



Desks with graffiti
2

Thoughts on the Joker
3

Boys and girls golf at state
4

ACT to allow retakes for individual sections

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

by Alex Rubinstein

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

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

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

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



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

from individual sections.

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

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

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

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

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

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

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

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

Some upperclassmen were

indifferent to the change.

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

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

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

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

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

Students trying to quit: the aftermath of vaping deaths

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

by Nadia Jaikaran

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

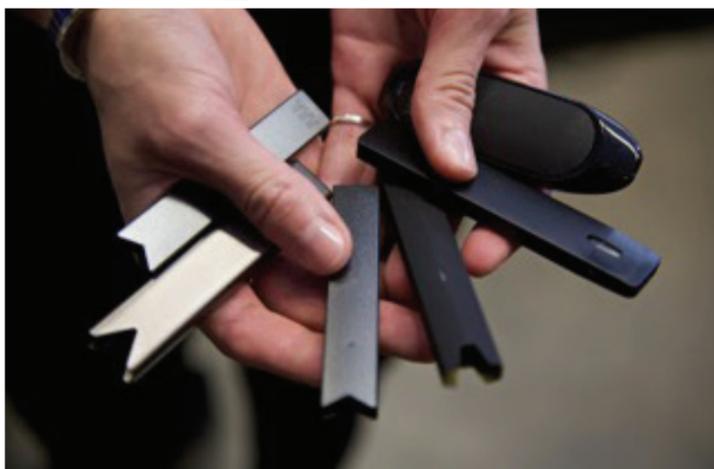
"I quit [at] the beginning of August," one student said. "I started to feel the side effects. I used to run with ease, and when I went for a run, my chest felt tighter. I didn't want to live with the long-term side effects."

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

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

These reports have helped spur students to quit vaping.

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



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

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

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

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

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

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

The recent hospitalizations has

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

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

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

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

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

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

New Trier faces problem of 'substance abuse'



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

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

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

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

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

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

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

Controversial movie prompts polarizing reviews

Depictions of mental health and violence garner variety of reactions

by *Mattea Carberry*

The film "Joker," released on Oct. 4, has been met with both immense criticism and lavish praise.

The film depicts how the character of mentally ill Arthur Fleck, played by Joaquin Phoenix, morphs into the Joker as he consistently falls victim to the evils of society.

Some critics praise the film for revealing insights into the human condition, while others condemn it for carelessly justifying why people do bad things.

'Just because he's a protagonist doesn't mean he's a hero'

Literature and film teacher Brett Rubin doesn't think the film has much to offer in terms of bringing to light truths about society and humanity as a whole.

"I think the film thinks it has a lot to say, and yet I don't know exactly what it is saying and I don't know that it assumes responsibility for many of the choices or ambiguous plot threads or character motivations that never seem to be resolved or come together," he said. Rubin went on to explain that

he feels a lack of substance to Arthur Fleck's character, making it difficult to find much to connect with.

"To me, he comes across as a wholly reactive character and so therefore I don't really see anything tragic," said Rubin. "It's kind of an empty vessel. I don't see much to empathize with. I don't know that any of his decisions can ultimately be understood nor do we have the context to understand."

Sophomore Malcolm Waite thinks the controversy has been blown out of proportion and is merely a cautionary tale.

It is accepted by many that an earlier version of the Joker in "The Dark Knight" inspired the horrendous shooting at a movie theater in Colorado in 2012. But Waite thinks that people didn't get as upset about that film because in that instance the Joker was the clear villain and failed in the end.

"For this one the Joker succeeds and he is the protagonist, so in a way we're supposed to root for him. But just because he's a protagonist doesn't mean he's a hero," Waite said.

Junior Ava Blaugh thought the way the film blurred the lines between good and evil is what made it good.

"The whole perspective of the villain really stood out for me. You see the reasoning behind his terrible actions which makes them more justified even though they aren't, but it's better than just seeing the villain being just plain evil," she said.

Junior Catherine Richards agreed, noting the dynamic between Arthur and the society around him.



