of love and respect on the team, I couldn't help but pick up on social cue that playing softball was something to be subtle about.

While carpooling one night, we started talking about why we never wore our gear to school. It was embarrassing we all agreed, but why?

I began to realize the reason behind our omission of playing. It wasn't that our team had a losing streak or that it was no cut.

It was something deeper, more

ingrained. We were living under the weight of a stereotype of a "lesbian" sport and we all knew it. We always seemed to want to beat outsiders to the punchline to protect ourselves, and I was tired of it. I get it, people make jokes based on stereotypes to try to be funny, but I've seen how these jokes turn serious when the stereotype applies to someone.

We always seemed to want to beat outsiders to the punchline to protect ourselves, and I was tired of it.

It's the people in the anonymous letters that internalize locker room talk, that live in constant fear of outing themselves if they say anything.

Administration has made a definite effort to create a more inclusive environment for LGBTQIA+ people, with gender-neutral bathrooms and clubs like GSA.

While you can't standardize acceptance, I do feel that our generation is going in the right direction. There's a promising contrast on these pages thanks to the difference of just a few years, "loneliness and isolation" vs. Jacob Imber who was welcomed as the first openly gay SA president.

I'm not claiming to have all the answers, there may be some layers to homophobia that we can never solve. All I'm asking is that next time you hear a "gay" joke or stereotype, remember the people who aren't laughing.

From the archives: The article below was originally published in the New Trier News October 28, 2016 issue. The implementation of gender neutral bathrooms was a marked improvement in the accommodations for LGBTQIA+ students at New Trier.

Unisex single bathrooms pave way for change

Bathrooms allow alternative facilities for all students

by Amelia Lytle and Ben Morrissey

As the conversation about gender identity and safety becomes more prominent, New Trier students and faculty are embracing the new unisex single bathrooms in the school.

"It allows for students and adults to have an option. They now can have an option that is not far away from instruction," Winnetka Principal Denise Dubravec explained.

Single bathrooms existed near the Gaffney Auditorium, but with the new construction the administrators thought it was time for these bathrooms to extend to more accessible parts of the school.

"I can't speak for entire student body, but I wouldn't judge someone for using it."

These bathrooms now exist on the first and second floor near the entrance of the school, and are available for students, staff, and guests.

A main consideration when installing these bathrooms was for the safety of the students using them.

At Palatine High School, a

group of parents asked for the assimilation of unisex bathrooms to support people of all genders. There was a public dispute over a transgender students' access to bathrooms and locker rooms, which sparked the conversation across the nation.

The federal government pressured the district to allow the student access to the girls locker room.

"We stand committed to the basic principle that no student should be left out, treated differently, or stigmatized because of who they are," the group of parents wrote. "We also strongly believe that discrimination towards a group of students hurts the entire District 211 community."

Students had mixed feelings about using the new restrooms because of what others might think.

"I can't speak for entire student body, but I wouldn't judge someone for using it. The majority of the student body wouldn't bat an eye," senior Duncan Holzhall said.

Senior Austin Miranda explained that "there will not be any issues with face to face bullying when people see other people going into these bathrooms, but there will most likely be some gossip that will negatively impact people who use these bathrooms."

The unisex bathrooms are new and that has caused some concern over the potential reaction of students after seeing another student come out of the unisex bathroom.

Due to the separation of these bathrooms, a student may feel singled out by using them. However, many students said they would feel comfortable using the bathrooms and would not feel judged by others.

More unisex bathrooms are being built in public spaces and that has helped people be more comfortable with their existence.

Schools in San Francisco, Los Angeles, and Illinois have created unisex bathrooms or single stall bathrooms as the Obama administration has called on public schools nationwide to allow transgender students access to the bathroom that matches their identity.

This nationwide awareness of transgender issues are causing changes to take place in schools across the country.

To accommodate the growing needs of students, schools of 2016 may be vastly different than the schools that exist even 20 years from now.

As unisex bathrooms become more common in public places such as Starbucks and Target, schools are following this lead and building more of these facilities to try to accommodate their student body.

Dubravec discussed how important it is to think about what kind of student body a school has and how having these bathrooms would affect a student's day to day life.

"I think they need to think about what works for their school. But for New Trier it is a great opportunity to allow students to have this option. They need to think about providing options and how it will allow for a safe environment," Dubravec said.

The reaction from the student body over the new unisex bathrooms is mostly positive. Students believe that a safer environment for students and more options for everyone will result from more unisex bathrooms.



From the archives: The article below was originally published on Nov. 11, 2008

Historical election

by Valerie Deutsch

Although most New Trier students could not participate in the recent vote for president, the election bug was still floating around the halls on Tuesday, Nov. 4. In this epic election, more students than normal knew about the candidates and the important issues, no thanks to Saturday Night Live spoofs.

With an overwhelming turnout by students voting in New Trier's mock election, Obama won in a landslide. He pledged to grab a young demographic of voters, and he did so easily, which is evident in this win.

President-elect Barack Obama also made American history on Tuesday Nov. 4 by defeating John McCain in the presidential election, 364 electoral votes to McCain's 163. The 201 electoral vote difference was more than expected, to the relief of Obama fans, and the dismay of McCain fans. It was considered a runaway election.

Many New Trier students made their way to Grant Park on Tuesday night, to hear Obama speak, not even



Obama and Biden (photo by Google)

knowing yet whether he won the race for the presidency.

Kate Schaff, a senior, went down to the event.

"It was really powerful," Schaff said. "Every type of person was represented and came together in one cohesive group." This assortment of

people included people with of all ages, genders, and races.

Schaff did not have tickets to the event, but went down to Chicago anyway, just to be close to the action. "It was a once in a lifetime opportunity and I wanted to be part of it," she said.

Schaff was in a section of Grant Park where they could not actually see Obama, but she could see him from the many big T.V. screens around the area. While Obama spoke, Schaff could hear his booming voice from a distance.

When Obama won, the scene in Grant Park was exciting. "Everyone was screaming, hugging, crying, and jumping everywhere," Schaff said.

According to Schaff, the best part of going down to Grant Park was when CNN announced that Obama was projected to win. After Schaff left the park, she was walking up Michigan Ave. Everyone on the street had an outpouring of love for Obama.

