Reevaluating academic freedom

By Sangjun Hornewer ’20
Editor-in-Chief

Editor’s Note: The student sources in this article requested that The Stentor not use their names. The identities of these students are known to The Stentor.

Siobhan Moroney, associate professor and chair of the department of politics, said the n-word aloud while reading verbatim a passage from Uncle Tom’s Cabin in her course Family Structure and Political Theory.

"Two students enrolled in the course, who were present when the incident occurred, contacted Moroney via email after the class meeting that day and expressed feeling "uncomfortable" hearing her read the word aloud. This prompted Moroney to initiate an in-class discussion later that week. About the use of the word in question, Moroney said, "I can only say that no one has ever said anything to me [before] in class or privately."

Moroney said she has taught Family Structure and Political Theory at least a half a dozen times and teaches material in other her courses that contain "that kind of language." Examples of those texts include pieces from Martin Luther King Jr., Frederick Douglass, and Toni Morrison. Moroney said, "I did what I always do, which is to direct students to key passages and to read passages that are thematically important," Moroney said, "I read a passage that does contain a racial slur, as I have always done."

According to Moroney, the passage that she read aloud pertained to how slave women experienced loss when their children were sold and how white women experienced loss when their children died. Moroney has her students read Uncle Tom’s Cabin because it explores how those losses impacted the family dynamics—a main theme of the course—of both black and white women in America.

One student enrolled in Moroney’s politics course, who was present when the word was said and wishes to remain unnamed, said, "I heard the word out loud and I was made uncomfortable, which I naively thought it would make everyone feel. It felt unnatural to hear the word with an -er, an -a, or at all."

Moroney said that no one has ever said the n-word aloud in her other courses that contain a racial slur, as she said, "I think always being able to engage in dialogue is important."

Another student present when the incident occurred in Moroney’s politics course, who also wishes to remain unnamed, said, "I honestly wasn’t surprised when she [Moroney] said it [the n-word] because I went to a public high school where my teachers gave us a warning before class and then read it out loud. This definitely will open up a larger discussion regarding all of the triggering words that might make people upset."

Moroney evaluated the feedback from her students and is considering amending her syllabus to give students advance notice of potentially triggering language. "I think I’ll have content warnings generally," Moroney said. "And, if I think it’s not essential, I can find a way to not say it."

Moroney also qualifies that "pursuit of knowledge isn’t always compatible with comfort,” citing the academic freedom policy in the faculty handbook. However, some students do not feel the same way.

A group of concerned students created a document as a response to the situation, and Lake Forest College administration responded to those students in a meeting on the afternoon of Tuesday, April 23. A number of faculty members expressed their support for the student group’s efforts as well. A group of concerned students created a document as a response to the situation, and Lake Forest College administration responded to those students in a meeting on the afternoon of Tuesday, April 23. A number of faculty members expressed their support for the student group’s efforts as well. Updates about the culmination of that meeting and other campus events addressing this matter can be found in this issue of The Stentor and at www.stentorns.com.

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LFC Student Reaction

By Sangjun Hornewer ’20
Editor-in-Chief

Editor’s Note: This is a portion of the student document. The entire document can be found at www.stentorns.com.

...We pose to you the following question, to what extent should students be made uncomfortable, and for what educational benefit? And more so, who exactly are we making uncomfortable in those classrooms?

Students of color are, and have been historically, under-represented, ignored and abused within academia. Students of color nationally have and are continuing to reclaim their space and their power at their respective educational institutions—we, the student leaders of Lake Forest College, will follow suit. The following is a list of demands, drafted by a diverse group of students, with the intention of remaining intersectional in our construction of revolutionary change.

Initial Goals & Objectives

Protection from offensive language pertaining to race for faculty and students in the Faculty Handbook

Continued on Pg. 3

President Schutt’s Response

The letter from 16 student leaders, which I received on Friday, April 19, raised serious concerns about the experiences of students of color on our campus. In response to the letter, I was very pleased to be able to meet Tuesday afternoon, April 23, with those student leaders and more than 20 other students. Dean Schneiderman and Andrea Conner, Dean of Faculty and Dean of Students; Claudia Ramirez Islas and Ande Woods, Director and Assistant Director of the Office of Intercultural Relations (OIR), also participated in the three-hour meeting.

Students in the meeting related experiences on campus that should not occur at an institution that "embraces diversity," in the words of our Mission Statement. I apologized for those experiences, in behalf of the College, and we spoke at length about steps we can take to make genuine, lasting progress. Students who will be on campus over the summer will work on those steps with Dean Schneiderman, Dean Conner, OIR and me, and this work will certainly continue beyond the summer.

Continued on Pg. 3
First ever campus women’s march

By Emma Overton ’22

New Student News

On Tuesday, March 26, as Lake Forest College’s Black Women United organized a celebration of Women’s History Month with a march across campus that stepped off at noon from the Durand Art Institute on North Campus and ended near the Sports and Recreation Center on South Campus.

In a March 24 campus-wide email, Director of Intercultural Relations Claudia Islas Ramirez, along with Black Women United, invited “all community members to join in a celebration of womanhood.” Ramirez Islas urged the College community to attend, noting, “We hope to see you there in solidarity for the Women’s March.”

Over 80 participants at the event included representatives from two other campus organizations, Black Men and Latinos Unidos, along with various students and staff including Islas Ramirez, Assistant Director of Intercultural Relations Andre Meeks, Vice President of Student Affairs and Dean of Students Andrea Conner, and Residence Director for Blackstone and Harlan Hills Reese Johnson.

Black Women United’s Public Relations Representative and recently named Richter Scholar Desire Naluwagga Uwera ’22 from Jinja, Uganda, stated that the march was “organized to give recognition to Women’s History Month and to act as a reminder that we shouldn’t simply stand behind, but we should do something to honor women.”

Uwera also stressed the importance of “honoring” women of all colors and remembering that there was a time when women did not have the equal rights they have today.

Echoing Uwera’s sentiments, marcher Katie Harris ‘20, an environmental studies and philosophy major from McHenry, Illinois, said, “It is important to recognize the strength and beauty of women, especially women of color, in society, and this event was targeted to do just that.”

Harris also added, “I attended the event because I think that Lake Forest College could benefit from increased student activism. I think that one thing that this campus needs more of are passionate students who are willing to get out and stand for what they believe in. I challenge the campus community to organize more events like this.”

Uwera agreed, and said that she hopes the Women’s March will become a campus tradition and that “in the month of March, especially, people will remember that women are powerful and that because women’s rights affect everyone somehow, if women don’t make it, I don’t think anyone is going to make it.”

Naluwagga noted the mission of the College’s Black Women United, which brings together African American women with black women from around the world to “empower women . . . no matter what their backgrounds are. We create safe spaces to share stories, and because of that, we are able to see just how similar and different we all are, and that sharing unites us.”

She also explained that Black Women United strives among its members to create a “sense of community, especially for those who are in a place they are not used to—sort of like a home away from home.”

Women’s History Month is celebrated in the United States, the United Kingdom, and Australia for the entire month of March, and according to history.com, is “a celebration of women’s contributions to history, culture and society.”