New "Joker" film stirs both strong support and opposition as it addresses mental illness and extreme violence | AP

"I thought it was really interesting seeing the progression in his actions and how the society he was living in impacted him," Richards said.

Sophomore J.P. Erickson also enjoyed the film despite feeling this recent depiction of the Joker is not completely consistent with who the character is and has been in past renditions.

"He's a very different character than any of the Jokers we've seen before, which is, in a way, what I liked about the movie because it was doing something different," said Erickson. "But at the end of the day, I don't think you could really call

this guy the true Joker based on what happens in the movie and the way he's portrayed as a character."

Senior Katie Miller similarly thought the way the film didn't follow the tradition superhero style is what made it especially captivating.

"I liked how they didn't make it like a superhero-type movie," said Miller. "It was more about him as a person and the way he is."

Many believe the popularity and success of the film can be attributed to the preexisting interest in the character of the Joker.

"There have been a ton of other critical darlings like the Joker and stuff like that with its themes,"

noted Waite. "But it's only because it's off a comic book character, which is oversaturated, that people are actually reacting to it because it could attract kids to it."

Rubin feels that "Joker" has captured the attention of audiences partly because the film exhibits similar themes found in modern society.

"[The film is] reflecting back to us some of the ugliness and some of the shallowness and self-absorption of some of the people who are currently creating a good deal of national discourse," said Rubin.

From the archives: November 1 is the infamous deadline for seniors applying to college early. However, Early Action and Early Decision are relatively new options for students. The article below was originally printed on October 20, 1995.

Seniors go early decision

by *James Joseph and Dou-Yan Yang*

Some seniors have decided to get a head start on the college admissions process by applying under early decision or early action plans. They hope to minimize the stressful college application process and perhaps to gain a small advantage over other students.

While their classmates will have to wait until April to receive acceptance or rejection letters, early decision and early action letters arrive in December.

Nearly 25 percent to 30 percent of the senior class applied early this year. Next year the number is expected to grow.

THE TWO alternatives to regular action, early action and early decision, both allow the student to apply in November and receive his answer in December or January.

Offered mostly at the Ivy League schools, early action is a non-binding agreement. With early decision, however, the student must attend the school to which he applies if he is accepted.

Mr. James Conroy, Post-High School Counseling department chair, explained the advantages of applying under early decision.

EARLY DECISION is being perceived and rightly so for being a little easier process. Schools are dipping a little,

going a little below regular decision standards," he said.

"People perceive their chances are better of getting in at a school they might go to. Still, early action is non-binding and they don't seem to be doing any dipping there," he continued.

"Some students just want to get the process over with. As a counselor, I feel that early decision is only for students who if they got in at their chosen school, would say, 'This is the school I would go to,'" he concluded.

SARAH ROSENZWEIG is applying under the early decision plan because she is sure of her first choice college.

"I really want to go there, and my other colleges I'm not so sure about," she said.

"I know this is my first choice college, and applying early lets the school know it is too. I know that if they accepted me, I would go there, regardless of who else accepted me, which is the same as applying early decision," she added.

Jennifer Nash thinks her odds of being accepted by her first choice university increase applying under early decision.

"It's the school where I want to go. It's my first choice, and I have a better chance of getting in if I go early decision than regular decision," Nash remarked.

ADAM DAVIS was influenced by his brother's experi-

ence applying under early decision.

"I'd rather have the certainty of knowing where I am going, so I wouldn't have to linger over the question," he stated.

"My brother went under early decision and his process was pretty successful, so we decided that we were just going to follow that," he concluded.

Following a visit to the campus, Suzanne Courtheoux decided to apply to her first choice college under early decision.

"I really loved the school where I'm going early. If I get accepted, then I won't have to worry about that later," she said.

NOT ONLY is there a greater chance of being accepted when applying early, but students who take either choice will not have to worry as much with other applications until they hear the decision in December.

Caitrin Moran, who is applying under early action, commented.

"I'm able to relax about it a little bit."