"It was totally epic," Schaff said.

continued on page 2

From the archive: The article below was originally published on Oct. 30, 1992

Photopinion What do you think is the most important issue this year?



Freshman
Sarah Rodin
"Abortion and the Environment."



Sophomore
Kate McGurn
"The most important issue, is the economy and abortion rights. They both affect everybody no matter what age!"



Junior
Izzy Getzov
"Male pattern baldness."



Junior
Matt Musial
"Legalize drugs."



Senior
Melissa Kuhlman
"Issues that deal with working just as hard to get ourselves out of conditions we've worked to get ourselves into, issues about change."



Faculty
Mr. James Hixson
"I am concerned that political candidates are more interested in the short term goal of being elected to positions of power than in diligently addressing the serious long term social issues of our economy."



Faculty
Mr. Johnse Holt
"Unequal distribution of wealth."

From the archives: The article below was originally published on May 16, 1980

A look back at 100 years of history

New Trier News reporters haven't just been paying attention to events at school; Over the past century, students have been influenced by the changing world.

In 1957, the Polio epidemic was finally coming under control, and the debate about vaccination was just as heated then as it is now. Students were worried that people were too comfortable with the problem being solved, despite lack of vaccinations being a problem, especially for high school students.

In 1980, the Iranian Hostage Crisis caught the attention of students who did not hesitate to voice their opinions about the decisions of the US government. The situation brought up questions of military intervention and if the US made the right decision, and the article indicates how students were thinking at the time.

In 1992, what most students thought were important topics were hardly different than they are now. Problems with wealth, abortion, and drugs are all issues that had students talking 27 years ago and still spark debate.

In 2008, the historical election the first black president, changed history and our country forever. A mock election had students discussing the election, and what it meant to vote.

Though the world has changed, these articles show that not much is different. Though the conditions of the world aren't the same as they were 11, 27, 39, or 63 years ago, students keep making mistakes, voicing their opinions, and learning about the world as they manage their way through high school.

From the archives: The article below was originally published on Jan. 25, 1957

JANUARY 25, 1957 NEW TRIER NEWS PAGE 2

Editorial

Contrary to popular opinion, there will be polio in 1957. It is even possible that a large, important city will suffer an epidemic as bad as that experienced by Chicago last year.

The Salk vaccine now protects millions of people from paralytic polio. But millions more are still without protection. During 1956, some 16,000 Americans were stricken by polio.

Basil O'Conner, president of the National Foundation for Infantile Paralysis warns that the teenagers are one of the most susceptible age groups yet un-

Let's finish the job!

Much polio is avoidable. But today the teen-agers and young adults are holding back the drive to stop this crippler by not taking the time to receive the Salk vaccinations. High school age children have the lowest percentage of vaccinated people of any age group.

When it comes to helping others, we show our generosity again and again through our canned goods, Red Cross and other drives. Now it is imperative that we help ourselves. Finish the "kill polio" job. Make an appointment for a Salk vaccination soon.

Students voice opinions on Iranian situation



How can we put a stop to this? (Photo courtesy of Newsweek magazine.)

About three weeks ago today, the United States tried to carry out a commando rescue of the hostages held by Iranian "students" in Teheran.

Unfortunately, the plan failed to even get to Teheran due to "mechanical difficulties." While attempting to escape, American helicopters collided with a plane resulting in the deaths of eight commandos.

IT WAS a dismal and embarrassing failure for the United States, or so it seemed. Fears of international repercussions assailed officials as they waited for public opinion to explode.

Nearly three weeks later, students at New Trier East reflect what seems to be the prevailing public opinion. It sounds something like this: I am glad we tried something.

That is a surprising turnabout for the majority who were saying on April 25: "Well, we have blown it again," underscored by nervous laughter and frustrated outcries.

One junior girl succinctly summed up the popular opinion of genuine relief at some kind of action.

"It is better to have failed the attempt, than to fail to attempt at all," she said.

A SENIOR boy had much the same feelings. He qualified his judgments by pointing out the touchy situation in international politics at the time of the raid.

"I do not think that this was the time to pull it off. It was a good idea with poor

timing," he said.

Although prevailing opinion was favorable, some critics still point to the ineptitude with which the raid was carried out.

"THE RESCUE attempt made a sorry commentary on United States foreign policy. It further points out the inability of the Carter government to cope with serious issues. I admire the president's courage in attempting to bring the hostage situation to an end. However, I feel his timing was poor," a senior boy said.

He even went so far as to say that the whole mission might have been a hoax.

"It looks as if there are several unanswered questions. It is tempting to believe that the whole mission might have been a bluff in the hopes that the hostages would be released," he said.

WHEN QUESTIONED as to the possible solutions to the hostage situation, nearly everyone responded with a facetious "Make 'em."

However, all had more practical solutions also. The most popular was strengthening of economic sanctions against Iran.

"We could press for further economic sanctions against Iran, including a food sanction. A call should be made for the immediate deportation of all Iranian citizens in the United States. Carter should make a tour of our allies to personally try to gain support," one boy said.

Most of the solutions included military support for the plans. One suggestion advocated blockading the main port in Iran with battleships and mines. The object was to "hold Iran hostage."

HISTORY TEACHER Mr. William Stewart summed up the general feeling about future action in Iran.

"Go ahead with sanctions now and wait for a new opportunity. I think the Iranians must have a sense that we will be undertaking military or economic action," he said.

Yet, despite the defiant inclusion of military action in most schemes for alleviating the hostage crisis, few were willing to pin point exact measures they would take.

"CARTER'S GOT himself in a hopeless situation. I think we should try economic sanctions, and eventually military. I do not want full-out military action, though. We should avoid irrational actions," a junior boy said.

"We have to do something, but I do not want to go to war over some rebellious province in the Middle East," a junior girl said.

Americans have surprisingly fallen into line behind the attempt to free the hostages although it was unsuccessful.

We seem to be happy to find some release for the frustrations of inaction and our inability to end it.



From the archives: The article below was originally published on December 12, 1941.

