



NT Examiner: discussing racism and slurs

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Greenhouse to be constructed in honor of Sofi Troglia

The Troglia family partners to create memorial project

by Hope Talbot

On Oct. 21, members of the Board of Education approved the construction of a greenhouse on one of the school’s rooftop spaces.

The greenhouse is a partnership with the Educational Foundation and the Troglia family to honor their daughter, Sofi, who passed away from a medical emergency in December 2017.

Sofi Troglia was a student in the school’s Educational Life Skills program and was greatly missed upon her passing.

Donations from the community were so generous that the district, along with the Troglia family, knew they wanted to create a memorial project to encapsulate her energy.

Sofi’s sister, senior Bella Troglia, described the brainstorming stage between her family, ELS staff members, and the Educational Foundation, as to how to best use the memorial funds that had been raised,

“The principal, NT Educational

Foundation, as well as ELS staff met with my mom to give her the suggestions and the greenhouse sounded like the best fit. It made her think of Sofi and how she loved going to the community garden in Glencoe with her class,” said Troglia.

Troglia recalls how Sofi loved the outdoors, and how she often stopped to smell flowers or jump in leaves while walking the family dog.

Not only will the greenhouse turn tragedy into a tangible space of

The greenhouse will be an inclusive space for ELS students to develop academic, vocational, as well as social-emotional skills.

light and growth, but both the Troglia and ELS staff alike are excited for the practical learning opportunities it will provide.

The greenhouse is estimated to be around 300 square feet and will be around 10 percent of the south green rooftop.

Special education teachers

hope that the greenhouse will be an inclusive space for ELS students to develop academic, vocational, as well as social-emotional skills.

The greenhouse is expected to be an extension of the school’s well supported ELS program, and everyone in the New Trier community is encouraged to visit upon construction,

“The idea of the greenhouse is to help ELS students both with educational curriculum and vocational training but also to involve typically developing peers,” explained Bella Troglia,

“If the ELS students grow flowers or herbs, maybe a science class can help them; if they want to sell the flowers an art class could make pots for them to sell the flowers in and a business class could be in charge of marketing or sales. Ideally this greenhouse would involve all students at New Trier,” Troglia added.

The project was presented to Superintendent Paul Sally as costing around \$300,000.

While the Educational Foundation Board approved a commitment of \$100,000 in September of this year, support through donations is still needed to



Rendering by Cashman Stahler Group. Final construction subject to change. The New Trier Eduational Foundation plans to begin construction this summer.

equip the structure with the materials needed as well as accommodations such as wheelchair ramps.

Students and parents can donate through the Educational Foundation in \$100-\$1000 increments through the foundation’s website or links found on student Instagram bios.

Executive Director of the NT Educational Foundation, Liz Mayer, is equally as enthusiastic as Troglia.

“The Foundation is excited about

the opportunity to build relationships with students in new and exciting ways. The project is truly a partnership between the Foundation, students, and the District. We see this as a model for projects in the future that combines all of our talents, creativity, and innovative capabilities,” stated Mayer.

Construction will begin this summer and the greenhouse should be complete by the beginning of the 2020-2021 school year.

Affintity and support groups create communities for students

Similar backgrounds and safe spaces foster conversations about identity

by Quentin Reebe

New Trier created spaces called affinity and social work support groups to assist New Trier’s widely outnumbered marginalized populations.

Affinity groups and social work support groups are there to help students who may have experienced alienation due to their racial or religious backgrounds, sexual orientations, gender, and history with mental health issues.

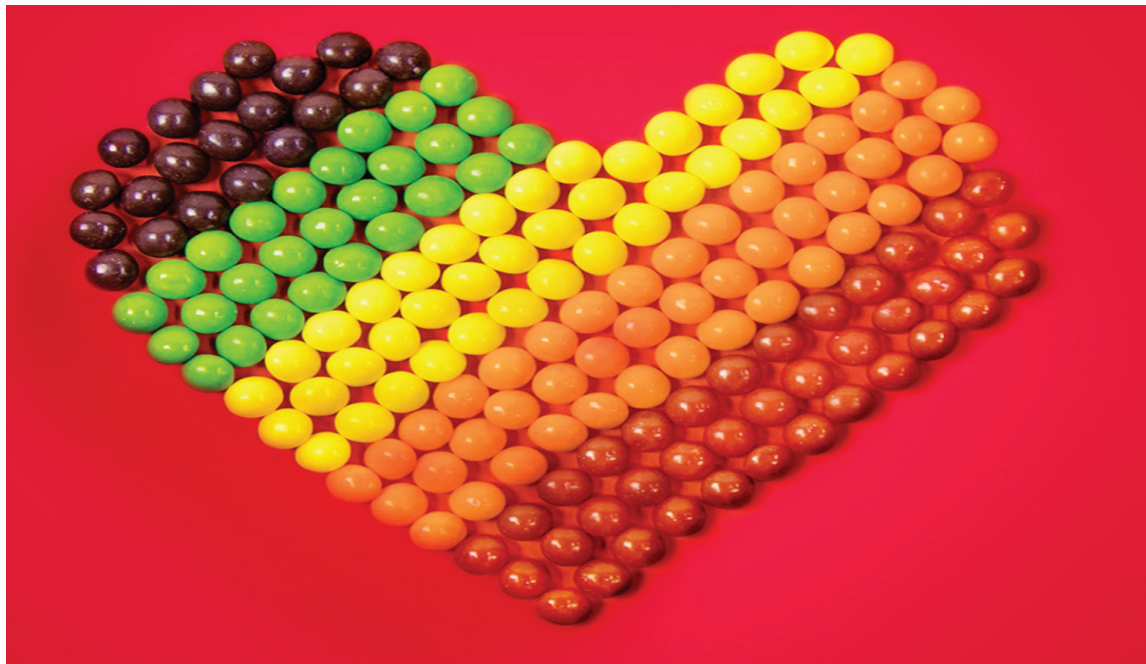
Affinity groups are community-based support spaces focused around aspects of identity, like sexuality or race. Support groups are based upon similar life experiences rather than identity.

Although mentors and sponsor organize the groups’ meetings, they are largely run the participants.

“I would call it a student-driven affinity space,” said Cory Calmes regarding Skittles, an affinity group he facilitates for the LGBTQIA+ life at NT. “I run it with Mrs. Offenbach who is one of the social workers.”

Calmes has a long history of interacting with LGBTQIA+ youth. The affinity group has undergone several changes since it was founded.

“I started with Skittles five years ago, and they used to have an outside facilitator in addition to a social worker,” stated Calmes. “I knew some of the social workers, and they had known that I had a background working with youths who identify as a part of the LGBTQ community, so I



Skittles is one of the many affinity groups at NT. This particular group is for LGBTQ+ identifying youth |skittles.com

met with them.”

Sophomore Claire Miller is a member of Skittles.

“The school is mostly accepting but every once in a while you hear people say some stuff. I know in that room with those people that’s never going to happen,” said Miller.

The space can become whatever each student wants it to be. Students consider affinity groups like Skittles to be a safe space for them to share their experiences.

“It helps you feel safe in situations in which you might not have felt [safe],” Miller said. “There’s a sense of acceptance no matter what.”

Skittles is a relatively large group which has created some challenges for students.

“We have issues with side conversations and getting too loud. That’s to be expected,” an anonymous

Skittles member said. “The group changes, and different people come and different things happen, but I feel like everyone who attends generally has the same take on what it’s about.”

Students also have access to racial affinity spaces like Young Asians With Power, the Asian/Pacific Islander group.

For art teacher and YAWP facilitator Tom Lau, these kinds of safe spaces where students can express ideas or thoughts about their identity didn’t exist when he was a student.

“I really wanted to provide that space for students here. I think that a lot of the kids that have come have come because, first of all, they love being in a space where they are not the only non-white people” Lau said. “It’s like our own little family.”

Affinity spaces like these create a safe, communal space and help

students process hurtful comments and ignorance.

“I’ve always wanted to be in a club like this because I feel like I can learn more about my own culture and other people’s experiences,” said junior Angel Zheng. “Sometimes I don’t feel very comfortable voicing my opinion.” continued Zheng.

“This group allowed me to voice my opinion, allowed me to have a voice about racism and how it pertains to me and other people around me.”

Zheng also commented on the prevalence of racial slurs.