Other seniors remain envious of the chance to resolved the "Where am I going next year?" question early.

"I wish I was going early decision so I could have everything done. I wouldn't have to worry for the many more months," Michal Schwartz sighed.

Desks with graffiti: Where do they go?

Vandalized desks lead to extra work for custodians

by *Grant Feldman*

Ask students and they will most likely tell you they have seen something written on a desk at school. Sometimes it's a harmless, pencil-drawn doodle, and sometimes an offensive message carved into the surface.

But if anyone were to look over a period of weeks, these inscriptions do not last for long.

When twelve students in the hall and library were asked, not a single one knew where these desks go to have graffiti removed. Though it doesn't cross the mind of most students, custodians have a considerable amount of extra work removing graffiti every night.

"[The custodians] have to sand basically anything with graffiti," said Winnetka facilities manager Steve Linke. "We pretty much have a zero tolerance for graffiti. That way nobody has to make the decision if it's offensive to somebody."

Every night, as custodians clean rooms throughout the school, they scan for desks that have graffiti and remove them. They transport the graffitied desks to the basement using the elevators, and bring finished desks upstairs to replace them.

"They use a pretty fine-grit sandpaper so [the desk] looks dull, but it's still smooth, so it's good for [students] to write on paper on top of it," said Linke.

Several hundred desks are kept in the basement, which comes

in handy for replacing graffitied desks but also helps during large events like standardized testing.

"We always have a big supply of desks downstairs, and that way if there's graffiti on a desk in your classroom, it just gets swapped out at night, but we won't be short a desk," said Linke. "But it's still a lot of work; the custodians have to carry it all the way down to the basement, and bring another one upstairs."

English teacher Brett Rubin believes that students write graffiti to rebel against authority figures, but they don't realize the extra burden they place on custodians.

'I think there's far more productive and edifying means for students to assert their independence'

"I think there's far more productive and edifying means for students to assert their independence and authority than leaving a meaningless tag on a piece of furniture that doesn't belong to them and that will only require further labor from an individual who already works a great deal as it is," said Rubin.

Custodian Odie Sanchez agreed that the graffiti is a nuisance, but considers it a part of his job.

"I see graffiti sometimes every day, every week, every month," said Sanchez. "There is a lot of bad stuff written, inappropriate things about religion, and it's not just on the desks. There's things written on the floor, the walls, and it creates extra work for us."

Staff Editorial

The new ACT individual section retake policy will only exacerbate the score gap between students who come from wealthy families and those who are less well off.

That's because a fee must be paid for each section retake, so students who can afford multiple attempts will be able to achieve a significantly higher score. This makes the supposedly standardized comparison inherently unfair.

This recent development reinforces our viewpoint that standardized testing is an outdated practice. Rather than trying to make up for the flaws of standardized testing or change the format of the tests, it's time to eliminate them entirely from the college admissions process.

Students from lower income households already often do not score as well as students who are more affluent.

As stated in a Washington Post article, "The National Center for Fair and Open Testing, a nonprofit known as FairTest, just analyzed SAT scores for the high school class of 2019. It reported that the gaps between demographic groups grew larger from a year earlier, with the average scores of students from historically disenfranchised groups falling further behind students from more privileged families."

In light of this information, it is obvious that standardized testing favors students from families with a higher income. After all, wealthy parents can afford private tutors and other top of the line preparation programs.

The role that family income plays in standardized testing was underscored in the recent Varsity Blues Scandal. Parents (many of whom were in the top 1%) used their wealth to artificially inflate their children's scores.

"They had their children's SAT bubble sheets corrected by a corrupt proctor. And they conspired with the consultant at the center of the case, William Singer, to evade the efforts of school counselors to fact-check applications," the New York Times reported.

Beyond the inequity in test scores caused by differences in income, intelligence and college-readiness both include many factors a test cannot measure. These tests measure how skilled students are at test taking, or how quickly and accurately they can read a passage, rather than truly representing intelligence, creativity, or work ethic.