About The Spirit Of Patriotism

World powers over which we have no control have chosen to oppose the might and power of the United States. This, our entrance into the field of world conflict, marks the end of an era in American history. Today we are faced with the task of doing our best to win this war and to establish a just and lasting peace. Whatever we are called upon to do to aid our government in this struggle—a turning point in the history of mankind—we do cheerfully and with willing hearts.

The incredible sufferings and hardships that war brings to a nation are as yet unknown to our generation. At the moment patriotism is burning brightly in the souls of all loyal Americans. Patriotism has a definite place in our war effort. However, we must not let this spirit blind us to the real years of sacrifice that lie ahead. We must view the future realistically and realize that, we, the average citizens of this great nation, have been led to the crossroads of history, and the victory of light over darkness is in our grasp. Let us seize the opportunity to make the earth free from the tyrannies of strutting Caesars and the oppression of militaristic cliques.

We of New Trier can do our part by keeping calm and not chasing to the end of the earth in search of military glory. If the armed forces of our country need our help, they will not hesitate in calling us into the service. At the moment the need of our command is equipment to train the men already conscripted and not untrained, raw man power. The presidents of the major colleges in the country have received notes telling them to do all in their power to dissuade students from leaving school and wrecking their education. Here at New Trier we can do most for the government by completing our scholastic careers.

About War and Us as Students

Our country is at war. Let us stop for a moment and calmly and logically try to figure out what this war should mean to us as students.

First of all, we must realize that we are at war. We must realize what this war means to us. We know that to win a war means all out effort from everyone. We must understand that now there is something more important in our lives than football and grades.

Secondly, we must know what we are fighting for. Because the youth of France was bewildered and did not know what

they were fighting for, their country went down to defeat. We should review our heritage as Americans. We must study the principles of our democratic way of life. Our course in United States history should take a much greater meaning. Let us find in our history for what men sacrificed their lives—those very principles of freedom and liberty which are the corner stones of our way of life.

Let us try to find out what we, as students, can do to help win this war. Shouting and flag waving are not enough. We will have to learn how to get along without a few things, to sacrifice a few others. We must toughen ourselves in mind and body, and we can start thinking about how we can help to conserve some of the vital materials for victory. Let us think first before we waste gas, or wear out valuable rubber tires by screeching of the brakes.

Most important, let us begin thinking about how we are going to fix up this world after the war has been won. We, the students of today, are the ones who will live in the world after this mess has been straightened out. Let us decide now what we want this world to be like. Let us prepare our peace aims and see that they are carried out and not left to a group of politicians at a peace table.

We must all grow up mentally. We must begin to think and act for victory. Let this war make men and women out of us.

About Facing the Crisis Smiling

"Well, boys, let's all join the Rifle club."

This was a typical remark made on Monday morning when the fellows met to discuss the startling news that the United States was at war.

American youth faces this great crisis with this spirit, a joke and a smile on their lips and determination in their hearts to end it as quickly as possible and set the world back to freedom and normality.

There is no remorse in our hearts, no hysteria, no grimness, no bitterness, no hate. We are still happy; we are confident in our country and in ourselves.

We need no slogans. We realize the task that confronts us, and we are determined to see it through to victory.

We will not change outwardly. We will still be our plucky, happy, devil-may-care selves, and added to this will be the determination to see this war through to a victorious and glorious end.

The American youth will win this war for the United States. Therefore, the attitude and the spirit of the American youth will be a main factor in this "win."

From the archives: The article and picture below were originally published on June 4th, 1970. It was published in the Westwatch, which was the newspaper for the NT West campus.



To demonstrate their concern over American involvement in Cambodia and the deaths of four students at Kent State, approximately 200 West students walked out of school. The West students met 250 NT-E students, and together they marched to the Winnetka Village Green where a rally was held.

An end to war, a road to peace

"Nation shall not lift up sword against nation, neither shall they learn war anymore, and the nations shall beat their swords into plowshares, and their spears into pruning forks."

With this vision of the prophet Isaiah, the *New Trier West News* dedicates its graduation issue to the everlasting search for peace.

More specifically, we dedicate this issue to the pursuit of peace in Southeast Asia. All the boys must be brought home now. Vietnamization and other false promises will no longer fool the American public.

The facts are that America is involved in a possibly unconstitutional, definitely senseless war in Southeast Asia. Over 47,000 American lives have been lost unnecessarily. The only possible "honorable" peace at this time is a complete pullout of all our armed forces.

Isaiah also said in his vision, "and a little child shall lead them." Moratoriums, strikes, and other forms of protest against the war have primarily been led by the younger generation. NT-W students have participated in many of these demonstrations, and we must continue to do so. We must prove that the city line is no barrier for the fight of peace.

A few months ago, NT-W students, as well as the rest of the nation, had a grave concern for the lives of three Apollo 13 astronauts. During the week of their flight, 141 Americans were killed in combat in Vietnam, an increase of three over the previ-

ous week's total of 138. No one, except the families of these three extra dead men, really noticed the increase. We all noticed the peril of the three astronauts.

Does war make us all so insensitive that we lose our regard for human life? The *New Trier West News* calls for a return to sanity, in other words, peace on earth.

If you are appalled by this illogical war, do something. Write to your senators and congressmen. Help get this country back on the right road, for the Bible also says, "And a highway shall there be and a road, which shall be called the way of peace."

From the archives: The article below was originally published on Sept. 30, 1919.

KAMERADEN.

We welcome, too, our boys returned from service. We appreciate the sacrifices they have made to return and admire their resolve to continue their education. They represent the highest impulse of the world struggle—an unselfish return to former tasks with renewed enthusiasm despite the discouraging interruptions of the past weary months. Our universities are

filled to overflowing with such men as they, and we are glad to have the chance to help them on their way to these institutions.

From the archives: The citizenship pledge below was originally published on February 27, 1942.

The New Trier Citizenship Pledge for Total Defense

As a citizen of New Trier Township High School, Winnetka, Illinois, I will do my part to make my home, my community, my school, and my country efficient and strong.

I will sacrifice to buy Defense Stamps and Bonds.

I will take good care of the things I have.

I will respect and obey the rules of my school and the laws of my community, state, and nation.

I will have regard for public property.

I will waste nothing.

I will offer my services when called upon to help.