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Delay in release of course schedules upsets students

By Emma Overton ’22

New Student News

Ellerese Topacio ‘20 was all set to meet with her advisor to pick classes for the fall semester when she got the all-campus email on March 26 from College Registrar BJ White saying that “due to unforeseen circumstances, the Registrar’s Office must delay the release of Course Schedules for the Fall 2019 and Spring 2020 semesters on my.lakeforest.”

Anticipation of planning classes for her last year at the College quickly turned to frustration as history major and rising senior Topacio realized she would have to reschedule her advising appointment with an already busy advisor and that she would have fewer days to pour over possible course choices.

“The delay in course schedules got me off track, particularly because I had already scheduled an appointment with my advisor on the day the courses were to be originally released,” Topacio said.

For Topacio and other students like a junior sociology and anthropology major (who asked that her last name not be disclosed) the wait was unnerving and the rescheduling of advising appointments was frustrating, especially because White’s email also indicated that the established registration timeline would not change despite the delay. The delay was “a bit stressful because as a rising senior, my registration opens up on April 11, so I had a bit less time. It was . . . frustrating not knowing when [the schedules] would come out,” the student said.

Five days later, on Sunday, March 31, the registrar sent another campus-wide email indicating that “the Course Schedules for Fall 2019 and Spring 2020 should be live on my.lakeforest by early tomorrow morning (Monday).” White noted that the schedules would not be entirely complete, but would feature “the course [number], titles, day and times of the courses—enough to get the Advising Period moving for April’s Priority Registration Period.”

While the 2019-2020 Course Schedules finally went live on my.lakeforest on Monday, April 1, leaving continuing and rising seniors 10 days, rising juniors 15 days, and rising sophomores 17 days, continuing and rising seniors 10 days, rising juniors 15 days, and rising sophomores 17 days to meet with their advisors and determine their schedules before the opening of their respective registration periods, even rising sophomores like Allie Caskey ‘22, were anxious.

Caskey, who is pursuing a self-designed major in sustainable urban development, said, “My major requires a four year plan of courses—enough to create a personal selection of courses. It would have been beneficial to alter the dates of the registration timeline to accommodate the rescheduling of answering appointments and to allow students enough time to sift through the course options and plan for the 2019-2020 school year.”

Echoing Dahl’s statement, Alex Caney ‘22, who is pursuing a dual major in art history and chemistry and a minor in French, explained, “There is no overlap with my majors and minor, so I have to plan out my classes very carefully.” Caney also noted that the “Course Schedule delay most of my friends had to cancel their meetings with their advisors and reschedule them, which was hard for them because [their advisors] are very busy.”

When asked by Student staff about the delay, Registrar White stated, “Putting together the course schedules is already a complex process with a lot of moving parts.”

White also noted that “the Registrar’s Office has recently been working to implement new registration procedures that aim to minimize the uncertainty and length of time students find themselves on waitlists, thereby better addressing students’ access to the courses they want to enroll in.”

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April 26, 2019

Lake Forest College Stentor
2019 LFC Forester Day of Service

By Esther Kim ’22
Staff Writer

Forester Day of Service is a day when students from different organizations come together to visit North Chicago schools. This year, Lake Forest College students volunteered on April 13 from 9 a.m. to 3 p.m. to go to three schools: AI Katzenmairer Elementary, Evelyn Alexander Elementary, and Forrestal Elementary. The sign-up process was easy, with a click of a button, students signed up to spend their Saturday with children from the North Chicago schools.

Students were required to attend an orientation, where they learned more about the core reasons for the day of service. This year, one of the orientation leaders was Kelly Gallego, who is a representative from the North Chicago Community Partner organization. Gallego helped train Lake Forest College students and faculty and highlighted the disparity between North Chicago schools and other areas of Illinois. According to the North Chicago Community Partners website, the “North Chicago Community Partners (NCCP) was created in 2008 to help bridge the low income achievement gap in the North Chicago schools so that all students can have access to the high-quality education they deserve.” For example, although there is only an eight-mile distance between Lake Forest High School and the North Chicago schools, the differences in ACT scores and high school graduation and retention rates are astounding. For many in the community high schools, they will be the first in their households to go to college, which is why events like Forester Day of Service mean so much to the North Chicago community.

This information helped many realize the true purpose of Forester Day of Service: to introduce the concept of college to young children and to help them realize that they, too, can go to college.

There were production team roles that allowed for people to help create the event, and there were also action team roles, where students got to directly interact with the children. They gave many rules to ensure the safety of the children, as well. After the presentation, students made cards for the children to remind them that they are stars and that they are capable of doing what they set their minds to.

Ana Fuhrer is the principal of Evelyn Alexander School, one of the North Chicago schools visited by Lake Forest College students. “The students really enjoyed the event,” Fuhrer said. “It is great to expose them to the concept of college from a young age. That always has a positive impact.”

Not only was the event exciting and fun, but Fuhrer also strongly believes in helping introduce upper-level education to the children. “People can help by asking questions to truly understand the needs and by finding ways to help ensure all students have access to the quality learning resources and experiences—just like this event,” she said. “First, I believe we need to reach students earlier than by the time they reach high school. Second, I think middle and high-school students need a lot of guidance and support. They also need their strengths acknowledged and nurtured so they have the confidence needed to plan their lives beyond high school.”

Of the participants, there were many who raised their hands indicating that they had volunteered at the event throughout their years at the College, and there were others completely new to the event, as well. From athletes to sororities and fraternities to student government to people unaffiliated with any student organization, everyone dedicated their Saturday for this event.

On the day of the event, students were decked out in the gray T-shirts and gathered around with name tags. According to the Gates Center, Forester Day of Service was the largest service program of the year. “As a part of the organized events for Forester Five week, the event represented the quality ‘LEAD.’ Before shutting off to the schools, leaders of the College community—such as Student Programming Board President Elze Demiri ’19 and President of the College Steven Schutt—gave speeches discussing the leadership and community service of the event.

One of the teachers at Evelyn Alexander Elementary School is Tanais Angel ’15, a Forester alumna herself. “Forester Day of Service is the perfect collaboration between college students who are trying to give back to our community and our kids who are just so excited to meet new role models,” she said. “They truly appreciate the fun and time spent alongside their college mentors.”

Fuhrer concluded her interview with Stentor staff by saying, “Thank you to everyone who participated in making this a great learning experience for the students of Evelyn Alexander School.”

Even a little time spent with the elementary students goes a long way, and each Forester who gives one Saturday every year to spend with the kids in North Chicago makes a difference in the neighboring community.

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Students Continued

Growth and increased support from the Office of Intercultural Relations such as increasing staff to mirror student demand and relocating the office to a wheelchair accessible space. Employment of diverse faculty and administrators reflecting campus and national populations. Transparency of ongoing efforts to recruit diverse faculty and administrators and obstacles encountered. Ongoing and semestery diversity training for students, faculty and staff pertaining to and reflecting contemporary systematic inequities, including required BIAS Assessments approved by the IAG for the 2019-2020 and following academic years. Inclusion of students in problem solving. College feedback and reporting on benchmarks, results, and action plans from the diversity discussions and workshops, especially after campus-wide bias incidents. Creation of curriculum for historic and contemporary Latinx, Middle Eastern, African and Indigenous studies. Periodic assessments of professors ensuring professors are up-to-date with material they are teaching. Reassessment of campus responses and sanctions for students and faculty who commit biased incidents, including assessing the effectiveness of current educational approaches. Bi-weekly publication of bias incidents and resolutions while protecting the identity of those involved to increase campus awareness and accountability. Disclaimers for courses with sensitive content including the justification of educational value.