Some may argue that these personality traits will come to light in other parts of the application (such as a teacher recommendation letter or an essay). And while it is true that many schools review applications in a holistic manner, we all know that bad or mediocre test scores can sometimes be the decisive reason why a student is not admitted.

Some schools have recently made the switch and no longer require applicants to send ACT or SAT scores, a decision that we applaud. Marquette University and the University of Rochester both dropped this requirement over the summer, and University of Chicago made the switch back in 2018.

A PBS article analyzed a study that was conducted by William Hiss, the former Dean of Admissions for Bates College. This study noted the grades and graduation rates of students who chose to submit their test scores versus those who did not.

"Hiss' data showed that there was a negligible difference in college performance between the two groups. Only .05 percent of a GPA point set "submitters" and "non-submitters" apart, and the difference in their graduation rates was just .6 percent," said the PBS article.

The college board has been aware of and is working to fix the shortcomings of their exam. The adversity score--which has now been replaced with "landscape"--provides colleges with necessary context. It gives admissions officers information about the quality of the school as well as relative wealth and crime rates of the neighborhood.

However, this action on the part of college board doesn't address the root of the problem--the unfair nature of standardized testing. Instead, it attempts to mitigate the negative impact standardized testing often has on the less wealthy.

While we understand why colleges would want a universal method to compare applicants, the reality is that such tests don't take into account the full picture.

Students should not be required to submit standardized test scores as part of the college admissions process.

Early Decision: The ultimate game of manipulation



by Emma Mansour

Happy November first, everyone!

For most people, today is just another day. The beginning of November. Not at all significant. For seniors, however, this is the day we've all been dreading for the past few months.

November first is, for most schools, the deadline for Early Action, and more importantly, Early Decision.

Early action isn't very exciting, it's just applying to a school early. Early Decision, on the other hand, can feel like the most important decision you make for all of high school. It's not, but that's besides the point. If you're EDing somewhere, you're saying that you like this school more than every other school, that you are sure that this is where your future belongs.

That's a little scary.

Over the past few weeks, the stress has been amped up to extreme levels, with people spending every waking moment trying to figure out where they want to ED, if they'll get in, and even making lists of everyone else who is EDing there.

For some people this is a fine path to take. They know their dream

school, are totally and completely sure of themselves. I can't relate. The reality for a lot of people, though, is that they don't have one specific school that they know they're meant for.

The unfortunate thing is that without an ED, it's really hard to get into some of these schools, sometimes virtually impossible.

So, over the past few months of personal stress and observation of my peers, I've come to the conclusion that the whole system of early decision is totally unfair and manipulative on the part of colleges.

Students shouldn't have to say that one school is perfect. No school is perfect. For most people, they'll fit in and have a great time at a bunch of different schools. That's the beauty of the college process; you can apply to a variety of schools, get into a couple, and then decide based on a number of factors which one you want to attend.

EDing throws a wrench into that process.

It turns college admissions into more of a game than it already is; students strategically choose to ED, or not to, based on if they'll get in, if it's a reach versus a match school, who else is applying, etc. This adds so much stress to an already stressful process.

It's like you're signing away your future. Well that's a little dramatic. But it sort of is like signing away your future.

And not only does it place an unfair burden of stress and having to make a hard decision on students, there's also a huge financial burden.

When EDing, you're making

a financial commitment that some students just can't feasibly make. School is expensive. Saying that you'll go to a school no matter what means you're signing on to pay the bill. That adds another layer to the problem; some students who are equally qualified as any other ED applicant won't be able to ED because of the price, and then might not get in.

And on top of that, the school doesn't need to offer aid in order to incentivize students choosing their school. You already told them you're going, giving you money can't really change that.

What's particularly problematic about this is that there's already a socioeconomic disparity when it comes to college, especially the more prestigious (and expensive) ones. When it's only kids that can pay applying, colleges are just perpetuating the problem.

For a university to essentially say "hey, if you want to go here tell us that you'll come no matter what" seems unfair, and manipulative on their part. You're going to have plenty of kids going to your school, what's the point in adding another barrier that limits kids from going.