“It’s kind of surprising how often people make these rude, racist comments. Most of them are ignorant. Some of them are straight out racist and things need to change,” Zheng said. “I like to honestly say that this racial community group has really changed my life.”

Junior Miguel Alano began attending YAWP recently and was surprised by how easily he was able to start going.

“You just show up and and you write your student ID down,” said Alano. “If I had known that I could join easily then I would have started from the beginning of the year.”

Other than affinity groups, students can find communities in support groups, which are designed to help students struggling with mental health issues, both directly or indirectly. One such group, the RAFT group, aims to support those who have family or friends suffering from addiction.

“One thing that we end up doing is having student share about what’s going on with them and our other group members listen,” Kristine Hummel, a RAFT facilitator, said. “If they wanted feedback they can get feedback on how to manage those situations.”

RAFT meetings advise students on how to live with addiction and its impact on a student’s day-to-day life.

Junior Molly Warden describes the tools that RAFT gives participants to deal with addicts in their life,

“Different coping skills [Mrs. Hummel] talks about are taking care of yourself, making sure you’re not worrying too much about the addict, and learning how to interact with an addict,” said Warden.

Affinity and social work groups are there to foster communal pride and bravery in the face of adversity.

“I definitely used to not be able to talk about my issues,” Warden said. “Talking to the group I have realized how many different people have the same problem and that you really don’t need to be ashamed of it.”

Challah Talk: nosh, banter, and deep thoughts

by Michael Howie

The recording studio is electric today, just like it is every Thursday. Seniors Jack Yonover and Bobby Becker have created something quite unique: A podcast entitled “Challah Talk.” Of their five shows, each one has had more listeners than the last.

Challah is a bread in Jewish cuisine usually eaten on Shabbat and major Jewish holidays. Becker and Yonover, both Jews themselves, eat the braided bread all the time. The weekly shows allow them, as Yonover put it, to “nosh on some Challah” even more often.

“The thesis of the show is that Challah bread is the basis for good conversation. It’s just three people in a room just having the type of conversation you’d have at lunch,” said Yonover. “Challah is the icebreaker to a great conversation.”

The first episode was with senior Brian Joseph. Yonover and Becker discussed everything with him, including his golf career, his family origins in Haiti, his interest in the Air Force, and his opinions on the N-word discussions in advisory.

Joseph gave the show high praise.

“Jack and Bobby have put together a wonderful podcast that showcases some of New Trier’s most interesting personalities and perspectives, and to have been chosen to share a bit about myself and some of my thoughts on several New Trier events was wonderful,” he said.

According to Becker, the most important component to the show is

the guest.

“We want to capture the stories of different types of people at New Trier. That’s why we selected five unique individuals to introduce to a larger audience.”

So far, besides Joseph, the show has hosted seniors Jordan Shonfeld, Max Rosen, Ayah Bajwa, and Nate Schinderle.

“I want someone who can be real, someone who is interesting and who has a unique background, but we also want diverse voices,” said Becker

Becker and Yonover created an Instagram account for the podcast, and have asked friends and listeners to promote it on their personal accounts. The viewership has been much higher than Yonover and Becker anticipated it would be.

“Our analytics tell us we’ve had over 1,500 plays over the first five episodes, and on Instagram we’ve been growing rapidly. At one point, I know we had more than 1,000 page views in one week,” Becker said.

Senior Sawyer Harris, a frequent Challah Talk listener, spoke highly of the show’s relatability.

“The aspect of the show that grabs me the most is how everyone is so down to earth,” Harris said. “Hearing my peers talk about their lives and interests gives everything a sense of relatability. At the end of a long day there’s nothing better than listening to interesting people talk about interesting subjects, not to mention how funny the show is.”

Yonover credited the support of his friends in the beginning for the



The show is a hit among students | Challah Talk Spotify

success of Challah Talk.

“I honestly don’t know if I would’ve gone through with it if I hadn’t gotten the response I did. But a good idea doesn’t equal good execution, so we thought we’d start the show and see what would happen. I certainly didn’t expect it to be as popular as it is now,” said Yonover.

Joseph has become a big fan and complimented the other guests.

“Each guest has their own unique qualities, interests, and talents, and to listen to what some of my peers have had to say is intriguing,” he said. “To have been the first guest on Challah Talk was a great experience. I look forward to witnessing the podcast’s continued growth and success.”

The planning for each show is quite simple, Becker and Yonover said.

“We start out with the background of the guest, how we can tailor the episode to them,” Yonover said. “What are their interests? What makes them unique from other students?”

“No one wants to hear us talk, they want to hear our guest talk,” Becker added. “It’s our job as the hosts to get the most out of them.” While they talk about a range of topics, they always try to have fun.

“In Ayah [Bajwa’s] show, the Challah was so good that the prophet Elijah ran into the recording studio and stole it for himself,” Yonover claimed.

“For [the episode with Jordan Shonfeld] we did a game about famous Jordans,” Becker said with a smile.

In that same show, the

conversation started with Shonfeld’s experience as New Trier track and field captain, but by the end he was explaining the social hierarchy of turkeys.

“We never write out a script,” Yonover said. “We want our conversations to be as genuine and real as possible. I usually write out a list of things I want to talk about, but we let our guests take the conversations the way they want to take it.”

Becker expressed gratitude to Mr. Syrek, the WNTH Radio sponsor, for giving them the space and opportunity to record the podcast each week.

“[Syrek] has been so helpful in this process. He lets us talk about the things we want to talk about, things we can’t necessarily discuss on live radio through WNTH,” Yonover agreed.

“One thing that’s unfortunate about WNTH radio is that you can’t talk about politics, you can’t approach many interesting topics we want to approach, he said. “With Challah Talk as a podcast, we have a little more freedom.”

Becker and Yonover have plans for the show’s future.

“We plan to end Season 1 by winter break, and the ultimate goal is to make it more accessible and popular. We don’t want to have the same show each week, so we’re looking to spice it up for Season 2.”

If you want to listen to Challah Talk, you can find the episodes on Spotify, Apple Podcasts, and pretty much any site that hosts podcasts.

Sexual Assault Prevention Club in the works

Junior students are tired of silence surrounding sexual assault

by Mattea Carberry

Junior Annie Thornton feels it’s time to bring the conversation of sexual assault to the forefront. She has entered the early stages of organizing a sexual assault prevention club for students.

She explained that she was tired of hearing about it all the time while no one was making efforts to stop it, prompting her to take action.

“I’ve had conversations with a lot of my friends and a lot of them have been sexually assaulted or they know people who have and I was kind of getting tired of hearing about it all the time,” said Thornton.

“It’s not that I’ve been getting tired of it, it’s just that I’ve been getting tired of people being afraid of it. It’s such a big problem even at the high school level and you hear about it so often and I’m surprised New Trier doesn’t already have a club for that.”

Junior Lucy Traynor, who was one of the earlier supporters of the club, attributes the lack of conversation thus far to students’ discomfort with the topic.

“I think sexual assault is one of those issues where everyone kind of knows about it, we learn about it in health class, but no one really thinks about it unless it directly impacts them or someone they care about,” she said.

“I think there hasn’t been a club because we’re high schoolers and people don’t like to think about this kind of stuff because it’s uncomfortable.”

Thornton described how the lack of conversation surrounding

sexual assault often frustrates her as she goes about her day to day tasks.

“I’m sitting and I’m going to my classes and everything and I’m thinking of the standpoint of someone who survived sexual assault,” she explained. “How am I supposed to sit in here learning about fractions or earth structures when I’ve been sexually assaulted or when someone in my class has?”

Thornton also acknowledged that some of the efforts made in health classes are helpful but nowhere near enough to truly address the topic.

“The only thing they really have is one forty minute period in health class and they show that tea video on consent and how consent is a cup of tea,” Thornton explained.

‘It’s just such a big problem and I’m tired of no one talking about it.’

“That’s really helpful and that’s a great explanation of how consent works but it needs to go further than that and the fact that it doesn’t kind of shows that the administration either doesn’t want to deal with it or they’re turning a blind eye.”

Traynor agreed and feels that while the school may conduct lessons on sexual assault, they only scratch the surface of the issue and thus fail to thoroughly address it.

“We learn about it in health class so maybe that’s the school’s way of talking about it,” Traynor said. “But in health class we just learn about it, we don’t really talk about it. It’s not a discussion.”