The demands listed above are by no means exhaustive nor final, but a set of goals to guide administrative action to address inequalities in Lake Forest College. We request that you respond to this communiqué by Wednesday, April 24th, 2019.

Submitted Respectfully, Ketch Mmoppi ’20, Rodrigo Sanchez ’19, Ayesha Qurashi ’19, Naomi Morales ’20, Taylor Jackson ’20, Jordan Moran ’19, Annie Keller ’20, Rudo Ellon Kazembe ’20, Zora Pullen ’20, KC Anthony Thompson ’19, Peter Simmeth ’21, Che Raoul ’20, Chris Edomwande ’19, Nombuso Dlamini ’20, Deja McCellan ’20, and Guadalupe Ornelas ’19

Schutt Continued

We discussed, in particular, the ways in which faculty and student leaders can respond to the goals and objectives in the student leaders’ letter. These include safeguards against racial bias, faculty and staff handbook additions; more OIR resources; enhanced efforts to recruit faculty and staff of color; more effective and sustained diversity education, and advance explanations in courses regarding racially charged material. The College also must improve campus communication and involve students more fully in problem-solving. One important step in this connection will be new appointments to the Intercultural Advisory Group co-chaired by Professor of Philosophy Dav-Nay Evans and Claudia Ramirez Islas, including ample student appointments. I look forward to working actively on these measures with students and other campus colleagues, and was grateful to take part in Tuesday’s meeting.

Stephen D. Schutt
President
Lake Forest College

April 26, 2019
Lake Forest College Stentor
Page 3
Features
Lake Forest College Stentor
April 26, 2019

Humans of Lake Forest spotlight: Aleea Newman ‘19

By Rudo Ellen Kazembe ’20
Features Editor

Aleea Newman ’19 is currently a senior at Lake Forest College who is majoring in business. According to Corey Beckford ’19, “Aleea Newman is perceptive, she can see problems in finance or even relationships and she is really good at dictating problems but not actually taking a pro or con stance. She can sit at the table and listen to people take their positions before taking a stand which I think that many people especially on student campuses especially at the College tend not to do.”

Her twin sister stated that, “she is an amazing person who has very good listening skills and she is patient when it comes to relationships.”

According to her co-worker at the education department, Sennat Berhe ’18, “She reads a lot on Reddit and I can always have interesting discussions with her and she has good perspectives and she likes engaging in difficult topics.”

The Stentor spoke to her about her passions, her study abroad experience, interests and studies.

Stentor: What would you say has been your favorite course at this College?
Newman: My favorite course at the college is the one that I am taking right now and it is called the history of Epidemics. It is the study of diseases mainly in Europe and how it had a social impact on people and how it changed the medical field. It is really interesting to read about. I love history. I have a special interest in learning about natural disasters or diseases in history. I am really interested in things like the Volcano of Pompeii and looking at how the city fell.

Stentor: What are your most passionate about?
Newman: Most likely reading. I spend hours reading. If you see me on my phone, I am most likely reading and my second passion under that is writing. My parents specifically my mum has always encouraged my twin sister and I to read so she also brought a lot of books home. Sometimes it can be exciting or interesting, market or the finance aspect. I am more interested in the management of business. I am also good with interwork relations not only to see how the business goes but their employees too. Well ever since High School I was socially awkward. I have always good at talking to people and listening to make everyone feels comfortable in the situation because I know that not everything is a 100% that is why I more interested in that position.

Stentor: How has your 4 year journey at College begun?
Newman: It has been really interesting because as a freshman I had no idea about what I wanted to do. It is scary as a young person to know that your decisions in College could impact your future. You don’t want to make the mistake of studying so hard and putting in so much money into it. For the first 2 years I had no idea about what I am going to major in. The GEC classes helped me to gravitate towards history classes and businesses class. I took a lot of finance classes and I realized that was something that it was something that I didn’t want to do for the rest of my life. When I went to study abroad that is when I realized that HR was something that I wanted to do and which type of classes I was taking over there.

Stentor: How was your experience abroad in the UK?
Newman: I went to England then I went to Nottingham. Before then I was kind of iffy. I always knew that I wanted to study abroad to get a totally different experience. I met some different people. Meeting different people made me more comfortable with myself and my actual goals. I really liked the area that was I was in the night life was fun. I would go off campus and I would see that there were like 20 activities to do and there were various places I go to. In Lake forest it felt like I was cut off from the rest of the world.

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Residence Life spotlight: Jordan Ahlersmeyer-Huang

By Rudo Ellen Kazembe ’20
Features Editor

Jordan Ahlersmeyer-Huang is a proactive residence director (RD) for North Campus and the advisor for the National Residence Hall Honorary at Lake Forest College. He joined the campus community in 2018. One fun fact about Ahlersmeyer is that he owns a Fabergé egg. According to one of his resident assistant (RA) staff members, Rodrigo Sanchez ’19, Jordan is an RD who demonstrated his compassion for students and his staff in the way he manages his staff. His transparency is refreshing and he has an amazing ability to read a room and situation and adapt to what is required of him. Another Resident Assistant on his staff, team, Egor Plotnikov ’21, said: “He has the most refreshingly-sarcastic and encouraging sense of humor.”

Stentor staff spoke with Ahlersmeyer-Huang about his interests, passions, educational experiences, and career experiences.

Stentor: What are you most passionate about?

Ahlersmeyer-Huang: When I think about what I am passionate about, I think about the work I have done in my professional career supporting international students. That has always been a core component of what I have done, and I have always looked for those opportunities. I have always tried to be a person, if not the person, depending on the institution, who thinks about the international students’ experience. Being that person in the room who stands up and thinks how it will impact the international students or whether we are creating barriers for them unintentionally and how we can go about working past those issues is something that has always been at the very core piece outside the work that I do.

Stentor: Do you have any hidden talents that most people do not know about?

Ahlersmeyer-Huang: Most people wouldn’t actually assume this about me, but I am a very artistic person. Typically, when I have free time, which is not often, I paint. I have done some watercolor painting and a couple of other things. I do a lot of baking and decorating. It’s fun coming from using my sort of artistic skill to make it look nice. Like you could go to a fancy store and buy them. Having those artistic abilities so I don’t think a lot of people know about.

I use it to destress. I use it to recenter and to focus on something that I can work on. The artistic side of me doesn’t show in my work as an RD, and people would probably be surprised about it.

Stentor: When did you realize that you would want to be a residence director?