SIGNATURE

.....ClassAdviser

When you sign this pledge, you are enrolling in the fight for good citizenship. New Trier expects every student to do his duty.

DEPOSIT THIS PLEDGE IN THE BOX AT THE DEFENSE STAMP SALES DESK.

From the archives: The article below was originally published on March 21, 2003.

Students react to the attack on Iraq

By Carley Groobman and Abe Lubetkin

Following President Bush's ultimatum Monday stating that war with Iraq could break out as early as Thursday, Americans across the country are voicing their opinions. With the prospect of war looming, New Trier students are also voicing their differing opinions concerning the war.

As shown by this month's antiwar demonstrations, many students feel using military force against Iraq is the wrong answer. Opponents of the war feel President Bush hasn't presented enough evidence to warrant forceful disarmament of the Iraqi regime. Others worry about the vast number of casualties that would presumably accompany war.

"I am against war because Bush said it is a war on terrorism, but there is no clear connection between the September 11th attacks and Saddam Hussein. Why now? He's been a threat for over twelve years and the whole world is against America, and we have no allies. If we are going to war I think we need a clear-cut reason and it's a pretty big sign that no one is with us [America] on this. War should be the final action in this process and I don't think we are there yet," said junior Julia Foreman.

Junior Amy Swibel also fails to see the logic behind President Bush's actions.

While Junior Jay Sherman fears that many lives will be lost, he feels war is in order. "I hate to support war because many innocent lives will be lost, but I think it is necessary to stop radical terrorists before they destroy our way of life".

Junior Stuart McNair agrees. "We should go to war because I think there are certain things we should fight for like our liberties and our freedom."

Sophomore Steve Bossu says that at this point, war is the only alternative. "I'm not really pro-war but I think it's the only option," he said.

Sophomore Justin Russell says he thinks Americans should show the President more respect. "I'm sick of people calling George Bush a cowboy. I support the President and I think that other people should do the same."

Junior Elisa Morton believes the war will ultimately bring peace. "I believe America should take the first step in fighting terrorism. We need to stand up for what we believe in."

Junior Meryl Cohen agrees. "I found his speech to be effective. Although his message was predictable, I thought his delivery was reassuring."

For some people, like Junior Jared Andre, any attack on Iraq is a welcome assault. "I just don't like Iraq."

The United States has been trying to foster anti-French sentiment because France has been a fervent opponent of an international military strike against Iraq.

The entire student body will undoubtedly watch to see how the situation unfolds in the coming weeks.

"I am uncomfortable with the leadership of our country. The issue was first about nuclear weapons and now is about Saddam Hussein. The way Bush has handled this has deterred any peaceful options".

Senior Allison Lavey fears the effects on the state of our nation. "I think the scariest part of going to war is how vulnerable our country is. Our leader is making all of the decisions without the public's support or our allies".

Junior Marc Paskin sees little merit in a war with Iraq. "I think going to war is silly and although I respect George Bush's opinion I don't think the ultimatum will accomplish anything."

Junior Eric Victorson is disappointed with the President's leadership. "I'm against the war. I think that President Bush is making poor decisions for the country."

Other New Trier students see the issue, as well as President Bush's actions, in a different light. Proponents of an attack feel that Iraq poses a threat to the United States because of the weapons it possesses and its support for terrorist organizations. Students for the war feel that humans' rights violations in Iraq necessitate U.S. intervention.

Sophomore Garret Fonda feels war is the right decision. "We should go to war, because I don't feel that the weapons inspectors are going to be able to find enough evidence to rightfully remove Saddam Hussein from power."

While Junior Jay Sherman fears that many lives will be lost, he feels war is in order. "I hate to support war because many innocent lives will be lost, but I think it is necessary to stop radical terrorists before they destroy our way of life."

The reprinted articles on this page demonstrate how students have been impacted by wars throughout the past century. The NT News has reported on World War I, World War II, the Vietnam War, and the 2003 war in Iraq.



From the archives: This article below was originally published on Mar. 5, 1977

NT-W students' drinking follows national trends

by Bob Kravitz
and Sheryl Graber

Here is some food for thought: There were 450,000 reported alcoholics under the age of 21 in the United States in 1973. This alarming statistic reflects the increasing role of alcohol in our society.

In a recent **Westwatch** survey, only three percent of the students polled admitted to drinking more than twice a week, but 20 per cent revealed that they drink twice a week, 18 per cent once a week, and 59 per cent less than once a week or never. The three most common reasons for drinking are the taste of alcohol, social behavior and alcoholic effects.

The **Westwatch** survey also showed that 91 percent of the drinkers drink with friends rather than alone.

The weaker alcohols — beer and wine — were preferred by 66 per cent of the students.

The majority of students revealed that they obtain their alcohol from either family or friends. However, because the drinking age for beer and wine was lowered from 21 to 18, many seniors said they get their alcoholic beverages from liquor stores and bars.

Many believe that the way society treats alcohol is one of the main reasons it is such a problem in the U.S. One sophomore insisted that, liquor isn't really a drug." This student's views are shared by 60 percent of the population and 66 percent of the youths, according to a 1973 poll.

Actually, alcohol is a depressant in the same vein as a barbiturate, or a "downer." Alcohol depresses the central nervous system, causing distorted judgment and slowed-down reflexes.

The way the media treats alcohol adds to the problem,

according to comedian and controlled alcoholic Dick Van Dyke. "The media treats alcoholics as comic figures, rather than as people with a serious problem. The drunk guy is always portrayed as the life of the party. This is really as alcoholism."

One third of all teenage suicides result from drinking. Last year alone, there were 5,000 alcohol-related deaths among young Americans. But there is an apparent disregard shown by the parents and students to the imminent dangers of alcohol. 58 percent of the students surveyed stated that their parents "don't mind" the drinking of children "as long as they stay out of trouble."

One senior concluded, "I feel that drinking is acceptable as long as I know my limitations."

From the archives: The article below was originally published on Feb. 15, 1976

Washroom air pollution to end

Starting Wednesday, students will finally be able to walk into the washroom of their choice without running a severe risk of being choked by cigarette smoke. On that day, a recognized smoking area will be provided in an experiment which will be continued till the end of the school year.