Junior Megan Reimer, who has been aiding Thornton in the planning of the club and working to spread the word about it, thought the school may not be particularly eager to initiate these conversations because

of how sexual assault has become entangled in politics, but emphasized this is something they hope to combat through the club.

“I think that the school doesn’t address it because they often keep out of things they think might be political. I guess it’s sort of turned political maybe but it shouldn’t be which is also the point of the club,” said Reimer.

“It’s a problem that is universal no matter if you think it’s somehow connected to politics.”

But when sexual assault allegations come up in the news and even in politics, Thornton feels that’s all the more reason to have these discussions in the classroom.

“We don’t talk about it and it’s something that hurts every single person every single day and it’s not just girls, it’s men too. Of course it’s a higher percentage of women, but it’s happening all over the world,” said Thornton.

This growing presence of sexual assault in the media and its growing awareness worldwide is a driving motivation for Thornton, as well as Reimer, to create a club that they hope will be a safe space for people to talk freely about the subject and become more informed.

“[We were thinking about] having speakers come in, having people share their stories, and maybe having viewing parties of documentaries of the #MeToo movement and just informing people of what’s going on and how it affects people,” said Reimer.

Above all else, Thornton stressed that her simple wish is students would begin to talk about it so things can get better.

“It’s just such a big problem and I’m tired of no one talking about it. Once we start talking about it, then we’re able to start combating it,” said Thornton. “It just takes time.”

Exchange students join NT

by Amelia Jacobson

This school year, 5 exchange students, through the AFS Intercultural Program, are attending New Trier. Two of those students are Seniors Marta Ravazzoni and Camilla Petrelli, who are from Italy.

Ravazzoni and Petrelli were introduced to the AFS program in different ways. Petrelli applied to the program after hearing about the it from her friend who had taken part in AFS in a previous year, while Ravazzoni’s father suggested the program to her after hearing about it at the pasta company where he works.

“Every year, [Barilla] offers two full scholarships for two students. I had never really thought about it, but when my dad asked me I was like, why not? So I competed for it and I won it,” said Ravazzoni.

Ravazzoni and Petrelli have already been in America for four months. When reflecting on differences between the two countries, they both agree the biggest difference is the school system and teachers.

“One of the biggest differences at New Trier is the relationship students have with teachers. We are not used to having such good, healthy relationships with our [teachers],” Petrelli said.

In Italy, the students are expected to know the material and be prepared to answer all the teacher’s questions without discussion.

“You cannot ask the teachers for help, you have to find help outside of school,” Petrelli said.

While Petrelli enjoys the extra help from teachers, she does note that it is hard to live away from her parents.

“The biggest challenge is getting used to being in another world or situation without your parents. This includes being prepared, like solving a situation by yourself without asking

for extra help,” Petrelli said.

The students in the AFS aren’t able to choose which region they are sent to or who they live with.

“I could only choose the country and then they put me here and I really can’t complain about anything,” Ravazzoni said.

Nonetheless, both girls are very happy with where they ended up.

Ravazzoni’s host sister is junior Devlin Guthrie. Ravazzoni is very appreciative of everything the host family has done to make her feel comfortable.

“My host parents are very good people and they’re always available for me if I need something,” said Ravazzoni.

Petrelli was paired with a host mother during her time in America. She has leaned on her host mother for support, and remarked that some of her favorite memories while in the U.S. have been spent with her host mom.

The host families have been instrumental in making the transition easier while the girls met new kids at school.

“The biggest challenge was probably making friends, even though I think I got lucky. I really get along with the exchange students, of course, but I also have my own group of friends,” said Ravazzoni.

In order to get the most of her experience, Ravazzoni found out that the key is being open to all the new opportunities available.

“I’ve learned that you gotta get out of your comfort zone to actually live the whole experience. You can’t have prejudices because otherwise you’re not going to go anywhere,” said Ravazzoni.

“You have to open your eyes and enjoy everything around you, meeting as much new people as possible and live the moment.”



Minorities respond to N-word presentations

Students reflect on the effectiveness of the presentations

By Mattea Carberry

The N-word presentations in advisery were focused on addressing discriminatory words and actions directed against the black community within the school and beyond. But there are other races which find themselves in the minority population at NT amid the 79.9% white population. Many other minority students expressed they haven't been a recipient of blatant hurtful speech on account of their race, but they still notice subtle harmful statements. Senior Nico Toban, whose parents are both from Colombia, said sometimes he receives small ignorant comments about his ethnicity. "I think people tend to be lowkey about it," he explained. "Someone in my AS class last year came up to me and asked me what my parents accent [sounded like] in English and then asked me to reenact it. I was like, 'Really?'. For biracial students, they sometimes struggle with people being un-

aware of their ethnicity and thus proceeding to make offensive comments about part of their identity. "I'm mixed enough that some people who don't know me that well don't think about my race enough to assume I'm anything other than white, and make comments about Asian people that I don't think they would make if they realized there was an Asian person right next to them," said junior Pearl Shing-Roth who is of Caucasian and Asian descent. With the experiences of these racial minorities in mind, some students feel it would have been beneficial to broaden the N-word presentation to encompass more racial slurs and other offensive behavior. Junior Annie Scadron, who's half Filipino and half Causasian, feels broadening the conversation could have been beneficial as it may have made the black community feel less singled out during the presentations. "I can't speak from experience but if I were in that situation, I would feel extremely uncomfortable and like they were targeting me and my ethnicity," said Scadron. "I feel like there's power in numbers. The more people you have, the less uncomfortable you feel because you can relate

to more than just a handful of people." But while a discussion of all the transgressions targeted against races may be ideal, many acknowledged that it is by no means an easy task. "One of the more difficult aspects of tackling general racism for the school is that you can't just pinpoint it to one word that you can educate students on and build a conversation around," said Shing-Roth. "Discussing racism towards all minorities has to be a much bigger undertaking that challenges the fundamentals of what a lot of people at this school have been taught, and that's a challenge that I haven't seen the school adequately take on." Junior Devlin Guthrie noted the difficulty of trying to have a discussion while not prompting discriminatory behavior to escalate. "I feel like the school could probably do a better job of including other racial slurs but I know it's difficult where you draw the line between promoting it and addressing it," said Guthrie. Junior Mira Gupta, who is half Greek and half Indian, feels focusing on specific groups allows for more productive conversation. "I think it's better to focus on

smaller groups because it gives you more of a chance to speak about your own experiences," said Gupta. "It allows people to focus in on the topic more and less on generalizations." Some feel the approach and mindset applied in facilitating these discussions ought to be reassessed entirely.



'You can't just pinpoint it to one word that you can educate students on and build a conversation around'

For Scadron, the N-word presentation was a good start in having these discussions but not a realistic way to achieve significant change going forward.

"I don't think a powerpoint presentation should be used in the future because I felt like it was more going through a slide than a presentation with passion and emotion," she said. Toban took it a step further and said that he feels the N-word presentation is a step back in how the school addresses the topic of race since they cancelled the All-School Seminar day addressing race which they held in 2016 and 2017.

"I think the school showed when they cancelled race day that they don't really care about racism at this school. I think they understand it's a problem but they're not ready to put their full weight behind it and they're super susceptible to pressure so they're willing to do the smallest thing to make a change," Toban emphasized. Gupta said that while the N-word presentation was far from perfect, she's hopeful more discussions will follow which will steadily bring about change. "I think it's important that we had the conversation in the first place," Gupta said. "The only way to go from here is to keep having the conversations and it will get easier and more effective."