We're already making a potentially life altering decision. It's a big deal. A decision like that takes time, consideration, and should depend on more than just when we apply.

No matter how great ED can be for those that do actually get in, no student should have had to decide which school is the absolute best school for them by today.

"Joker" is nothing to joke about



by Sofia Papakos

Since the release of "The Joker," it's been at center of a controversy about glorifying murder and gun violence. And I agree. But I think it's important that it raises these issues. The film reveals the malevolence and the instability of our psyche.

In my Lit and Psych class, I've been discussing the foundation of our conscience: the battles between our id (unconscious desires), ego (realistic part that mediates between both) and superego (moral conscience). We all struggle with it, and the main character, Arthur Fleck, is conflicted more than most.

He suffers from obvious mental health issues, the most prominent being psychosis-- a mental disorder where thoughts and emotions are so impaired they are dissociated from reality.

He's a human punching bag throughout the film and I felt bad

for him. I mean the easiest way to comprehend the movie is to relate him with other notorious serial killers like Ted Bundy or Charles Manson. And on the surface, he is one of them. But I think it's important to recognize he's a product of the constant humiliation and ignorance of the world around him.

I'm not saying to feel remorse for him, which no one should feel. But Arthur has become a symbol of when rebellion against society goes to the extreme.

Since the majority of us are sane, rational humans, we feel the need to conceal all the bad and evil in our unconscious desires. We're not all wired to have homicidal thoughts, and that's a good thing.

However, I think the bigger picture is that not being 100% good is normal. It's important to explore the sides of ourselves that aren't always morally righteous. That doesn't mean robbing a bank or committing violent crimes, but acknowledging the fact that sometimes we do have the instinct not to do the right thing, and that's okay.

The more familiar and comfortable we become with that side of ourselves, the less likely we are to completely give in to it. We therefore achieve a balance between our good and evil sides, and help preserve our moral stability. I think

that's where Arthur goes overboard. He was conditioned to always need to act happy, (ironic that he's a clown) and maintain a moral compass. At some point, he becomes fed up with it and goes in to his homicidal tendencies that are fueled by the repressed evil.

And the more we acknowledge our darker side, the more we can understand, and therefore control it. I think that's the most important takeaway we can resonate with: it's fine to criticize the movie for being insensitive to murder and gun violence issues, however, ultimately, it reflects the society we live in today. The same issues "Joker" highlights, are those we choose to ignore.

The more we disregard films that expose the very issues exploited in our society, the more dangerous they become.

A lot of conversation has come about because of this film. From what I've noticed, the only real conversations we have are when people are killed: the March for Our Lives Movement was ignited after the Parkland shooting. We feel sympathy and pray it won't happen to our communities. It feels like we're too afraid to dive deeper than the surface level and have difficult conversations that recognize why and how the Arthur Flecks of the world develop.

Follow us on Twitter and Instagram!

New Trier News
@newtriernews

Putting the news in New Trier since 1919. Follow us for news, sports, and happenings at the school.

newtrier_news

48 Posts 395 Followers 587 Following

New Trier News
Putting the #news in #newtrier for #100years
newtriernews.org/

The New Trier News

Published Fridays during the school year by the students of New Trier Township High School, 385 Winnetka Avenue, Illinois 60093.

Correspondence may be directed to the New Trier News Office, Room 011, or by calling (847) 784-2278.

All letters to the editors are welcome, though we will not print anonymous letters. Direct these and other inquiries to our email at ntnews@nth.net

The Staff Editorial is written by the editors-in-chief, not adult faculty.