In the past, the general attitude towards smoking seems to have been "maybe if we pretend it doesn't happen, it won't." Students caught smoking have been punished. Still, the washrooms and other out-of-the-way places are full of smoke. Or a student will step across the street to smoke, annoying the people who live nearby.

The Board of Education has finally realized that students are going to smoke whether smoking is condoned or condemned, and has agreed to the student-supervised area. Now it is up to the students to use this privilege for their own benefit if not for everyone's.

The administration has announced its intention of punishing more severely than before students who do not use the area provided for smoking. The area is meant to be uninviting so that the student will have to make a conscious decision on whether it is worth it for him to smoke. However, he at least is given this option.

Students have fought long and hard for their right to smoke. Abusing it can only lead to the loss of this right and the creeping "I told you so's," implying the students are not mature enough to take care of themselves.

Besides which, who wants to smoke in a stuffy washroom with one eye open for unsympathetic authorities when he can do it without any hassle?

From the archives: The article below was originally published on Dec. 13, 1996

Editorial

New Trier targeted due to reputation of excellence

The December 9 *Time* magazine article hit New Trier like a brick. The day after publication, New Trier was abuzz with activity as PA announcements were made, copies of the article were distributed, letters were sent home to parents, and drugs were discussed in every classroom. Throughout it all, there was a sense of indignation among students towards the article's misrepresentations—we all know that 3/5 of us do not smoke marijuana regularly—and lack of journalistic balance.

THIS, TOO, was an article in a national publication, exposing the millions in *Time's* circulation to the "High Times at New Trier High." But we have weathered other rather unflattering comparisons, like the *Chicago Tribune's* DuSable article of a few years past, and will no doubt survive this latest barrage.

Within the Chicago area at least, we have already been redeemed by last Saturday's front-page *Tribune* article which focused on some of *Time's* fallacies and highlighted positive aspects of New Trier.

We must accept that New Trier, because of its combination of affluence and achievement, possesses a high profile among U.S. high schools. Our actions are analyzed, scrutinized, and even criticized, but as students, we should appreciate that we are held under this microscope as a result of our excellence.

WHEN THE media describes New Trier, the words "affluent" and "wealthy" invariably appear. We cannot deny that New Trier has money. According to the Illinois State Board of Education's 1996 School Report Card, New Trier is second only to Lake Forest in expenditures per student at over \$14,000. Our critics are, meanwhile, comforted to hear that money cannot solve all of our problems.

But no one ever said it would. As students, we resent the implication that money is the sole reason for our success. New Trier's excellence is largely the result of the motivation of its students. We are offered resources and do not hesitate to take advantage of these opportunities. Some of our parents can afford pricey college tuitions, but this does not mean that we do not have to strive to gain admission. Many Trevians were upset at *Time's* portrayal of us because it seemed to ignore the fact that the majority of students work very hard, taking a heavy load of classes and participating in countless activities and sports.

As New Trier has become a high profile high school, this will surely not be the last of our media coverage. *Time* dubbed us a "model school," and we must become accustomed to the spotlight.

Benefits behind legalizing cannabis

Illinois becomes the 11th state to legalize marijuana

by: Cleo Pool

Come Jan. 1, recreational marijuana will be legal for use and sale in Illinois for people 21 and up.

Illinois is just one of the eleven states that has legalized marijuana. Others include Colorado, California and Michigan. 33 states have legalized marijuana but only for medical purposes.

The legalization of cannabis has become a very relevant topic, especially with the upcoming election. While there have been positive outcomes to legalization, there have been problems too.

Cannabis affects people differently which is why it can't be categorized as a hallucinogen, stimulant or depressant. It can be any of the three it just depends on the effects experienced.

These different experiences lead into one of the largest arguments in this debate, addiction. Marijuana has an addictive high. According to the National Institute of Drug Abuse, with frequent use, this high can lead to dependence in which one relies on cannabis and will fall into withdrawal without it.

It is easy for one to believe that with the legalization of cannabis, dependence on it will increase. The states' solution to this is simply regulation. If fact, states like California have regulations on the amount a customer can purchase per visit.

Along with these rules, states have put in regulations for the safety of children. These regulations include child proof packaging and age

restrictions when entering any chain of marijuana production.

The legalization of cannabis is supposed to make it safer for those who consume it. When buying marijuana illegally, customers do not know much about what they are consuming. It is possible that they are ingesting harsh chemicals, pesticides or mold. Through health regulations put in place by the government, the customer can ensure that the product is clean and safe.

Cannabis is a drug and in certain situations can be dangerous. In a report from the Colorado Department of Public Health, it was found that cannabis related hospitalizations spiked after the legalization.

"Hospitalizations with possible marijuana exposures, diagnoses, or billing codes per 100,000 hospitalizations increased from 803 per 100,000 before commercialization (2001-2009) to 2,413 per 100,000 after commercialization (2014-June 2015)," stated the report.

"From this evidence, it is clear that, while legalization does not necessarily eliminate illegal production, distribution and sale of marijuana, it tends to diminish it dramatically. As a result, it relieves the burden placed on courts, law enforcement and prisons, allowing for greater focus on violent crime," concluded the study.

Despite this, cannabis has advanced medicine. Along with THC, cannabis contains cannabidiol, or CBD. Compared to THC, CBD is used more for medical purposes because it doesn't provide the side effects that THC does.

CBD is used to help those who suffer from epilepsy, migraines, and severe inflammation, pain or nausea. It also is used by those who suffer from mental illness or disorders. THC

benefits insomnia, low appetite, and glaucoma. I give CBD oil to my dog for his arthritis since it is a natural anti-inflammatory.

Legalizing marijuana will alleviate the stress on our criminal justice system. In a study conducted by Reason Foundation, it was found that in states that have legalized cannabis there was a drastic drop in cases of possession of illegal marijuana.

The legalization of cannabis would also help support the economy. According to The Washington Post, more than 18,000 new legal jobs came out of the marijuana industry in 2015.

The new product is also predicted to boost tax revenues. Arcview Market Research found that sales in North America grew to \$6.7 billion in 2016 alone. It is projected to hit \$20.1 billion by 2021. In 2015 Colorado made an estimated \$135 million in taxes and fees from marijuana.