These two articles addressed the usage of the N-word in academic material. The article on the left was originally published March 25, 1977 and the article on the right was originally published May 14, 1976.

westwatch

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Let freedom ring at NT

Westwatch is alarmed by a reactionary trend that is occurring in our school system. The lessons learned and the freedoms gained in the sixties and early seventies have been either forgotten, abused, or renounced. Ten years ago, students clamored for increased academic freedom and the abandonment of moral and scholastic imperatives. Today, however, a reactionary swing has occurred. The painful manifestations of this distortion of our heritage of liberal thinking were felt when the great novel **The Adventures of Huckleberry Finn** was removed from the required reading lists at NT because the word "nigger" is used to depict Blacks. Further reflecting this sad retreat from enlightenment is the limitation on the instruction of **The Merchant of Venice** and recent attacks by a few students and their parents against the instruction of works by E.E. Cummings and J.D. Salinger. We are sad to report that this destructive tendency toward limiting education still exists at NT-W. Influenced by the Board of Education's unfortunate decision to limit the teaching of **Huck Finn**, four students recently complained to the administration that a teacher was instructing a work of serious literature they deemed "pornographic." The students demanded censorship of the poem. Cool heads prevailed, however, and these young reactionaries were placated. Incidences of this nature reflect a dangerous trend. Now the students, who in the last decade staged sit-ins and riots to obtain academic freedom, use that freedom to demand censorship and limitations on what they can be taught. **Westwatch** believes that students and their parents are entitled to voice their opinions regarding curricula. However, we are seriously disappointed by the nature of recent criticisms which have attacked teachers' freedom to judge what is and is not suitable teaching material. NT-W hires English teachers because of their outstanding qualifications: knowledge of, appreciation for, and ability to instruct literature. Therefore, the teachers should be free to determine what is suitable for classroom use and students should respect liberal expression of thought, though it may come from seemingly "pornographic" literature. Shall we demand that the administration regard us as mules whose vision must be shuttered to protect us from the harsh realities of the outside world? Nay, let those who want and need shelter quietly sink into the abysmal pit of ignorance — but do not let them drag us with them. Let us appreciate the freedom we have as students and not fight to have that freedom curtailed.

Huck Finn: racial dilemma

by Peter Howell

"Dean' hurt me — don't! I haint ever done no harm to a ghos'. I always liked dead people, an done all I could fer 'em. ' . . . Dean' do nuffin to Ole Jim. . . ."

Thus, docile, superstitious "nigger" Jim glows in helplessness before Huck in Mark Twain's **The Adventures of Huckleberry Finn**, a novel just recently recommended by an advisory faculty committee for removal from the required reading list in English courses. The committee's proposal, to be considered by the Board, was motivated by the belief that Huck Finn's prejudicial language and Jim-Crow-like stereotype of a major character have caused intense suffering for many black (and white,) students in English classes.



Mark Twain's **Huckleberry Finn** is subject of recent controversy concerning characterization of major figure, Jim. Twain's novel is criticized for its alleged racist portrayal by Smith.

THE PROPOSAL to remove **Huck Finn** from the required reading list raises important questions concerning academic freedom at New Trier — the supposed tradition of liberty which New Trier, unlike some schools in West Virginia, has been able to maintain. Yet more to the point, the faculty's recommendation is the offspring of a strained racial atmosphere at New Trier which a latent white racism — on the part of coaches, teachers, and students — has aggravated. Though race relations, as all would agree, seem relatively stable, unlike at Evanston or Proviso High Schools, there exists a marked cleavage between black and white, as real as the segregated early morning social groupings in the halls. Though we'd like to think it isn't so, there is a certain racial inequality at New Trier. Thus when Mark Twain, despite all the greatness of his storytelling, presents in **Huckleberry Finn** the deprecatd and humiliating image of "nigger" Jim, a lazy drunken man made to appear childish in his superstitions, it perhaps is understandable that black readers would feel uneasy, surrounded as one student said, by "those white stares."

The conflict between academic freedom and the responsibility of the school to insure racial harmony first surfaced in 1970, when a faculty committee proposed the elimination of the novel from the required reading list. As a result of parental pressure, the faculty proposal was submitted to Dr. Cornog and the Board of Education. Cornog disagreed with banning the book and stipulated that the classic must be taught. However, doubt — on the part of the faculty and in the community — persisted as to whether academic freedom ranked above the concerns of students, who were subjected to "very real suffering," as one teacher stated.

IN LATE 1975, another grievance was filed by concerned parents of black students concerning the required reading of **Huckleberry Finn**. A faculty committee was again formed, this time consisting of 10 faculty members, the majority of whom were English teachers. After 5 meetings, held in March and April of 1976, the Committee voted 6-4 to again suggest the removal of **Huck Finn** from the curriculum. Yet as the vote indicates, the committee was not unanimous; many teachers feel that the decision reflected a narrow-minded anti-intellectualism, a contempt for literary standards as well as an ignorance of the culture of Mark Twain's setting.

The case for academic freedom and retention of the novel as a literary work of art, which was embedded in the minority opinion, becomes especially relevant in light of the "Bible Belt's" pervasive tendency to ban books which seem offensive to God-fearing Christians. Although the faculty proposal in no way bans **Huck Finn** from the library, seeking only to remove it from the curriculum, the suggestion nonetheless smacks of an encroaching and inflexible anti-intellectualism, unhealthy in the educational process.

THE MAJORITY opinion, written by Miss Diana Stoecker, English teacher and Junior Girls adviser chairman, attempts to meet the issue of academic freedom, the right of the teacher to determine his own text, with the argument for a higher priority: concern for the students. The freedom of teachers in public schools in determining the texts is conditional upon the Board of Education's approval. As even Mr. Paul McCloskey, who played a major role in writing the minority opinion, has said, the academic freedom of high school teachers is indeed limited.

The overriding motive for dropping **Huck Finn** from the reading list was concern for the students: both black and white. Parents who came before the committee spoke of the hardship and suffering their children had undergone, describing the mental torment inflicted by many of the white students in the classes. The use of the word "nigger" and the picture of a childish black man, superstitious, ignorant, led around by a white boy were, as Miss Stoecker related, the chief objections to the novel. As she said: "No book [is] more important than the children we teach."

Black students, reflected much the same sentiment, favoring a removal of **Huckleberry Finn** from the curriculum. Many students interviewed spoke of the mental harassment: the stares of white students, not consciously racist, but intensely aloof. Junior David Norris, a black student, supports the faculty proposal in light of his experiences in class discussion of the novel. "I think it should be taken off because of the repercussions in the class. I don't think it should be discussed in class. A person ought to read it on his own," he said.

At the root of the **Huck Finn** controversy is the incontrovertible fact that New Trier lacks in any meaningful sense an integrated racial climate. Although simply increasing the number of blacks at New Trier would not necessarily improve the race relations here, some effort is needed to bring the whites closer to alienated black students. A faculty study group as well as the counseling department have initiated proposals designed to bridge the gap between races both on the faculty and in the student body. Hopefully in the future, when white students quit their stares, and decided to hold English class in the spirit of racial harmony, the true qualities of **Huck Finn** may be assessed.

No excuse to use N-word

by Sofia Papakos

The issue of identity is confusing. We spend our whole lives figuring out who we are and what we want for ourselves. Throw race and gender into the mix, and it adds even more layers of complexity to our identity.

I’m not black and I don’t consider myself white either. I’m still struggling with my own racial identity. Whether it’s growing up in a mixed race family or racially diverse neighborhood, many people can relate.

For example, it was normal to hear the N-word at Englewood Middle School on Chicago’s Southside. Or even Lincoln Junior High in Skokie. I heard it everywhere at school, and on the street.

Then I moved to the New Trier District, where the majority was white. Already that was a culture shock to me. I honestly wasn’t used to seeing so many white people. It was weird. What was even more shocking was hearing white people say the N-word when addressing one another.

The majority of the time, I hear it at parties but rarely in the hallway. In my experience, I didn’t think it was used in a derogatory way. It was used to I guess be funny, or act “hood.” In some group chats, a lot of the guys would use it and try to talk in an awkward “ghetto” accent, the way they think a lot of rappers sound.

I understand why some students talk like that. Since hip hop and rap culture is in now, everyone wants to be a part of that. I don’t think there’s anything wrong with that. But when you try to imitate it, whether it’s trying to act black by saying the N-word in a song or to one of your friends, same difference. You’re still saying it.

The recent N-word presentations lacked an essential question: why do non-blacks use the N-word in the first place?

It’s always baffled me why people who aren’t black feel the need to say it. I’m not condoning the non-black students at my other school saying it either, even though they were minorities. I can understand why it’s confusing for younger kids to comprehend why only a certain group of kids could say a word that they hear thrown around mercilessly.

For teenagers in a white community to think it’s okay is absolutely ridiculous though. There’s no excuse for it. No, it’s not okay if its in a song, or if it’s used to imitate a rapper. And it’s not funny when it’s used in a joke.

Yes, in some cases it is used to target blacks and be racist. But the most common use I’ve heard is to ‘act black.’ That’s a whole other issue.