Ahlersmeyer-Huang: My advisor in college asked me what experiences I had, and I had worked in orientation, worked in dining, I applied to be an RA at the time, and I started a couple of organizations on campus, as well. Then, she asked me if I had considered a career in student affairs. I had no idea what student affairs was, so I came to realize that I was setting myself up for that career the whole time without really knowing it. I didn’t even know that I could turn all of those sort of things into a career. I know that residence life was an area that I didn’t have a lot of experience in, and I really wanted to build my credentials so I got that first job as an RD and I realized that it is a lot of the things that I enjoyed. Also, one of the reasons that I wanted to become an RD is that I can help students and support them. With all of those pieces together, I really enjoyed the first few years of being an RD and I knew this was the right thing for me.

Stentor: When did you know that you wanted to be a residence director here?

Ahlersmeyer-Huang: As I was job searching last year over the summer, I knew that I wanted to be at an institution that was very different from the one I was at before. I was at a large, Division I, public research institution. My undergrad, grad school, my first job experiences were all at similar institution types, and I knew that I wasn’t going to be able to really continue my work and support students that I had to go somewhere new. I was going to get to that different institutional experience at this college, I also knew that I was going to get a bit more level of trust to go to an RD with your problems. The fact that residents have trust in me to support them, assist them, or refer them to resources and to let them know that somebody cares about them and their struggles is the best part about working with residence life.

Stentor: What would you say you like most about Lake Forest College?

Ahlersmeyer-Huang: My institution previously was very, very large. I didn’t have a lot of interactions with people outside my office. I had a couple of relationships that I built, but that was very much on me. But here, with everything being so small and everyone knowing the students so well, it is so much easier to just walk into another office and meet somebody and have a conversation. Once a month, we do administrative staff meetings for the entire college, and that would have never happened before at the other institution.

Student affairs here meets every two weeks. At my last institution, we met once per semester. Now, I am having many more opportunities to build relationships with the people that I am working with at my professional level and above, and being here at this institution, having the focus that it has on relationships and community, shines through so much. I am very grateful for that.

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Chris Cohen’s sound in Reid Lounge

By Leah Moss, ’20
A&E Editor

On April 18, the school radio station, WMXM, welcomed Chris Cohen and his band to perform on campus. This was part of the “WMXM Presents” series, where the radio station invites artists to campus for a live show.

Chris Cohen is a Los Angeles-based singer-songwriter. At the end of March, he released his self-titled album, “Chris Cohen,” via Captured Tracks. The album, which is his third solo album, maintains his interesting mellow sound that feels like a callback to the 70s. Cohen is currently touring to promote his new album. The WMXM concert was listed as one of the tour stops. Following a Chicago show the day prior.

Though most would assume that a concert would be best held in larger spaces—such as the chapel, Skybox, or Wood Lounge—Reid Lounge provided a beautifully intimate venue for the concert to take place. Everyone was seated on couches, chairs, or on the floor, creating a very relaxed environment, which seemed appropriate for a Thursday night. Concert-goers would tap their toes along with the beat or sway in their seats as they listened to the music. The band was set up in front of the fireplace in the lounge, which created a lovely backdrop. The small venue made it easier for anyone in the room to see and hear the performers. The band, which consisted of a bassist, drummer, keyboardist, and Cohen on guitar, clearly displayed passion for their music, evident on their faces as they played, which greatly added to the magic of the evening. They brought to life a sound that was just as good as the recordings. The band seemed to completely be in sync as they played. Despite Cohen himself being sick, his vocals were still wonderful and pleasant to hear. The bassist provided backup vocals and harmonies as well. The band performed many songs from Cohen’s new album, but they also played a few songs from his other two albums. Songs like “Edit Out,” “Green Eyes,” and “No Time To Say Goodbye” filled the room that night. There was a good blend of slow and faster-paced songs throughout the concert, which lasted around an hour. WMXM made a wonderful choice in choosing to bring Cohen to campus for their concert series. If you missed out on the concert, you should still check out his albums, as they’re easily underestimated hits. Chris Cohen’s music can be found on Spotify and Apple Music.

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Summer reading recommendations

By Lauren Gantt ’21
Staff Writer

Summer is almost here! We just have to get through finals and then a whole three months of fantastic relaxation time. Even if you’re planning an internship or out-of-town job hunting after graduation, there’s still plenty of time to squeeze in a good book. Here are some recommendations from different genres.

CUTE ROMANCES

Red, White, and Royal

By Casey McQuiston.

Goodreads says: “A big-hearted romantic comedy in which First Son Alex falls in love with Prince Henry of Wales after an incident of international proportions forces them to pretend to be best friends…” Again, But Better by Christine Ricci: A shy college student named Shane travels to London for a semester abroad in an effort to have a second chance at doing college right. She’s going to make friends, meet boys, and have the adventure of a lifetime. Easier said than done…

THRILLERS AND MYSTERIES

Sadie by Courtney Summers: After her younger sister’s murder, a teenager named Sadie disappears from their small-town home to hunt for the killer using meager clues left behind. At the same time, a radio personality overhears her story at a local gas station, starts a podcast to track Sadie’s journey, and tries to find her before it’s too late. Stalking Jack the Ripper by Kerri Maniscalco: Set in late 1880s London comes a story of murder, mystery, and a little heart. Against her father’s wishes and societal expectations, 17-year-old Audrey Rose often slips away to her uncle’s laboratory to study forensics. When a serial killer starts leaving a trail of gruesome corpses across London, Audrey Rose must team up with a fellow student named Thomas to find the killer as the search for answers leads her closer to her own sheltered world.

FICTION

Internment by Samira Ahmed: Goodreads says: “Rebellions are built on hope. Set in a horrifying near-future United States, 17-year-old Layla Amin and her parents are forced into an internment camp for Muslim American citizens. With the help of newly made friends, Layla escapes and makes her way into the interment camp, where she discovers that while a hostile warship is in pursuit. After a plague breaks out aboard the ship and things start to get suspicious, Kady hacks into a web of data to find the truth where it’s been hidden clear that she’s going to have to turn to the one person she swore she’d never speak to again. With a full cast of more than 20 narrators, sound effects, and even a musical score, this audiobook is one that will keep you on the edge of your seat.”

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AUDIOBOOKS

Illuminac by Amie Kaufman & Jay Kristoff: After two rival mega-corporations bring enemy fire to their small out-of-the-way planet, Kady and Ezra—who are barely even talking to each other—have evacuated to a rescue fleet while a hostile warship is in pursuit. With their concert series. If you missed out on the concert, you should still check out his albums, as they’re easily underestimated hits. Chris Cohen’s music can be found on Spotify and Apple Music.

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The Stentor editorial board welcomes letters to the editor and guest articles. The newspaper does not necessarily agree with or endorse the opinions presented in the letters. Letters will be published provided they are limited to 500 words and contain the author’s name and signature or electronic signature. Guest articles should be limited to 300 words. Names will sometimes be withheld from publication with good cause. The staff reserves the right to withhold a submission or return it for more complete information, especially if it contains libelous, material disruption of the school or invasion of privacy. Letters will be edited for spelling and grammar and checked for verification. The deadline for submission will be one week before the publication date. Please submit letters to editor@lakeforest.edu.