With all of this in mind, it is necessary to note that cannabis is a dangerous drug. Especially for people our age. Marijuana can impair thinking, judgement, memory, and learning functions.

A report from the University of Otago found correlations between teens use of marijuana and their overall success in life.

"The results of the present study suggest that increasing cannabis use in late adolescence and early adulthood is associated with a range of adverse outcomes in later life. High levels of cannabis use are related to poorer educational outcomes, lower income, greater welfare dependence and unemployment and lower relationship and life satisfaction," concluded the report.



100 years of learning

As the years have changed, so too have students and faculty. Yet even over the course of 100 years many aspects remain the same. From the very beginning New Trier News has created a space for dialogue as well as debate over education. Articles range from satirical summaries of standardized tests, to questions over the morality of cheating. Although education may change, New Trier News will remain a safe stage for the conversations we need to have.

From the archives: the article below was originally published Oct. 4, 1996

Adm. explains academic integrity

by Amy Choi

The urgent need to develop an academic integrity policy in 1992 left many students questioning the moral character of New Trier. Why does the administration feel the need to create a formal policy concerning cheating? What is their purpose? Is the policy only for disciplinary measures? What exactly is academic integrity?

According to Ms. Judy Brinton, dean, "the academic integrity policy was meant to raise the issue of what academic integrity really is."

"WHEN WE passed the policy, we thought about it as an educational tool. Its role is to educate people as to what it means to be academically honest."

The policy details violations of academic honesty and its consequences, emphasizing its secondary importance as a disciplinary policy. It does appear to be successful in that sense, as there have only been five students who have violated the code twice in the past three years that the policy has been in effect.

Mr. Wesley Baumann, principal, indicated that the strength of the policy lies in its disciplinary side.

"SINCE RECORDS are being kept, a student doesn't get to cheat once in every class and get away with it. There aren't many repeat offenders," he explained.

On the issue of the purpose of the policy, there is a rewording agreement among administration and faculty that the greatest significance of the academic integrity policy is to inform students of honest academic habits before entering the college level.

"There is no higher institution of schooling which does not react negatively to cheating," Brinton explained. "Knowledge of the policy is extremely valuable for students going to college, because the policy is universal in academic circles."

MS. JULIE Johnson, English teacher, agreed that communication of the policy to students is necessary.

"Students need to understand from the beginning what's acceptable and what's not. It is important to develop healthy habits in high school, and the academic integrity policy is valuable in that it makes the school's standards for academic integrity clear," she stated.

Still, despite these explanations, a question lies in why so much time would be concentrated on specifying 28 academic offenses and 16 different disciplinary procedures in the policy. Are cheating and plagiarism so predominant at New Trier as to require such effort?

NOT SO, says the administration.

"I do not think cheating is prevalent, but cheating exists. It is not common, but it is more than rare," Baumann commented.

Brinton also maintained that, though students do cheat, it is not a general characteristic of the student body.

Baumann admitted, though, that violations of academic integrity have risen in the past years, and he cited distinct reasons for the rise.

"I think unfortunately that [the rise] is a sign of our society. Students see so many examples of adults in public leadership positions who give up their integrity to further themselves."

"Of course when they do it, they influence the kids. It is indicative of society in general that we don't think of cheating as bad at certain levels, like asking what is going to be on a test: we expect to actually copying somebody else's answers," he continued.

"CHEATING NOWADAYS is like speeding in a car. Nobody ever feels guilty about speeding five or 10 miles over the limit as long as they don't get caught," Baumann stated.

He does, however, understand that students are under academic pressures which have intensified greatly over his 24 years at New Trier.

"SINCE FAMILIES are smaller, I think parents invest more in their children. Not only the parental pressure but the peer and self-imposed pressures also have magnified with the greater difficulties [these days] of getting accepted into college," Baumann explained.

He denied the claim that the school itself places the pressure on its students and also maintained that using stress as an excuse to violating the academic code is unacceptable.

Brinton concurred with his statement.

"I THINK that [using pressure as an excuse] is a cop-out. Your actions are still your own. You have to choose how to deal with pressure."

"It's a dangerous way of thinking to use it as an excuse [for cheating]. I think how a student deals with pressure speaks to his character," she remarked.

With 62 breaches of the academic integrity policy and 57 student offenders in the past three years, one has to wonder about the character of the student body. But put those 57 students in the pool of possibly 2000 or 2300 offenders, and the policy appears to be a success.

"I THINK that the policy has worked really well," Brinton said while voicing one concern. "If the students don't feel knowledgeable about it, that is an issue that needs to be addressed immediately."

Baumann is less convinced. "It is somewhat successful, because it serves as that extra deterrent. Kids are scared because they don't want to take a chance and have it on their records, or they don't want to risk letting their parents down if they get caught."

"But it's not the answer."

From the archives: originally published Nov. 10, 1961

News services school, presents practice SAT's



Seniors (l. to r.) Pim Paulk, Bob Udesky, Dave Rachlin, and Dave Winer consult *News* exam specimen while studying for aptitude tests.

(photo by Actipex)

With the coming of another season of college entrance tests, the *News* makes available some of the questions which may appear on them.

RAT (Real Awful Test)
Name _____ (40 points)
(Plus 30 points in illegible)
Date _____ (10 points)
Sex _____ (200 points)
Honor Pledge _____ (-50 points)

The entire test will be objective, since everyone objects to taking it.

A. Poetry exam

Read the passage carefully, referring back to it as necessary in answering the questions which follow.

"Mary had a little lamb,
Whose fleece was white as snow.
And everywhere that Mary went,
The lamb was sure to go."

1. What is symbolized by the tone of this poem?

- Socialism is an unrealistic attitude for surrealists.
- Lambs have fleas.
- Mary has fleas.

2. Compare or contrast the sources of irony in the first and last lines.

- Yes.
- What irony?
- Orange juice in the winter.

3. From what is said in this poem, do you still wonder where the yellow went?

- What yellow?
- What poem?
- What nonsense!

4. What mood is inspired by this famous work?

- Gentle sweetness of spring flowers.
- Nostalgia of a lost youth.
- Nausea.