I’ve debated writing this article for so many reasons. Although the use of the word is becoming more common among the student body, I didn’t want to offend anyone because I’m not being directly affected by it. The N-word presentations we recently had in our advisors emphasized that.

Once I was at a party and someone was playing rap, and a few white kids said the N-word and flailed their arms in the air. I didn’t say anything. It wasn’t out of fear, but because I felt like it wasn’t my place.

I didn’t realize until after I attended the minority alliance meeting that I was indirectly contributing. Even though I didn’t say it, I didn’t want to say anything because I didn’t put the perpetrators on blast.

It’s ridiculous to think I was both embarrassed to call out racists and it was ingrained in my mentality to think this is an issue for only black people to deal with. It’s not.

The N-word is everyone’s problem. It impacts non-blacks too because it establishes a precedent that it’s okay to use derogatory language in our community and that affects everyone.

Regardless of race, gender, and sexuality, by using that language, we are building a toxic environment that encourages ignorance. There’s a sense of humanity that’s lost when we dehumanize each other using malicious words.

So, if you hear someone say the N-word or a slur, be the bigger person and say something. Although it’s a cliché, the same “golden rule” of treating everyone the way you want to be treated still apply. And honestly it’s more crucial now than ever since we all have a basic understanding of the implications of bigotry.

At this point it’s ridiculous that our school has to reiterate, to grown adults and teenagers, that it’s not ok under any circumstances to imply or use hate speech.

100 minutes is not enough time to tackle complex issues



by Emma Mansour

There are racial issues at New Trier. That isn’t a secret. I think generally, we have a very shallow understanding of the nuances of race and how race exists outside of the walls of our school.

The logical thing to do would be to learn about race (history, intersections, culture, etc) so that we become more well informed and better people as we go to college and beyond.

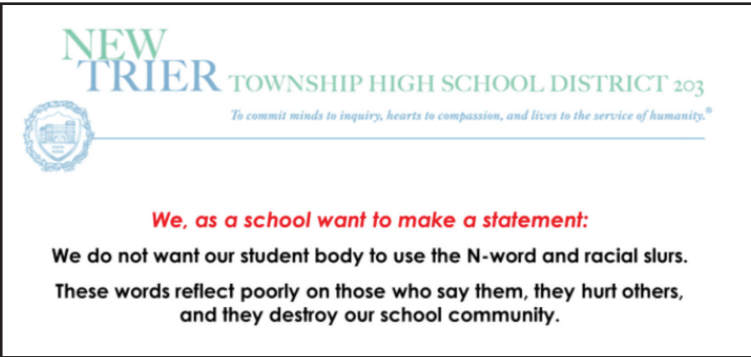
Yet New Trier does not seem to care about this as much as they should, at least it doesn’t look like that to me. The N-word presentations only served to reinforce that idea.

Obviously, as a white person, my opinion and perceptions about these presentations matter less. Even so, after the presentations, I had a lot of frustrations with how it was handled, and expressed this to a handful of my teachers.

While they were sympathetic to my ideas, they did remind me that the administration was doing its best. It made me feel a little bad and then I was like ‘Fine. They’re doing their best.’

But then I thought about it, and I was like ‘No they’re not. This is not even remotely close to their best, and if this is their best, their best is not enough.’

We spend *weeks* every single year with multiple extended adviseries to do scheduling. We spend *hours* on choosing classes. And yet they could not carve out more than 100 minutes to talk about the N-word? It’s a complex issue that needs more than 4 advisory periods, and the time allotted was



far from sufficient.

Another thing that absolutely perplexes me is why the people teaching this were our advisers. I think many handled this as well as they could, but they don’t have the training or background to really understand how to teach kids about the complexities of race.

The purpose of an adviser is to advise, not to teach lessons on race or any other intense topic. It seems unfair to expect them to successfully deploy this presentation, when many of them are probably in a very similar spot to students in terms of understanding race.

They could not carve out more than 100 minutes to talk about the N-word? It’s a complex issue that needs more than 4 advisory periods.

I am not qualified to teach this topic, so why should every adviser be expected to?

There are plenty of highly qualified people that I’m sure would have been happy to come speak to us. Why they couldn’t hire people to come in and talk about the N-word is truly beyond me.

To give them some credit, the school tried bringing in people with Seminar day, aka New Trier’s attempt at addressing race prior to the N-word presentations.

Despite the controversy, it was probably helpful because we had educated professionals talking to us about racial issues, and it had a lot of positive feedback. But the administration kicked it after two years.

I asked the administration why they got rid of it, and they said that it was exhausting for teachers, especially multiple years in a row.

They also said that one day wasn’t enough. The next year, they went to 0 days. Then 100 minutes this year. I’m not great a math, but I feel like one day is more than both of those.

The final thing I had an issue with was them choosing the N-word as the only thing to address. Non-black students saying the N-word is a problem that deserves attention. And addressing the word is valuable and necessary, regardless of its success rate.

But talking about the N-word in a manner that seemed forced and scripted does little to address the underlying issues of racism that persist at New Trier.

It would be better if they gave students an idea of what the plan is for future presentations in order to address similar problems, but based on my conversation with administration, it seems like these plans don’t exist outside of a vague desire to keep talking about how language exists in relation to minorities.

There are racial issues at New Trier. We need to go beyond a presentation and do more.

We shouldn’t have to hear homophobic and sexist slurs in advisory



by Eva Roytburg

On the last day of the N-word presentations, advisors and advisees watched a video of Ta-Nehesi Coats addressing a student at Evanston Township High School about the use of the N-word.

Coats is a renown writer who has published several powerful pieces on white supremacy in America and policies towards Black Americans; there is no doubt that he is qualified to speak on the subject.

Coats said the N-word multiple times in his speech, which he arguably has the right to, as a black person. But he also voiced slurs against communities he isn’t a part of, such as the B-word, which is used to marginalize women, or the F-word, historically used to belittle the LGBTQIA+ community.

The choice to include this video

in the presentation screams rashness and hypocrisy. Students had just had 3 days of learning why saying a slur is bad, even if it is not out of malicious intent.

We were rightfully told that singing the word in a song, reading it out loud, or using it in our own vocabulary is all wrong.

Though Coats was saying those slurs as examples of words he couldn’t use, he still voiced it out-loud, incensing terrible imagery of cruelty.

The B-word has often been used to demean women who are assertive as a way to silence them into submission. The F-word remains a prolific slur, utilized to hurt members of the LGBTQIA+ community and is often hurtled as a synonym for “weak”. Saying these repulsive words can and does harm members of both communities.

Even if it was for a split second, LGBTQIA+ and female-identifying individuals, both students and teachers, were forced to confront jarring verbalization of institutionalized hatred. Advisers were given a pre-written statement on the slurs the morning of the presentation to read, but it left little



A video of Ta-Nehesi Coats was shown in the N-word presentation | Demczuk

room for students to prepare for it or opt out of hearing the video. There is no reason an academic institution should inflict this distress onto their students.

But the school doesn’t need to hear that; it has publicly acknowledged the damage that saying slurs out loud does to students. They officially made a statement, as a school, expressing that they did not want their students to use racial slurs as it reflects poorly on others and the community. The

question then becomes why they felt that it was okay for students and teachers to hear Tah-Nehisi Coats say these slurs.

Perhaps this carelessness is due to the fact that we have not had many public incidents with the B-word or the Fa-word. In the 2017-2018 school year, we had three separate instances of the N-word being graffitied on bathroom stalls, which made headlines on the Chicago Tribune and ABC-7. It was clear that we needed to come

together to have a discussion about the N-word in particular.

But that doesn’t have to come at the expense of other marginalized communities. LGBTQIA+ individuals and female-identifying individuals suffer from prejudice and microaggressions frequently in this school. “Bro-culture” is still very much alive and harms students and teachers from both of those communities.

Limited discussion of LGBTQIA+ individuals in history classes, English texts, and health class is a predominant issue which plagues our curriculum.

This isn’t about deciding who is the most oppressed of them all, rather creating a welcome environment for everyone.

People might think a few seconds of one video isn’t a big deal. But bigotry thrives and festers on repeated patterns of neglect from school leaders who have a duty to manage a safe school community.

There were many other videos that could’ve been chosen with equally powerful oratory, or the words Coats used could’ve been censored out.

We have to do better.

From the archives: January 16, 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 Bey, 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.