- Editors-in-Chief**.....Julia Nagel, Katy Pickens
- News Editors**.....Hope Talbot, Alex Rubenstein, Hannah Sussman
- Opinion Editors**.....Emma Mansour, Sofia Papakos, Eva Roytburg
- Features Editors**.....Simren Dadwani, Amelia Jacobson, Nadia Jaikaran, Grant Feldman
- Sports Editors**.....Mattea Carberry, Connor Caserio, Matt Murray, Cleo Pool
- Photo Editor**.....Danielle Towers
- Graphic Design Artist**.....Katia Tsytarina, Renee Zhou
- Editorial Adviser**.....Carlo Trovato
- Assistant Editorial Adviser**.....Megan Garton

Boys, girls golf finish top 10 in state tournaments

Both teams reflect fondly on 2019, hopeful about 2020

by Matt Murray

The boys and girls golf teams both capped their 2019 seasons with top 10 finishes in their state tournaments on Oct. 18 and 19, placing third and eighth respectively.

Although the boys golf team placed in the top three for the first time since 2016, their bronze medal was a bittersweet accomplishment.

After finishing 20-over par between regionals and sectionals, the team finished 35-over par in the two-day state tournament, placing them two strokes behind conference rival Glenbrook North and ten behind newly-minted state champion Lake Forest.

“Our number one goal was to win state, so any time that you don’t reach that number one goal, there is some disappointment,” said Boys Golf Coach Pete Drevline. “Overall, though, I thought that this was a very successful year considering that we won many tournaments and came home with hardware.”

The team’s third place finish at state was a somewhat disappointing ending for what was undoubtedly a dominant season.

After capping off the regular season with a first place finish at the CSL South tournament on Oct. 2, the team found continued success in the postseason by winning regionals

on Oct. 7 and sectionals on Oct. 12, edging out Glenbrook North for first place in both events.

“This is the best season that I’ve had as a golfer at New Trier chemistry-wise with my teammates, golf-wise, and performance-wise, so it was an incredible opportunity to be a part of this team,” said senior Brian Joseph.

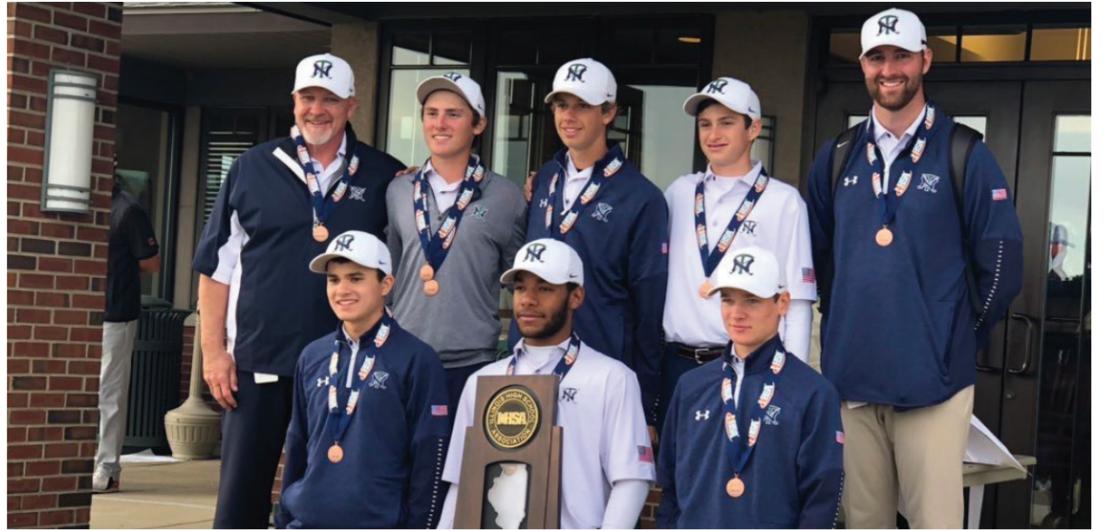
While the team’s play on the course this season proved to be some of the best in their history, Drevline felt that the off-course bond between the players also set a new standard for excellence.

“I’m very proud of the fact that they [the players] played together as a team. The chemistry was outstanding and they’ve been pulling for each other throughout the year, so this is definitely a team that I’ll never forget,” said Drevline.

Despite the fact that the team will enter the new decade without seniors Daniel Tanaka, Sam Weber, Brian Joseph, and Davis Johnson, the team is well-equipped to make another state title run in 2020.