ARTS & ENTERTAINMENT
Lake Forest College Stentor
April 26, 2019
Buying their way into college: Celebrity admissions scandal

By Maryam Javed '21 Staff Writer

Summer is almost here! We just hit “Education is the key to the future,” stresses Alex Tabarrok, acclaimed economist. Every year, the admissions process of getting into colleges and universities becomes more difficult and more competitive. Students everywhere work tirelessly to earn entry into the country’s best and most elite universities. In addition to outstanding grades and standardized test scores, students work hard to be a part of numerous organizations, activities, and sports at the high school level in preparation for higher education programs. It is exhausting for many students to manage all of these things at once and, unfortunately, many of these ambitious students receive a rejection, despite their countless achievements and dedication.

Recently, it was discovered that a number of wealthy parents—some of them celebrities—were using bribes and other unprincipled methods to get their children accepted into the nation’s top-ranking and elite universities. Colleges part of the scandal include Georgetown, USC, Yale, and Stanford, among several others. Fifty people were charged in the FBI operation, many of whom were prominent attorneys and CEOs. One of the more notable individuals accused of bribery was actress Lori Loughlin, known for her role as Aunt Becky on Full House, and Felicity Huffman, known for her role in Desperate Housewives. Loughlin and her husband paid $500,000 in bribes to have one of their daughters, Olivia Giannulli, accepted into USC through a crew scholarship, despite the fact Giannulli was never on any athletic team. Huffman paid $15,000 to have one of her daughters score 400 points higher on the SAT. Several of the individuals in this scandal are pleading guilty for their crime, but Loughlin and her husband continue to plead not guilty. What is even more astonishing is the fact that Giannulli bluntly expressed she doesn’t care about school and only cares about game days and parties. This is extremely unfair to the individuals who actually work intensely in school, desire to continue to plead not guilty. It is simply unfair that due to her status, wealth, and the bribery her parents committed, she gets a free pass into the university of her choice.

Term limits: increased competition creates better results

By Nathaniel Bodnar '21 Staff Writer

Earlier this year, Senator Ted Cruz (R-TX) proposed a constitutional amendment to set term limits in the US House and Senate. The proposed term limits would help create more competitive elections. During the 2018 midterm elections, The Wall Street Journal rated 20 out of 435 house races and one of the 35 senate races as “toss-ups.”

Incumbents have several advantages over their challengers. Incumbents will almost always have higher name recognition than their challengers, because of their long-held positions. A sitting representative or senator also receives free media coverage from their office, such as a speech on the House or Senate floor. Sitting Congress members have the advantage of franking, the ability to mail their constituents without paying postage, too. This allows them to constantly put their name into people’s mailboxes without spending any money. Sitting members have yet another advantage over their challengers: case work. Members of Congress often have their staff help people around the bureaucracy of our nation. Their offices may help on matters related to Social Security checks or Veterans Affairs benefit. A challenger is unable to match this ability and is at a tremendous disadvantage, and each term an incumbent stays on, their advantages grow. If term limits were to be put in place, these advantages would be nullified. Unfortunately, one problem with term limits is that they eliminate one of main reasons for elections. The threat of elections causes those governing to govern in a way that pleases their constituents so that they might be reelected. Term limits would eliminate that incentive for individuals to govern to please in their final term, since the representatives would not be subject to opportunities for reelection. However, just because they may not have an incentive to govern for reelection, they still have a reason to govern well. Once an individual’s term limit has run its course, he or she must live in the society they helped to manage. Similarly, setting up a strong foundation for the next candidate might increase the chances of that candidate continuing policies already enforced. Term limits would limit the experience of members of Congress. If members of Congress were to lack experience in office, they would be less efficient in office. This belief wouldn’t hold up if term limits were put in place. Experienced legislators are often better at getting the bills passed than their junior counterparts. This is not a fair comparison as more veteran members of Congress are more likely to have leadership roles. Through these leadership roles, veteran members become more effective. Junior members with leadership roles are much more effective than their junior counterparts without leadership roles. Term limits would make the seniority system less viable, and then experience in Congress would not be as important in the ability of a Congressperson to pass a bill. Term limits would create more competitive elections because the advantages of the incumbents would be reduced. Democracy could still function effectively because those governing would still have incentive to govern well. Additionally, the role of experience in effectively legislating is overplayed due to the influence of leadership positions. In summary, term limits would not only make elections more competitive, but allow younger members to have influence in the legislative process.

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Ode to Lake Forest College upon graduating

By Courtney Prais, ’19
Opinions Editor

Exiting high school, I hadn’t even given consideration to any college or university besides my local community college. While most of my peers meticulously tracked the schools they applied to and drafted “Top 5” lists, I just accepted I was going to community college first and decided I would figure out my next steps later. When it came time to figure out those next steps, I kind of panicked. I had no clue where to go. The thought of leaving home terrified me, but I also wasn’t sure if I could stay at home and continue my education. Lo and behold, the College Gods heard my woes and sent a representative from Lake Forest College to save me from my indecisiveness. Little did I know how life-changing the next two years would be.

Overall, I’m not much of a poster child for the campus. I definitely wouldn’t qualify as the model student, based off my involvement alone. I generally avoid campus events, because I either can’t stay late enough to attend or I have to work. For example, I’ve never gone to an ACP. In all honesty, I don’t even think I knew what they were until last semester. On the one hand, I regret my hands-off approach to college. I’ve maintained the mentality of going in, getting stuff done, and returning home as quickly as possible. I couldn’t name the buildings on campus if someone asked me for directions. I checked out a book from the library for the first time this semester. Certainly not a poster child. However, I’ve gained immense intrinsic insight throughout my time at the College. Personally and academically, I have flourished. I’ve connected with numerous worldly, brilliant, ambitious peers and professors. I stood at the front of a classroom for the first time here, leading a seventh-grade lesson. I challenged myself academically, taking intense but intriguing courses. Even for how little time I spend at the campus, I have discovered what it means to be part of a community filled with diverse, supportive individuals. I haven’t been so hands-off that my and cool things happening on campus. But this might just be because I’m an English major and a seventy-year-old woman at heart.

As I ponder what my next steps are now that I’ll be leaving Lake Forest College, I walk away confident that I have the skills and strengths to propel me onto a successful path. I will deeply miss the autumn walks across Middle Campus. I will miss robust classroom conversations. I will miss the camaraderie that emerges when everyone in the room acknowledges that no, they have not started the 102-page paper that’s due in a week either. I will miss the crazy Carnegic climates. I will not miss driving around in utter frustration trying to find a parking spot or having to make the 45-minute drive in winter. When it boils down to it, though, I will miss being a student at Lake Forest College. Thanks for the memories. Allons-y!

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On finding an unexpected home in the Forest

Disclaimer: This essay is written by a graduating senior who wishes The Stentor not disclose his/her name. His/her name is known to The Stentor.

High school seniors who commit to a college or university during their senior year rarely go in thinking they will end up transferring. The fact of the matter is that students transfer quite frequently. Any number of things can trigger the decision to transfer, and the process looks different for every student. The process can be bittersweet, sweet, or just bitter, depending on the situation. If a student is miserable with their first choice, then the process will most likely only be sweet, as they look forward to greener pastures. The process can be bitter if a student isn’t leaving on their own terms and wishes they could stay. The process can be bittersweet if a student leaves disappointed that it didn’t work out the way they wanted, but is looking forward to better things in the future. Whatever the situation may be, it’s definitely not easy. Lake Forest College was a warm and welcoming place for me at a time when I felt lost. The college I attended previously didn’t work out during my first go around, and I wasn’t confident in the reapplication process or my ability to rally and find a new home to get my degree. When I first reached out to Lake Forest College, I wasn’t quite sure what to expect and didn’t know much about the school. I was surprised at the receptiveness of the admissions department and delighted by their candor and helpfulness.