Letters to the editor: January 30, 1970**Student letters voice opinions on News' Black coverage**

Failure to communicate
In reference to your article entitled, "Black students provide an insight into New Trier race relations," in the January 16 NT-E News, it is apparent to us that you have failed to communicate to the masses of students, the reality of the Black situation at New Trier East.

The failure is understandable, inexcusable, and expected from a white newspaper. It is a perpetuation of institutional racism as practiced by white journalism here and all over America. What is more important to the newspaper; infringing upon individual's rights or operating expediently? Creating sensation print or helping to create greater understanding of this problem? The reason for this failure is due to the insensitivity and lack of knowledge on the part of the newspaper's bureaucracy.

To clarify the absurdity of the article, let us point out two obvious fallacies. First of all, if other people have their names by quotes, then why are the Blacks' names omitted. Are we not individuals? Your distortion of the seminars not only does not provide insight into the NT-E race relations, but also hinders the development of an understanding between people.

The only way the newspaper can justify its reporting in reference to its main goals for individuals is to gain understanding from this experience in hopes of opening hearts and minds. Take Heed! Be Sensitive! But Remember! Sensitivity is a means to an end; LIBERATION!!!!!! Yours in Brotherhood,

Denise Chyrell Bey
Susan Ellen Clark
Mary Ruth Jones
David Garland Wilkins
Jane Louise Williams

Clarification is necessary

The front page article of the January 16 issue titled "Blacks' statements provide insight to NT-E race relations" has become a cause of a great many misunderstandings throughout the school and the community. Numerous questions have been raised as to the sources and/or the validity of the quotations, and subsequently, some sort of a clarifying explanation is in order. At the very least, an article written solely by the Black students mentioned in the last NT News should be printed by this paper, and it should be written in a fashion that leaves no doubts about its meaning.

The misunderstanding of the article is by no means existing only within the school. Even since the papers were distributed, many adults have contacted the Glencoe Human Relations committee questioning the president and the board as to the meaning and the truth of the article. The committee has not been able to produce answers, and it asks that the NT-E News attempt to make the answers available to the community.

At best, the front page article concerning NT-E Black students was a poorly written and confusing article that failed to adequately explain the situation. Because the questions and doubts about this matter still remain, it is the News' responsibility to follow up and clarify their original article.

Andy Maneval
for the Glencoe Human Relations committee

Black students need chance to express views

As I opened my New Trier News this morning, I was full of hope when I found an article titled "Blacks' statements provide insight to NT-E race relations." I thought that finally these people have a chance to openly express their true feelings and complaints, a chance that they have needed and deserved for a long time. After completion of the article, I have concluded that they still need and deserve this chance and that a slight distortion of the facts was the cause for this article's failure to give them the chance.

First of all, I cannot see how it is possible for the personal opinions of a few individuals of any group to represent the personal opinions of all the individuals of that group. I have discussed this point with many Blacks and I have discovered that some, but definitely not all Blacks, share the views expressed by those interviewed. The opinions of the Blacks interviewed must be respected, but your methods of journalism have twisted the views of a few individuals into a statement of feelings of every Black in this

Article tends to damage

Friday, Jan. 16, 1970, there was an article printed in the New Trier News that was understood to be the report on two seminars: the first, concerning prejudice in the school, not necessarily applying to Blacks or whites; and the second, an interview with Blacks only.

The poor journalism and the misinforming implications tended to be damaging to Black students whether they were involved or not. The manner in which the article was written gave apparent intentions of not presenting the true meaning of the statements and purpose of the meetings.

A picture of three girls was printed along with this article without consideration for one of the girls who requested that the picture not be printed because she did not wish to be identified

school by the use of rash, hypocritical generalizations. You state, "Black students feel that some of the teachers are prejudiced against them for one reason or another..." and then continue with, "the general complaint against the teachers is that at times they make generalizations about the Black people..." The irony of these two statements is that while the News states that the Blacks object to generalizations made about them, the News generalizes by saying that Black people feel prejudice from some teachers and does not state the straight facts.

Peter Milwid
SC co-head of responsibility
Jerry Brand
SC president

with the article. The News denied requests by involved people to read the article for purposes unknown.

We hope that this can remain an in-school issue without ensuring the involvement of the community press. Therefore we expect that this letter be printed in full so that our voices can be heard in non-editorialized truth. We also believe that we are entitled to full and equal space and coverage as was devoted to the previously mentioned article, to voice the real connotations of the article. We also believe that NT-E students are entitled to hear, in proper perspective, the statements that were actually made. We list full coverage as a demand of our violated rights for the purpose of righting unjust implications.

Rita Johnson
Wendy Harston
Demetra Hampton
Karen Sidney

How the NT News reported race in the 1970's

The article above and letters to the editor at left were taken from two editions of the NT News in January of 1970. While the News already reprinted the article as part of the 100 year Examiner, we believe it is worth revisiting in order to look at the backlash and criticism it received following publication. The black student population especially took issue with the article and the way the News made generalizations about the experiences of minorities at NT.

It is clear that the reoprtng on the seminar for black students was flawed. Rather than quoting directly from students or including a variety of perspectives, the News paraphrased what they believed to be the experiences of black students.

"They have, they say, tried to think white, and act white, but they have reached the conclusion that they have only been fooling themselves," the article above said.

As is clearly indicated by the letters to the editor, this was not an accurate representation of all black students. While the intention of the article may have been good, these generalizations are symptomatic of a news staff lacking diversity.

NT is still a largely homogenous school racially. While the News staff today does include writers of a variety of ethnic backgrounds, we recognize that we are still lacking black voices on our staff. We also recognize that we can never capture the entire range of experiences any of category of students as we continue to strive to address the issues, changes, and problems that need to be talked about within our school community.

Staff Editorial

We need to teach boys about consent

The #MeToo movement has brought an undeniable increase in accountability for sexual assault perpetrators.

Bill Cosby is currently serving a three to ten year sentence for his crimes. Larry Nassar will serve a minimum of 100 years in prison. And Harvey Weinstein could face life in prison, though his trial is ongoing.

However, sexual assault still remains a prevalent and largely unsolved issue, which is why groups like the proposed sexual assault prevention club are necessary.

Conversations about the issue of sexual assault are particularly important in a high school setting since sexual violence disproportionately impacts young women.

According to RAINN, “Females ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault.”

This is not to say that sexual assault only affects females, because that certainly isn’t true. However, without invalidating the experience of men who have been victims of sexual violence, it is important to note that women make up the highest percentage of sexual assault survivors.

The #MeToo movement is a critical step in the right direction when it comes to addressing perpetrators. However, survivors are still ignored or brushed aside, as was the case with Christine Blasey Ford. Also, America’s legal system still fails to properly deal with sexual assault cases, whether it be the national backlog of hundreds of thousands of untested rape kits, or lenient punishment for assault.

The way we talk about preventing sexual assault still has not changed as much as it needs to; unfortunately, these conversations lead to blaming women for their actions.

Women are told never to walk home alone at night, to watch their drinks at parties and bars, and to dress more conservatively so that they won’t be assaulted.

Women are also taught how to defend themselves. At our school, classes like Fit Female teach young women to be aware of, avoid, and fight back against perpetrators.

These lessons and types of classes are important and necessary. They can provide tools for avoiding or stopping potentially unsafe situations. However, along with information about preventing assault, our society and our schools need to place equal importance on emphasizing that it is absolutely unacceptable for someone to sexually exploit another human being.

While consent is talked about in our coed health classes, this conversation should stretch beyond a single class that we take for a semester during freshman and sophomore year.

The root cause of sexual assault is not that women dress too provocatively or are “asking for it.” The problem is that our society upholds rape culture, a culture where rape is pervasive and normalized as a result of societal attitudes towards gender and sexuality. Even the President of the United States has been accused by 24 women of sexual misconduct without any backlash; there has yet to be a proper investigation or any consequences.

It is also frustrating that women need to be taught preventative measures, because these measures fail to address the source of the problem. Teaching men that it’s absolutely unacceptable to touch women without their permission would more directly address the issue.

And part of the issue is that a lot of men don’t necessarily know what consent looks like. According to a 2015 survey conducted by the Washington Post, 20 percent of college aged men believe someone has consented to sex as long as they don’t say no, and a whopping 50 percent said that someone taking off their own clothes signals consent.

Both of these actions alone should most definitely not be considered consent. Consent has to be freely given, reversible, informed, enthusiastic, and specific.