Junior Charlie Creamean will look to build on his ninth place individual finish at state alongside junior Michael Rudnick and sophomore James Pryor, who both became regular starters this season and seem poised for leadership roles in 2020.

“Next year, I think our expectation is the same as it was this year: win state,” said Creamean. “We have a very solid team, and even though we are going to lose



The boys golf team poses with their bronze medals after state on Oct. 19 | New Trier Athletics Twitter

some seniors, I think a lot of people will step up and play well enough to where we will have a chance to win.”

While the boys golf team steamrolled their competition on the way to a bronze medal at state, the girls golf team completed a successful season of their own, finishing undefeated in conference play and winning sectionals by a staggering 20 strokes.

However, unlike the experienced core of players that comprised the boys team, the girls team rattled off victories with a cast of underclassmen.

“Last season, we had a group of seniors who were four year starters and we lost them, so this was a team that lacked experience,” said Girls Golf Coach Scott Fricke. “We [the

coaches] knew that the team was going to look a little differently than last year, but I felt like we had a great season.”

While juniors Audrey Tir and Olivia Siebert were in familiar roles as starters, the players surrounding them were new to the spotlight.

Sophomores Peyton Sichel and Carter Sichel each had just one year of New Trier golf experience entering the season, and the team’s other two starters, junior Elise Parker and freshman Amy Beanblossom, were new to the school’s golf program altogether.

Because of their inexperience, the team struggled on the first day of state, posting a team score of 43 over par, but they rebounded in round two, posting a 12 stroke improvement

behind Tir and Parker’s scores of 79 and 78 respectively.

“I think that the [first day] of state was rough, but I think that we pulled it together and ended up playing one of our best rounds at state on the second day,” said Tir.

With the entirety of the roster expected to return next season, it appears that the girls team could stretch their streak of consecutive top 10 state finishes to 22, and the improvement they showed this season could lead to even greater success in 2020.

“We have every player coming back, so that’s a great sign. I think that they got a lot of experience this year, and all of that experience is going to help them going into next year,” said Fricke.

Rowing ships up to Boston

Boys place 13th, girls 25th at Head of the Charles

by Connor Caserio

On Oct. 19 and 20, varsity boys and varsity girls rowing both turned out strong performances at the prestigious Head of the Charles Regatta in Boston, MA.

The boys varsity eight rower crew placed 13th in the boys championship, and the girls varsity eight placed 25th in the girls’ championship. While neither crew came close to winning, considering the elite caliber of competition at the regatta, they both rowed well.

“It was a great weekend for racing in Boston,” said varsity boys head coach Nathaniel Kelp-Lenane. “Our varsity eight has been rowing very well this season, and I was happy to see them put out their best piece of the year on the Charles River.”

The regatta marked a tremendous step forward for the boys varsity eight. Their finishing time of 14:57.09 put them near the top of 85 of the world’s most formidable youth crews, and they posted one of the competition’s fastest times from the last time marker on the course to the finish line.

“I left everything I had out there in that eight, and I’m confident that every other guy in that boat did too,” said senior Jack Lightfine.

Despite this strong performance, Lightfine and his teammates went home from the regatta hungry to improve, having finished a mere 8.5 seconds behind 5th place crew Marin from California.

“The only direction we can go from here is forward. This lineup will get faster and stronger, [so] I’m really optimistic,” said Lightfine.

The Trevians also felt they rowed well on the girls’ side of the competition. While the girls’ varsity



The girls varsity eight rowing at the regatta | NT Rowing Twitter

eight placed 25th overall, the all-senior crew’s time of 17:40.23 was 1:35 minutes faster than last year’s 22nd place finish.

“New Trier’s Girls Youth Eight rowed a solid race among a field of 85 crews,” said varsity girls head coach Rose Marchuk. “I am very proud of how aggressively they rowed and to the best of their ability in a field that continues to get faster.”

Because the Trevians’ girls varsity eight is comprised of all seniors, their solid performance at the regatta was especially meaningful.