Having never visited Lake Forest College, I was surprised on my first visit at how beautiful the campus and setting was. Having come from a larger institution, it was different walking into an older, but charming, Patterson Lodge. During my conversation that day and subsequent conversations with admissions and other administrative staff, I was more and more drawn to being a part of the Forester family. I noticed a unique connection made between members of the Lake Forest College community that I’ve grown to appreciate. This common bond is strong, and with less than 2,200 students currently enrolled and a limited alumni network relative to that of a larger college/university, it has to be pretty strong. The benefit of having a small school is that even with the diverse activity base across the student body in such an intimate setting, you can be sure that other students share many of the same experiences you have. These shared experiences transcend graduating class and are a very large part of what makes the Forester bond so strong.

The interesting thing at a school like Lake Forest College is the faculty. Professors more likely than not are accepting a less-than-market compensation to be more hands-on and have less back-office support than nearly any other school. This really results in them being heavily invested in each student. Offering their help, going above and beyond their mandate, is the biggest difference maker at Lake Forest. It is unlikely that without such a dedicated faculty, who are truly all-in with their students, the College could retain its numbers. I’m probably one of the most anti-social students Lake Forest College has ever had and, despite my best effort, I will leave with lifelong friends. Additionally, I now share a unique bond with thousands of dedicated Forester family members worldwide.

Go Foresters. Feedback for this story can be sent to editor@lfc.edu
Warning! Approaching psych major quiz territory

By Jon Call, ‘20
Managing Editor

Around the end of April, during final presentations, the library becomes a concrete jungle where casual studying must be on high-alert for the onslaught of 10-minute-long psych quizzes. As many students stroll in innocently with feeble minds, they should be knowledgeable of the possible dangers of a psych major lurking behind the stacks and computers, anticipating a moment of attack.

There are few differentiating characteristics for the psych major with a quiz. Usually seen with a small stack of unstapled single papers, eyes scanning incoming prey, and the coffee jitters of a student who knows the deadline of their paper is midnight. While being able to identify a psych major with a quiz gives you an advantage, it is imputable that eye-contact is never made, meaning it’s safer to lay low once you have

identifying this predator. If you have made eye contact with a psych major, your only option is to bolt as fast as you can out the door, as it is guaranteed that they will slowly approach dormitories. They have been known to approach lunch tables, solicit in the Student Center, and even stalk your dorm room door. However, there are psychosis attacks and has had an alarming success rate. A psych major spray has also been recently released used in a similar fashion as pepper spray, as it is made from the extract in the brain produced when these psych majors learn about Freud and the Oedipal complex, which, when sprayed, terrifies and anguishes them. This spray is not to be used as a mosquito spray, as it will have a similar effect on your own person. While these strategies have seen a well-off success rate, none are foolproof. However, there are ways to avoid these situations altogether. Completely avoiding any social setting has been a near-perfect way to avoid psych majors, as never stepping foot into the library, the Caf, or any academic building decreases the likelihood of running into an insistent psych major. While this does mean you will have to start fasting, skipping classes, and opting out of library services, it turns out to be a small price to pay to avoid being accosted to take a quiz. Or, you can always just be a jerk and say “no, thank you” to whatever quiz is offered, but it is recommended that you avoid social contact at all instead of being rude.

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Woman achieves model-status after Venmo-ing feet pics

By Aiden Kinsella, ‘22
Staff Writer

Five miles away from your current location, Katie Sallenger, 20, rose to professional model status last night after being Venmoed $5 as compensation for photos of her feet. Local Tinder user Matt Stevens, while swiping right on everyone, came across a profile picture containing a collection of words and suggestive emojis that made him pause. The picture was the first of four on Katie’s profile: it featured a blurred image of both of her feet, and their polished toes. The picture proclaimed that for the low, low price of $5, anyone could get in on some scintillatingly sinful, uncensored snaps of Sallenger’s sockless steppers.

At first, Matt wasn’t sure if he’d be into it, but upon further investigation of her profile, Matt determined that he and Katie’s feet might be a really good match. Matt along with it she received a payment, a phone number, and a pickup line that truly knocked her socks off. After receiving Matt’s dirty, dirty money and completing all over the nation, paying sometimes as much as $6 a shoot. Among the offers she received were shoots with DSW, Lady Foot Locker, and a relatively popular ‘special interest’ magazine, but she refused to sell out; she declined every invitation. To the delight of her hardcore fans, she held on to her artistic integrity and, keeping it local, continued to offer photos of her precious little feet only to those who found her on Tinder.

At a press conference, Sallenger told us she wanted her followers to know that her inspiring story was nothing to laud her for. “Sure, I figured out that I can squeeze these guys for money, but that doesn’t make me anything special,” she said. “I just see this as a way to pave the road for other women in my field, but only figuratively, because going barefoot on pavement actually hurts pretty bad.” It’s a good message, that is. If you follow your heart, then your sole will do the rest.

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April 26, 2019
Lake Forest College Stentor

The Chive

Callj@lfc.edu
Illinois to raise age restriction on tobacco products to 21

By Natalie Briggs, ’20
Chive Editor

As of July 1, 2019, legislation will be enacted that would raise the age from 18 to 21 to buy tobacco products in the state of Illinois. Governor J.B. Pritzker, who you may know from his annoying ads on Hulu attempting to paint him as an “average Joe,” signed the legislation in reaction to a resurgence of teen smoking, caused by the rising popularity of vaping and other e-cigarette usage.

Interestingly, JUUL Labs, among other e-cigarette companies, expressed their support for this bill and others like it around the country. This could be because they want to make it clear that they are not Big Tobacco’s successor, and they will not be advocating that children begin smoking. That’s why, when attempting to access the JUUL website, one must confirm they are 21+, and if they click a little button that reads “I’m not over 21,” they are redirected to a website about teen smoking addictions and the negative consequences of smoking, which, as we all know, disappear after your 21st birthday. This system is clearly foolproof, and this 19-year-old reporter was not able to access one of JUUL’s public press releases, because lying on the internet is something people of her generation have no experience doing. The thought is simply blasphemous. Ethical hecsey. How does one do that and still sleep well at night?