In order to make any progress and decrease instances of sexual assault, most of the change needs to come from males. Men need to recognize that women standing up for their bodies and against sexual assault does not mean that it’s a “scary time for young men in America,” as President Donald Trump believes.

The #MeToo movement has made a revolutionary step towards holding abusers accountable for their actions and crimes. But this conversation needs to be extended and continued, as is the goal of the proposed sexual assault prevention club.

Hopefully with clubs such as this, one day we can live in a world where rather than reacting and punishing after the fact, these horrible crimes do not even happen in the first place.

What success should really look like



by Alex Rubinstein

At New Trier, we are constantly inundated with messaging that equates success with elite colleges or athletic achievements.

Even the surrounding community contributes to this culture. Just drive through Wilmette—streets are named after Ivy League colleges. Instead of working to create a culture in which failure is seen as an opportunity to learn, we fixate on being “successful.”

There is a standard that we feel we have to live up to, whether that means getting A’s, or getting into a well-known college.

We are terrified of failing because we believe that we have to be as close to perfection as possible in order to achieve our goals. However, it is our failures that give us tools such as resilience or determination that we need to be successful.

Learning how to bounce back from mistakes might be more important in order to be successful than breezing through high school without any bumps in the road. However, sometimes the structure

of New Trier prevents us from appreciating failure.

Students are familiar with stress. There is enormous pressure to perform well in extracurriculars and to have a high GPA. We are taught from a young age that failure is something to be feared. We believe that we have to be perfect, or as close to it as possible at all times, and this is a factor in the stress that we constantly feel.

We are so focused on success that we often overlook the beauty of failure.

Failure gives us experience. When we fail, we reflect, and we fix mistakes that we made in order to improve. If we never experience failure in high school, we never learn to recalibrate to avoid making mistakes in the future.

Often, it is just as important to know what doesn’t work in order to ultimately succeed. Thomas Edison failed nearly 10,000 times while trying to make an electric light bulb. With each failure, he gained the knowledge of one more avenue that didn’t work. It was that accumulated knowledge, developed from nearly 10,000 failed attempts, that ultimately led to his success.

Even Google celebrates failure in the workplace. At Google, employees nominate themselves each month to win a monkey called “Whoops.” Google employees share their biggest mistake that they made that month, mistakes that often cost Google millions. Then, the person

who made the biggest mistake wins and gets to keep Whoops the stuffed monkey on their desk for the next month. While this might seem humiliating, at Google, it is almost seen as an honor to win Whoops. This approach also enables Google’s employees to listen to and to learn from their coworkers’ and their own mistakes each month.

At New Trier, success is constantly highlighted which creates pressure to live up to ok standards. We always talk about getting A’s, good test scores, athletic recruitment, and the leads in the school plays. We never talk about getting cut from a play or sport, failing a test, which contributes to the mindset where students feel that they constantly need to be perfect.

However, we should be talking about these things, because the reality is that many students are probably going through something similar. Instead of always trying to ignore or to hide our mistakes, we need to embrace and learn from them. This shift is not going to take place overnight.

In order to normalize failure, New Trier, and the community as a whole, needs to redefine success. Success comes in many forms. It is not just getting into a certain college, or having a perfect GPA, or being recruited as an athlete.

The reality is that failure is a part of life. We, as a school and a community, need to work on embracing it.

Don’t dwell on nostalgia as the 2010s end



by Cleo Pool

2019 is coming to an end and with it the 2010 decade is too.

Over the past ten years, our lives have changed significantly. Back in 2010 when we were in elementary school, we faced daily challenges like tying our shoes, counting to 50, and trying to find our parents in the grocery store.

Now as the decade comes to a close, Instagram and Twitter are flooded with nostalgia posts. Videos that have mashups of songs, clips from shows we watched on Disney or Nickelodeon, or objects from 2010-2019 are unavoidable in our feeds. I understand it’s sad to say goodbye to this decade, because as we say goodbye to the 10s we leave our childhood with it.

Nostalgia, a sentimental longing or wistful affection for the past, can be such a fun feeling. Trust me, memory lane is probably my favorite place. It can be so entertaining and somewhat therapeutic to go through old photos or clean out your room and find your Nintendo DS.

It reminds us of a happier and blissful time. A time when maybe life was simpler and more straight forward.

Looking back, we have been through a lot in these ten years. In the Obama presidency alone we faced the Boston bombings of 2010,

the Black Lives Matter movement emerged in 2013, in 2015 same-sex marriage became legal, and the Pulse nightclub shooting occurred in 2016.

During the Trump era, many aspects of daily life have changed. The way we take in news and information completely changed due to the rise in ‘fake news’. Twitter became a place for more than just memes, now it is how typical Americans get news from the president.

And now in 2019, we remember the good parts of this decade. Memes like annoying orange from 2011, the dress of 2015, and of course Harambe in 2016, made us the people we are today. This is what our nostalgia looks like.

But I think there is a big difference between healthy and unhealthy nostalgia. Healthy nostalgia can be a good thing, it allows us to remember the good things and reflect on our part. Unhealthy nostalgia is when we get stuck in the past and start to make something seem better than it actually was.

Don’t get me wrong, the 2010s were definitely fun for me. How could they not be? I would kill to be 10 again where the hardest decision I had to make is what show to watch after school. I don’t want to feel forced nostalgia.

I understand with this nostalgia comes some fear because change isn’t always easy. Some may feel nervous about 2020 and with good reason. Think about what life was like 10 years ago and now imagining how different life will be 10 years in

the future can seem very unclear.

If you are nervous, just think about the people in 1999. People genuinely thought the world was gonna end. At least we know, knock on wood, that once the clock strikes midnight on Dec. 31 the world won’t end. Fingers crossed.

To me this nostalgia concept is odd. Here we are 16-18 years old living with this longing. It creeps me out I’m not gonna lie. Why do we obsess over the past like this?

I mean sure its sad, we are about to hit adulthood as the decade changes. But why are we making this a sad thing? Personally I feel like this calls for a celebration.

Think of all that can occur over the next ten years. We have the whole world ahead of us. We have the perfect opportunity to go off and do something that we are passionate about. Come 2020 we get to live the lives we have always dreamed of.

Yet we would rather sit in our self-made sad nostalgia.

I know that my view on nostalgia isn’t popular, and I understand why. But I just want to remind you that we have many more decades to come so let’s not get caught up in this one.

When we dwell on the past we forget to focus on the present. Although that sounds cheesy, its important to remember. Right now you miss what it was like to be a kid, but ten years from now we will miss what it was like to be a teenager. So focus on the time we have now, and the future we have ahead of us.

Let’s make it the roaring 20s all over again.

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The New Trier News

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Varsity wrestling rallies for 40-33 victory at Evanston

Late heroics from freshmen give the Trevians a critical conference win

by Matt Murray

In a thrilling dual meet at Beardsley Gymnasium on Dec. 6, the varsity wrestling team pulled out a 40-33 victory against defending conference champion Evanston, scoring 10 unanswered points to close the match.

After the Wildkits erased a 21-6 deficit with a 27-9 scoring run, the fate of the match was left in the hands of the Trevians’ newest and lightest wrestlers: freshmen Wilson Wright and Eli Polacek.

“I had confidence that [Wright and Polacek] would pull through and be able to wrestle on the big stage,” said Head Coach Marc Tadleman. “For those two freshmen being the last two weights [to wrestle] in their first conference match, it wasn’t the ideal way to start them off in the CSL, but they did a great job of handling the pressure.”

Wright entered his 106-pound class match with fellow freshman Maximo Terrizzi on the heels of 12 unanswered points by the Wildkits; the Trevians surrendered six apiece in losses by fall and forfeit in the 220-pound and heavyweight classes respectively.

However, with chants of “Wilson” being showered upon him by the

New Trier fans in attendance, Wright outlasted Terrizzi in an intense match, staving off a barrage of Terrizzi takedown attempts in the first two rounds before permanently pinning his freshman foe to the mat with just 24 seconds remaining in the third.

“Everyone on the team stepped up and did what they needed to do to help the team win. I felt so supported by my teammates, especially the team captains,” said Wright. “It is early in the wrestling season, but we’re off to a great start.”

Wright’s lead-snatching victory was followed by a dominant performance by Polacek, whose nine-point second round ended up being the difference in a 12-3 win, marking the Trevians’ most lopsided decision of the night and giving them the four points that they needed to stave off the Wildkits.