“It was a senior eight, which was super special because it felt like a culmination of all the years we’ve spent together,” said senior Kelly Hagedorn.

As a result of many of the crews at the regatta being club teams created from larger talent pools, the Trevians’ performance at the regatta is perhaps best understood in comparison with other high school teams. In this regard, Marchuk and Kelp-Lenane felt their crews did an excellent job.

“There were few high schools that ranked higher than New Trier’s 25th place [girls’] finish,” said Marchuk.

Kelp-Lenane added that the Trevians’ boys varsity eight placed 2nd among boys high school crews at

the regatta.

Despite the Trevians’ current strength compared with the other high school teams in the country, both the boys and girls varsity eight crews are committed to improving during the offseason.

“As a team, we will train this winter to compete in sprint races in the spring. Our goal is to become faster and create successful lineups for each category at our race,” said Hagedorn.

The boys’ team is also dedicated to becoming faster this winter, but their training will emphasize gaining muscle in particular.

“Our main goal is to put on some pounds,” said Lightfine. “Heavier lineups are less affected in windy situations, so our focus is to bulk up and put some faster scores on the ergs.”

In the end, both the boys and girls teams hope their efforts will help them realize their main goals: to win the Midwest Rowing Championship and to medal at the Scholastic Rowing National Championship. If the teams continue to improve, these goals will be achievable.

“Both [goals] are within reach. If the girls row to the best of their ability, that is all we can ask,” said Marchuk.

Field hockey shuts out Glenbrook South

Team advances to state semifinals with 8-0 victory

by Cleo Pool

On Oct. 27, New Trier Field Hockey crushed the Glenbrook South Titans 8-0 in the sectional game. With this win, the team will advance to the state final four on Oct. 27 in Oak Park.

5 of the 8 goals were scored by senior, Kate McLaughlin. As for the best goal, senior Grace Harris noted McLaughlin’s first goal.

“One of the highlights would be the first goal. Kate McLaughlin tipped it in from Amy Griffin’s shot at the top of the circle,” said Harris.

The team as a whole stepped up their game due to the significance of the win. Head Coach Stephanie Nykaza, is proud of how the team performed under the pressure.

“They were great, they were ready to go, they played strong, they were relentless.”

The team’s center back Hillary Cox noticed a great difference in this game from games earlier in the season.

“During this game, we definitely stepped up our play from the last time we played GBS, since the pressure is on leading into the semi finals and state. Our passing and attacking positioning were really good in the game,” said Cox.

The playoff season can be a stressful and intense time for the team. Nykaza saw this weekend, that the girls are ready to take on state.

“At this time in the season, during playoffs, is when all cylinders need to be going, and they need to be working hard and they need to be clicking and they were. I told them

they had to push everything aside and everything has to work,” said Nykaza.

The team has since begun switching gears to focus on state. State is extra competitive for the girls, since in the off season many players from the area practice together on club teams.

“Many of our players play on the same travel teams as their players, so we get extra competitive against people we know,” said Cox.

The girls have had a very successful season. According to MAX Field Hockey, the team is currently ranked 1st in the West/Midwest region and 15th in the country; and senior Kate McLaughlin is currently the 22nd-ranked player in the country.

This season consisted of many impressive wins for the team. Over the season, the girls have gotten first in the Gateway Classic, the Oak Park tournament, and finished 2-1 in the National Field Hockey Tournament.

Harris sees coming in first at the Oak Park tournament as the team’s greatest accomplishment.

“The greatest accomplishment for the team in my opinion would be winning the Oak Park Tournament. This is because we competed against Lake Forest, our biggest rival, in the championship game and we won 3-1,” said Harris.

Harris credits this win to the high energy brought by the team.

“My team was encouraging each other (tons), staying calm throughout the play, and overall trying their hardest to win. From this, I believe we played our best game in the whole season,” continued Harris.

“This team has accomplished more than all my teams over the past 30 years as far as what they have achieved,” said Nykaza.