B. Math Exam

In the below multiple choice questions, one, and only one, of the answers is correct. Black out the space of the letter of the number of the answer of the question on the math section on the right side on the back of your answer sheet. (50 extra points for finding it.)

- Too plus to =
a. for
b. fore
c. twenty-to
- In this equation,
 $P = \Delta mv + m^2 v = \sqrt{x^2 gh} (W = w) - 8$, find X.
a. It's got to be in there somewhere.
b. Capital or small "x"?
c. x = 0

3. $A + B + C + C = ?$

- a question mark
- 13 cows
- a .275 average

4. How many places will pi work out to? (Show work).

- 1,414
- Does not work on Saturday.
- Capital or small π?

C. Science Exam

1. When was Issac Newton born?

- On his birthday
- In the fall.
- Which Issac Newton?

2. Explain in full the details of the theory of relativity. (use this space). □

2a. Why is this concept wrong? □

2b. What is a better theory? □

2c. Prove it. □

3. What function does the atom have?

- He and Eve started civilization.
- Helps make the atom bomb possible.
- Is part of the digestive tract in the body, as in atomic ache.

4. What is an atomiser?

- One who hords atoms.
- Don't you know either.
- (Doodle space)

D. History Exam

1. What is the capital of England?

- England
- Capital or small England?
- False

From the archives: "Trevs plead for pre-break finals" was originally published Feb. 9, 1996

Trevs plead for pre-break finals

by Matthew Yeh

For students, few things are more feared than the three days in January when 20 percent of their grade is on the line. For teachers, few things are more dreaded than the weekend after finals when exams must be graded.

Stress will always accompany final exams. However, New Trier chooses to add to the pressure by holding finals exams after winter vacation.

UNDER THE current scheduling plan, winter vaca-

tion becomes an irregular split in the semester. Students must abandon school for a full two weeks and then are expected to bounce back for exams held only two weeks later.

Some may argue that students can use the time over winter vacation to prepare for finals. Although it is likely that a number of students do study over break, it is possible that few even open a textbook to study those two weeks.

Furthermore, it is often ineffective to study for an exam two

or three weeks in advance. Two weeks ago I studied the Westward Expansion in U.S. history. Right now I have no idea what the Golden Spike is, and the name Crazy Horse sounds like a brand of beer. Similarly, students who study over winter vacation will often forget what they learned by the time finals arrive.

PERHAPS THE worst thing about the current finals schedule is that it creates two periods of pressure for students. One period is the week before winter break when

teachers have that nasty tendency of cramming in the work they didn't get around to earlier. The other period is the week before finals.

A simple solution to these problems is to move final exams to the week before winter vacation. Such a change would eliminate the unnatural split in the semester. Students would also have to contend with only one period of high work-load.

Teachers would also benefit from the change. Rather than

grading exams over a single weekend, they could work at their leisure over winter vacation. Perhaps we could then

eliminate "grading day" or better yet, we could move that day before exams and convert it into a much needed "reading day."

Teachers and students alike must pressure the administration to change next year's calen-

dar. Let's not make finals any worse than they already are.



From the archives: the article below was originally published on Mar. 13, 1992

Sandberg: baseball's \$7.1 million man

by Jon Hershenhorn

As they say, here we go again! this time it is Ryne Sandberg robbing the Cubs and most importantly, the Chicago Cubs fans. Sandberg is just one more baseball superstar cashing in.

Two years ago Kirby Puckett of the Minnesota Twins signed the first \$3 million-a-year contract in baseball history. Puckett was joined by other stars such as Will Clark and Rickey Henderson. This set a horrible trend for the years to come.

JOSE CANSECO AND Darryl Strawberry took their turns to deepen their pockets and make the public pay more to see them play baseball. With both players came the first \$5 million-a-year contracts and the sickening trend continued.

This year Bobby Bonilla stepped up to the plate and signed the first \$6 million-a-year contract with the New York Mets. But hold onto your money for as long as you can, because Sandberg just signed for a whopping \$7.1 million-a-year with the Cubs.

Every major league team is shelling out big money for major league players. Mike Morgan, an average starting pitcher, with a

record slightly above .500 last year is making \$3 million a year.

As anybody can see, baseball's payroll has gone berserk, and any player can take a team and its fans to the cleaners.

NOT ONLY DOES the baseball team have to pay for the player, but as a result, the fans of the ball club do too. To make up for lost revenue, an organization will raise the ticket prices in an effort to make up for the player's gigantic salaries.

Take the Cubs, for example. Last year the Cubs paid Danny Jackson, Dave Smith, and George Bell \$3 million dollars a year each to play with the Cubs.

This year the fans get hit with an increase in the prices of tickets. All seats went up a dollar from last year for weekend, holiday, night, opening day, and exhibition games.

Now that the Cubs have signed Morgan for \$3 million, Greg Matthews for \$4 million, and Sandberg for \$7.1 million, the fans are likely to get hit with another increase in ticket and food prices. Soon fans will not be able to afford to come to games regularly.

A FAMILY OF four wishing to go to a game will pay \$48 for four upper-deck box tickets, about \$35 for lunch or dinner, \$10 for parking or riding on the El — and what the kids want a souvenir? The grand total without souvenirs comes out to be in between \$90 and \$95 for the family.

What will happen in years to come when a player like Barry Bonds is a free agent and will make \$8 or \$9 million a year? Will this prevent families from attending baseball games? The madness must stop!

It is time for baseball to examine the National Basketball Association's salary cap. The salary cap sets a limit that each basketball team can spend on their 12-man team.

THE SALARY CAP has stopped the insane skyrocketing of money being paid to players. There are a few exceptions such as Larry Bird and Clyde Drexler, but their respective teams have to pay the other 11 players with whatever money the teams have left over in their budgets.

Salary caps ensure that fans would have an equitable chance to attend baseball games.

Understanding the impact of the Sandberg deal

by Matt Murray

Although Ryne Sandberg's four year, \$28.4 million contract extension signed on Mar. 2, 1992 seems small in comparison to modern-day player salaries, it was just the latest in a line of record-breaking contracts in the MLB, and it would not be the last.