“As a whole, the team performed great. It was a nail-biter at the end, but our two lightest weights knew what had to be done and put on a show,” said senior Mike Stringer. “This win showed what kind of team we can be and how competitive we can get when we need it most.”

While the team’s freshmen rose to the challenge in their first conference meet, their efforts did not go to waste thanks to dominant performances by the team’s reliable seniors earlier in the match.

After dropping the first match of the night by fall, the Trevians tallied 21 unanswered points in their next four matches, bookending



Stringer faces off with Wertheimer just before the first round of their Dec. 6 match | Murray

their run with victories by seniors Mike Stringer and Michael Miralles.

Miralles opened the team’s scoring by picking up three points in a narrow 12-10 victory over senior Jacob Vice in the 126-pound class match, and Stringer capped off the team’s run of three consecutive wins by fall with a victory over senior Nico Wertheimer in the 145-pound class match, rallying from an early 4-1 deficit to take a second round lead before using his signature fireman’s carry to pin Wertheimer early in the third round.

The team’s spirit of resilience was also on display in the form of the usually dominant Matt McKenna, who overcame a slow start in his 160-pound class match against

senior Max Morton to win 7-3 and remain undefeated on the season.

“Getting the win against Evanston has been the highlight of the season so far. Evanston always brings a well-coached team, so we knew that we were in for a dog fight,” said McKenna. “Three of the last four years, this dual has come down to the last match, and after losing last year, it was great to go out on top in my final season.”

Although McKenna had an off night by his standards, the abundance of top-tier wrestlers on the Trevians’ roster provided enough scoring to keep the team in the game, highlighted by junior Tommy McDermad winning the 195-pound class match in just 38 seconds.

“We’ve got some really tough wrestlers who are working hard, but [the win] was ultimately a team effort. Even the guys who went out there and took a loss were competing hard and trying to win,” said Tadleman.

Sitting at 6-3 on the season, the varsity wrestling team has already won more games than they did all of last season, and with two months of time between this match and the postseason, they still have plenty of time to continue their growth.

“A lot of our team is young or new to varsity and everyone performed well [against Evanston],” said McKenna. “Everyone will continue getting better as the season goes on, so I’m excited to see what we can do in the rest of the season.”

Boys basketball drops OT thriller

Team optimistic about the future despite the loss

by Connor Caserio

Varsity boys basketball came up just short in an overtime thriller against Glenbrook South on Dec. 5, losing by a final score of 63-62.

The Trevians trailed by as many as 14 points early, but they were able to claw their way back into the game in the second quarter.

From the start of the second half, the game was a back and forth affair, with the two teams trading baskets on seemingly every possession.

“This team plays extremely hard,” said head coach Scott Fricke. “They have a lot of grit. I am very proud of the way they battled.”

Near the end of regulation, the Trevians trailed 55-53. With 10 seconds left, senior guard John Carragher willed his way to a tough layup, sending the game to overtime.

At the end of overtime, Carragher had a chance to win the game with a buzzer-beating layup, but his shot was blocked by a gang of Titan defenders, and the game ended.

“Although the last shot didn’t work out, we got the look we wanted, and I am confident it will work out next time,” said Carragher.

Fricke agreed with Carragher, saying that the guard had no reason to hang his head. Carragher applied stifling defensive pressure throughout the entire game, and he led the Trevians in scoring with 23 points.

“He played a great game. He was getting into the paint, and he was finishing or finding people,” said Fricke. “He made a good move, and we didn’t get a call.”

Fricke also felt that senior guard William Ryan had a strong performance. Ryan scored 21 points, over half of which came during a dominant stretch in the third quarter when it seemed like he did everything for the Trevians.



Senior Jaden Katz brings the ball up the court | NT Boys Hoops Twitter

“Just a heart of a lion—that kid does not like to lose,” said Fricke.

According to Max Preps, Glenbrook South came into the game ranked eleventh in the state, while the Trevians were unranked. So, it was impressive that the Trevians played the Titans so close.

A key factor in the Trevians keeping the game close was their ability to contain Titan forward Dom Martinelli, who had scored 50 points in his team’s win against Buffalo Grove on Dec. 5.

“We did a good job on defending [Martinelli] and limited his scoring,” said junior guard Ian Burns. “His supporting cast really stepped up and hit some big shots, which really hurt us.”

Senior forward Emmett Burnside played a key role in limiting Martinelli’s strong inside scoring ability—he did a superb job attacking the glass and applying defensive pressure.

Thinking ahead, Burnside felt that his team’s ability to contain Martinelli bodes well for the Trevians’ next game versus Glenbrook South on Jan. 17.

“My impression after the game is that they are highly beatable, if we continue to play like a team and hit our shots the result will

be different next time,” he said.

Looking forward, the entire team believes that their strong performance against Glenbrook South demonstrates that they have a lot of potential this season. Though they lost, the fact that the game went to overtime suggests that they can compete with the best teams in the state.

“I think that this team can do some great things this season and this loss will only make us better,” said Burns. “With how tough we are I feel that we can compete with anyone and make a deep run in March.”

Of course, in order to make a playoff run, the Trevians need to improve a lot. They played well against Glenbrook South, but they struggled to get anything going on offense in losses against Loyola Academy and Lane Tech, falling 46-41 and 57-47 respectively.

But, the team’s successes against Glenbrook South and the fact that they still have a lot of games to play suggests that the Trevians will improve through the season. Also, because the team’s main goal is always to get better as the season goes on, they will almost certainly progress.

“We want to be playing our best basketball at the end of the year,” said Fricke. “That’s our number one goal.”

Girls bowling takes down Vernon Hills in close match

by Cleo Pool

On Dec. 4, varsity girls bowling defeated Vernon Hills in a close match.

New Trier won 2 of 3 games, winning the overall match by a close final score of 2777-2559. Considering that Vernon Hills was the 2018 conference champion, this victory was a huge success.

Head Coach David Hjelmgren said he saw some great bowling during the match. He felt that the girls played their hearts out, and he pointed out some stand-out performers.

“Sophomore Maya Palomino led the Trevians with a high series of 491. Maya rolled her first ever 200 game which was extremely exciting. Senior Sarah Hughes rolled a 489 series. Shannon Burgert rolled a 485 series and leads the Trevians this year with a 174.5 average,” said Hjelmgren.

Hjelmgren saw this win and a recent win over GBN, another difficult competitor, as the team’s greatest achievements so far this season.

“It’s still early, but wins over GBN and Vernon Hills to start the season for such a young team is amazing,” said Hjelmgren.

Because Vernon Hills is the Trevians’ toughest competition this season, this match had been much-anticipated. It’s fairly early in the season and the girls are still warming up, so preparation for the match focused on getting back in the groove of competition.

“Our team has been working on reviewing the fundamentals of bowling. This includes the mechanics of our swing along with targeting and positioning,” said Hjelmgren.

With the season just starting, the girls are looking forward to getting competition under their belts. In particular, they are excited to begin tournaments.

“I’m looking most forward to our tournaments. They’re so much fun and such a great bonding experience for the team,” said Vickery.

Junior Rory McKeough, is looking forward to keeping the team rivalry with Evanston alive.

“I’m looking forward to our match against Evanston. We have a running rivalry and there’s a bowling pin that we decorate and pass back and forth to whoever wins,” said McKeough.

This year’s team feels different from years past. There are eight new varsity bowlers this season, putting the 10 returning players in leadership roles.

“This is the youngest team that I have ever coached. We have two seniors, one junior, nine sophomores and six freshmen,” said Hjelmgren.

Despite this new team dynamic, the Trevians are making it work. Hjelmgren is proud of how the team is coming together as one regardless of experience or grade level.

Vickery is impressed by how fast the team has come together. She sees a real difference in this year’s team from last year’s

“Our rookies are already showing an incredible amount of improvement and us returners are already back into the groove of things and the improvement since our previous seasons on the team is really showing,” said Vickery.

The excitement about the new bowlers is felt team-wide. Fellow sophomore Shannon Burget agreed with Vickery. She is enjoying the new energy of the group.

“We are still trying to find our identity. What is amazing is that every single person on this team is open and willing to work on creating that identity together. I love the positivity and willingness to learn that this team possesses,” said Hjelmgren.