This press release—that I totally did not see with mine—reached at briggsn@lfc.edu

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Told me 'bout it, stud

Millenials, perfectly fine with dying

A poem by Esther Kim ’22
Staff Writer

Not a person was stirring, nothing at all.
All the students were sleeping, all in their halls.
At 7:00 a.m., students awake from their slumber,
While all people’s limbs feel like lumber.
Everyone opens their laptops, and repeatedly cry,
ylakeforest crashes and neurons fry.
There are the seniors who have seminars, graduating in glory,
and the sophomores taking ten hours of laboratory.
While juniors start thinking about careers and studying abroad,
freshmen can only watch, slack-jawed.
The slow mental demise of planning the future,
The frustration with registration nature.
All the conflicts and scheduling issues.
All the advisors who give out tissues.
All that can be heard across campus
Was “Happy Registration,”
from Krampus.
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‘Twas the night before registration, and all through campus...
Forester athlete spotlight of the month: Julia Unterseher ’20

By Sangin Horneswer ‘20
Editor-in-Chief

Julia Unterseher ‘20 is a junior student-athlete who is majoring in business and a member of the Forester women’s hockey team. She is also involved in Delta Gamma Fraternity. Currently, she is representing the College as an intern at Northwestern University’s sports marketing department. Stentor staff interviewed Unterseher about her current internship and what it means to gain experience that will help her decide her post-grad career that could potentially incorporate her passion for athletics.

Stentor: What is the title of your internship position and what kind of work do you do in your position?

Unterseher: I am currently an athletic marketing intern. In my role, I assist with day-to-day responsibilities in the office as well as gameday responsibilities including contest management, halftime entertainment, and videoboard management at a variety of home events. I also do research areas for marketing opportunities and growth. Plus, I use programs like Adobe Photoshop to help create content and emails.

Stentor: How does sports marketing appeal to you? In other words, why do you find it so interesting?

Unterseher: Sports marketing appeals to me because I am able to make a personal connection with fans. Doing game promotions like halfcourt shot at basketball games or "What's in the Box" at softball games just adds to the fan experience.

Stentor: What did balancing courses, an internship, and hockey look like for you?

Unterseher: I actually started my internship in late February, which was pretty lucky with my internship because they were flexible with my schedule towards the end of my season. We were about to head into playoffs at the time. I was pretty lucky with my internship as well.

and understood that I was still in season, but it did get pretty overwhelming at times because I would work at my internship from 9 a.m. to 3 p.m., go straight to practice at 4 p.m., and then do homework afterwards. I have all my classes on Tuesdays and Thursdays, which leave Mondays, Wednesdays, and Fridays (depending on travel) for my internship, although I managed it pretty well. I am crazy organized, and I always have my planner on me color coordinated with what's going in the week and upcoming weeks.

Stentor: Is this internship helping you decide what career path you might want to pursue after graduation?

Unterseher: Yes, this internship is helping me decide my career path after graduation. I am currently a junior so it is nice to gain some experience at a division one level program.

Stentor: How does being a Forester student-athlete help you in the professional world?

Unterseher: Being a Forester student-athlete helps me in the professional world because as part of a team with many different personalities and characteristics, I am able to adapt and work with others. Working at Northwestern University’s Athletic Department is like working on a team: if one person makes a tiny error, the whole department fails. It is important to communicate with each other and rely on help when needed.

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Spring sport teams continue to break records

By Grace Atia ‘21
Staff Writer

Women’s Tennis
Lake Forest College: Allison Watts ’19 contributed in breaking the program’s record against Edgewood at College 9-2. Watts is the Foresters’ leader, matching Christi Valicenti’s 16 (2012-2016) for first place in team singles. Over the past four years, Watts has won in singles and 86-29 in doubles. Against Edgewood College, Julic Lord ’21 and Lezca Bodnar ’20 prevailed in the number one doubles, 9-6. Watts and Tyranny Miller ’22 earned the Foresters the first point with a win, scoring 8-1 in the number two doubles. Emma Wang ’21 and Tebarsho Duba ’22 won in the number three doubles, 8-2.

In the singles matches, Lord won both sets 6-1 in the number one singles and Duba, playing number three singles, won 6-3 in a back and forth breaker. Playing number four singles, Bodnar prevailed in the first set 6-4, 6-3 and Katie Wegekerts ’21 won 6-1, 6-2. Wang finished the match with a triumphant win at the number five singles.

Lake Forest College is now 19-3 this season and the Foresters was the top seed in the MWC Tournament scheduled for Thursday, April 25, where they were set to compete against St. Norbert College at 11:30 a.m. in Madison, Wisconsin.

Women’s Golf
The Foresters finish in tenth place at the UW-Whitewater Spring Fling. Amanda Lee ’21 launched an 82 in the second round of the competition, allowing her to move up a dozen places in the standings. Faith Jung ’21 tied for thirty-third overall, firing back-to-back rounds of 88, and Ceece Cruz ’20 had a score of 89, where she tied for forty-fifth place. Anhway Guajardo ’19 and first-year Isabel Doume ’21 ended with scores of 200 and 207, respectively.

The Foresters competed at Elmhurst College at the Bluja Spring Invitational on April 23 at the Oak Brook Golf Club in Oak Brook, Illinois, where Lee and Chen both placed in the top ten in sixth and seventh place, respectively. They will compete in a home event at Lake Bluff Golf Club against Benedictine University. Men’s Golf
At Millikin University’s Night Challenge, Ricky Schmidt ’19 was only two shots over par in the second and final round. Schmidt fired 73 on the 6,573-yard par, where he moved up 21 places, finishing in a tie for sixteenth in the 104-player field. Jordan Mandel ’19 finished in a tie for forty for first and Jacob Kruisman ’20 followed it with a 78 for a tie for fifty-sixth place. Elijah Collins ’19 posted a score of 81, and Austin Aksos ’21 scored 84 in round two. The Foresters tied for eleventh place out of the 19 teams in the tournament.

The Foresters competed at the Carthage College Spring Invitational on April 23 at the Kenosha Country Club located in Somers, Wisconsin. The team placed eighth out of 13 teams.

Softball
The Foresters split a double header against visiting St. Norbert College on Saturday, falling 5-4 in the opener before taking game two, 7-3. In Saturday’s game, second baseman Shaye Gauthier ’21 had four hits, including her first home run of the season. St. Norbert began the contest with a 2-0 lead that included a run at the top of the second inning and three runs in the third.

The Foresters fought back in the fifth inning as centerfielder Maria Zepeda ’19 singled a run in the fourth inning and shortstop Alyssa Grimm ’19 hit a two-run home run, tying the game. In the seventh inning, the Knights were back in the lead as they hit a home run, while the Foresters were unable to answer.

In game two, the Foresters led in the second inning as left-fielder Diamond Owens ’19 and Zepeda hit two-run scoring doubles. In the fourth inning, the Foresters had back-to-back doubles, as they brought in three runs by third baseman Emma Varshiers ’19 and Gauthier. At the top of the fifth inning, the Knights added two runs while Gauthier was able to answer with a two-run homer at the bottom of the sixth inning. The Foresters prevailed, winning 11-6.

The Foresters are 14-14 and in the Midwest Conference (MWC) they rank 7-3. The Forester’s last home games of the season were against Beloit College this past Wednesday. They won both doubleheader games in five innings with a score of 12-2 in the first game and 9-0 in the second.

Outdoor Track
The Foresters competed at two meets at Carroll University in Wisconsin and UW-Platteville, where two program records were broken. The top performers at Carroll University were Christian Aldana ’19, Ellen Szostak ’21, and first-year Christian Reyes ’22.

With a time of 1:21.71, Aldana finished in second place in the 800m run and broke the school record set by Philip Wilson ’20, two weeks prior. Wilson regained his record as he finished with a time of 15:26.61 at Platteville on Saturday. Reyes finished in third place in the 800m run with a time of 1:58.09, and Szostak finished in fifth in the 1500m run with a time of 5:14.26. Both runners rank second in team annals in those events.