After the Cubs' eight-time all-star secured his extension, former New Trier sports editor Jon Hershenhorn predicted that reigning NL MVP Barry Bonds would soon surpass Sandberg's annual salary of \$7.1 million.

While Bonds would become the highest-paid player in baseball in the following offseason, his six-year, \$43 million contract with the San Francisco Giants fell short of Hershenhorn's annual value prediction of \$8 to \$9 million dollars.

The trend of escalating player salaries that Hershenhorn foresaw continued throughout the 1990's.

Contracts handed out to superstars such as Ken Griffey Jr, Greg Maddux, Pedro Martinez, Roger Clemens, and Carlos Delgado eventually culminated in Alex Rodriguez's ten-year, \$252 million contract with the Texas Rangers in 2000, which dramatically altered the pay scale for Major League players.

However, while the increase in Major League salaries has led to the uptick in ticket prices that Hershenhorn predicted, the greatest impact of the MLB's gargantuan contracts lies in the competitive balance of the league itself.

As mentioned in Hershenhorn's

original article, the MLB did not have a salary cap at the time of Sandberg's contract and still does not have one today.

Teams can choose how much money they devote to player salaries, and the massive revenue streams of big market franchises gives them the financial ability to outbid small market teams for superstar players.

Prominent MLB franchises like the Chicago Cubs, New York Yankees, Washington Nationals, and Boston Red Sox all spent over \$200 million on player salaries in 2019, large chunks of which went towards paying star players such as Jon Lester, Giancarlo Stanton, and David Price.

On the other hand, less-recognizable franchises such as Pittsburgh Pirates, San Diego Padres, Toronto Blue Jays, and Tampa Bay Rays had payrolls under \$80 million in 2019, which was largely due to the financial constraints that they face as small market teams.

The woes of modern-day small market franchises can even be traced back to the season when Sandberg signed his lucrative contract extension.

The Pittsburgh Pirates, after suffering a third straight loss in the NLCS in 1992, recognized that they would not be able to re-sign Barry Bonds and pitcher Doug Drabek due to Sandberg raising the ceiling of player salaries, so they let both of them walk in free agency and began a postseason drought of 20 seasons the following year.

Remembering the Cowboys and Indians

Reflecting on New Trier sports during the split-campus era of 1967 to 1981

by Matt Murray

New Trier East's 14-0 triumph over the New Trier West Cowboys on Oct. 29, 1976 was the sixth of ten that the Indians would experience during that season, making the playoffs for the first time in their six seasons under Head Coach Eugene Cichowski.

Although the Indians opened the Cichowski era with ten straight winning seasons, the ten games they won that season were the most that they would ever win in their fifteen seasons as New Trier East.

The team would make it back to the playoffs in 1978 and 1980 with a pair of 8-2 seasons, but they fell short of the state title game both times.

While the Indians were a perennial success during the split-campus era, the Cowboys were maddeningly inconsistent.

New Trier West bookended a 1-7 record in 1971 with two undefeated seasons and dramatically regressed as the decade wore on, clinching their fourth straight losing season in 1976 a week before their loss to the Indians.

Although they would rebound with a 6-3 season in 1977, the Cowboys regressed to three wins in 1978 before bottoming out at 0-9 during Bob Naughton's final season in 1979.

The era of split campuses also

divided the boys basketball teams between east and west, but unlike their football counterparts, both New Trier East and New Trier West would find consistent success.

John Schnieter's Indians were frequent participants in the state playoffs from the moment he arrived in 1963 with their best season being a state runner-up bid in 1973; and after some middling years to start his tenure as New Trier West's coach, Mel Sheets turned the Cowboys into a powerhouse as well, coaching them to four straight playoff berths starting in 1976.

However, once the campuses reunited in 1981, the players who had been kept apart for nearly a decade and a half found immediate success on their newly combined teams.

After replacing Schnieter, who became the girls basketball coach upon the school's reunification, Sheets took the boys basketball team to the sectional round of the 1983 IHSA playoffs, leading them to a 23-5 record in his second of fifteen seasons coaching at Winnetka.

Meanwhile, Cichowski put his larger pool of football talent to good use in his first few seasons after the school's reunification, leading the newly-combined roster to a 10-1 season in 1981 and a state championship game appearance in 1982.

The latter of those two seasons remains the furthest that New Trier Football has ever advanced in the IHSA playoffs, and the 11 games that they won that season were the most in the Cichowski era.

From the archives: the article below was originally published on Nov. 6, 1976



Indian quarterback Rich Weiss runs short of time as a NT-W defenseman sets his sights. Indians were victorious in the game with a score of 14 to 0. The

Indians will take on Highland Park tomorrow at home/ photo by Simon.

Close call for Indians

The Indians football team took on rivals New Trier West last week and found that the Cowboys had been doing their homework for the game, but not enough to win.

NT-E went into last Saturday's game with a five and one record. At that time NT-W had a one and five record. According to that, the outcome of a game with these two teams would be fairly obvious. This was not the case with the NT-E, NT-W game. The final score of the game was 14 to 0, a victory for the Indians. The only problem was that the Indians weren't able to score until half way through the fourth quarter. Both touchdowns were scored by Steve Bianucci.

New Trier West had totally revamped their defense, which frustrated the Indians. Even though the NT-E possession of the ball dominated the game, they weren't able to anything with it. The NT-E defense made sure that the Cowboy's couldn't do anything with the ball either. The fact that it was cold, windy and raining made a big difference for NT-E also. With the conditions and West's frustrating defense it didn't look like the Indians that had been seen playing excellent games the past weeks. Fans had seen Rich Weiss make every pass he'd tried and have time to do it, but it just didn't seem to work against NT-W.

It seemed the Indians might

have a chance in the second half. Every few plays there would be one that got past the Cowboys, which had been uncoman in the first half. With 5:21 remaining in the fourth quarter a long drive finally scored. Then the Indians came right back and did it again with 2:26 left in the final quarter. NT-W hadn't been able to do anything before then and the Indians weren't going to give them a chance to do anything after that.

Now with a record of six and one, the Indians will take on Highland Park at home tomorrow. Last Saturday Highland Park lost to Deerfield 22 to 21, compared to the Indians who soundly defeated Deerfield.