In the 400m race, Audrey Papier ’22 finished in 1:04.84 seconds, her career best time, and David Carrillo ’21 finished 6th in the 800m run with a time of 1:34.26. Both runners rank second in team annals in those events.

In the 100m race, Audrey Papier ’22 finished 6th in the 100m run with a time of 11.92. Both runners rank second in team annals in those events.

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Spring athletic alumni day

By Yaneli Guajardo ’21
Staff Writer

It is a special time at Lake Forest College when the weather starts to warm and students are reminded of the changes that come with the end of another academic year. As if to commemorate this special transition, the annual Spring Alumni Day will be hosted by the Athletic Department, where several sports teams get to host their alumni for a round of fun and tough competition.

This Saturday, women’s soccer, men’s soccer, volleyball, and handball will host their respective Alumni Games at various times and places around campus. Women’s soccer will kick off their game at noon on Farwell Field followed by men’s soccer at 2 p.m. Volleyball will play at noon in the Sports and Recreation Center and handball at 1:15 p.m.

Current Foresters seem excited about competing against opponents they once called their teammates. Tate Rosenhagen ’20 of men’s soccer said, “It’s really great to see all my old teammates during the Alumni Day. During our alumni game, it’s fun to relive the seasons and experiences we shared during their time on the team, but also it’s great to be able to catch up on what’s happening in our lives.

Speaking to the competitive nature of Forester athletes, Rosenhagen does not seem nervous for the match. “Of course, we all want to win the game as well so there’s a good competition, but after the game it’s just as fun to hang out with them all again,” he said.

However, the newly minted alumni of the women’s volleyball team offered a different perspective about their Alumni Game. Graduating senior Emily Witz ’19 said, “It’s going to be weird playing against my friends that I’ve played with for two seasons, but I am excited to play again and just have fun with them. I personally enjoy getting to see all the alumni that come back for the game and getting to catch up with them while also being with my friends that are on the team still and playing for fun.”

It is not only the athletes that get to participate in the celebrations, but coaches, too. Head Women’s Soccer Coach T.R. Bell ’96 shared his experience: “It’s always special to have alumni back on campus and to see how Lake Forest has helped mold them into the thriving adults that they have become,” he said. “The stories and memories they share from their past are especially fun for me as it takes me and them back, just for a minute, to when they were in College playing the sport they love.”

The Athletic Department hosts Alumni Day to send a message to Lake Forest athletes—current and alumni—to let them know that they are always welcome back to campus with open arms. In some ways, however, Alumni Day goes beyond the athletes they celebrate. It is a commitment that the College wishes to share with all who have called themselves a Forester at one time or another.

Come and support your fellow Foresters for a day of fun competition and a celebration of proud alumni!

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MONTHLY CROSSWORD

Across
1. Most athletes are in this. 4. 12, in slang. 7. Sec 19-Across. 11. Lukewarm. 16. PCB bit. 21. Field house. 26. Wisconsin Peninsular county. 31. Weaving yarns. 36. Catalina or Capri, e.g.
9. iOS browser. 13. Father of Abraham. 22. Oatmeal. 34. Catalina or Capri, e.g.
12. Grown-up. 17. Maharashtrian village. 18. Cry on April 19th. 23. Care to. 29. Checker moves. 34. Catalina or Capri, e.g.
13. Father of Abraham. 22. Oatmeal. 34. Catalina or Capri, e.g.
18. Cry on April 19th. 23. Care to.
19. Come and support your fellow Foresters for a day of fun competition and a celebration of proud alumni!
23. Care to.
24. Laugh out loud. 27. Loop.
25. Care to.
26. Wisconsin Peninsular county.
27. Loop.
29. Toothful ed.
31. Weaving yarns.
32. Checker moves.
33. Checkers. 34. Catalina or Capri, e.g.
34. Catalina or Capri, e.g.
35. Tandoori flatbread. 36. Lady’s square dance partner.
36. Lady’s square dance partner.
37. Place to park homes, for short. 38. Chair. 39. Place for rods. 40. Eagle’s nest.
38. Chair. 39. Place for rods. 40. Eagle’s nest.
39. Place for rods.
40. Eagle’s nest.
41. Balcony or Artoon, e.g.
42. Best. 43. Person born between 2206 and 1009, currently. 44. Sleep aid for a noisy roommate.
43. Person born between 2206 and 1009, currently. 44. Sleep aid for a noisy roommate.
44. Sleep aid for a noisy roommate.
45. Sleep aid for a noisy roommate.
46. Sleep aid for a noisy roommate.
47. Sleep aid for a noisy roommate. 48. Shrimps.
48. Shrimps.
49. Rye fungus. 50. Eagle’s nest.
49. Rye fungus. 50. Eagle’s nest.
50. Eagle’s nest.
51. Yce fungus. 52. Eagle’s nest. 53. A chicken’s name.
52. Eagle’s nest. 53. A chicken’s name.
53. A chicken’s name.
55. Single.
56. Flower bit. 57. Revise, as a paper.
56. Flower bit. 57. Revise, as a paper.
57. Revise, as a paper.
58. Enormous.
59. Single.
60. Tiny. 61. Place for rods.
61. Place for rods.
62. Help make the bed.
63. Help make the bed.
64. Help make the bed.
65. Help make the bed.
66. Help make the bed.
67. Help make the bed.
68. Help make the bed.
69. Help make the bed.
70. Help make the bed.

Down
1. Potato. 2. Where many of us will be going after finals.
2. Where many of us will be going after finals.
3. Cain’s brother. 4. 12, in slang. 5. Carry out, as a task. 6. Not glossy.
3. Cain’s brother. 4. 12, in slang. 5. Carry out, as a task. 6. Not glossy.
7. See 19-Across. 8. Quattro, cinque, ___. 9. iOS browser.
8. Quattro, cinque, ___. 9. iOS browser.
9. iOS browser.
10. Rhapsodic bliss.
11. Lukewarm.
13. Father of Abraham.
22. Oatmeal.
23. Care to.
24. Laugh out loud.
25. Care to.
26. Wisconsin Peninsular county.
27. Loop.
28. Souvlaki meat.
29. Toothful ed.
30. Ballet dancer.
31. Weaving yarns.
32. Checker moves.
33. Checkers.
34. Catalina or Capri, e.g.
35. Tandoori flatbread.
36. Lady’s square dance partner.
37. Place to park homes, for short.
38. Chair.
39. Place for rods.
40. Eagle’s nest.
41. Balcony or Artoon, e.g.
42. Best.
43. Person born between 2206 and 1009, currently.
44. Sleep aid for a noisy roommate.
45. Sleep aid for a noisy roommate.
46. Sleep aid for a noisy roommate.
47. Sleep aid for a noisy roommate.
48. Shrimps.
49. Rye fungus.
50. Eagle’s nest.
51. Yce fungus.
52. Eagle’s nest.
53. A chicken’s name.
54. Stentor.
55. Single.
56. Flower bit.
57. Revise, as a paper.
58. Enormous.
59. Single.
60. Tiny.