Happy Holidays from

The Stentor

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A Student Government is only as strong as the student body that it represents and its influence can be determined in part by speaking to that student body. With that in mind, the Stentor set out to do three things: explain what Student Government is and does, determine its effectiveness in the past, and look to students to hear their perspective on what it can be in the future. Our intention is to display the facts of the case and nothing more, as is the purpose of News reporting.

We welcome any responses, all of which we will promptly run next semester.

Incoming President Elise Beckman stated in her election platform that, “I plan to make Student Government transparent to all students. A majority of students on campus do not currently know who serves on the Student Government executive board, or even what the main purpose of Student Government is.” Beckman’s critique appears accurate. This could be attributed to a lack of interest in the lofty goals of Student Government, but it is more likely because the Student Government Constitution is not available on the website. But those who would be more interested in what Student Government does on a regular basis would also be disappointed in their search since neither Student Senate nor Executive Board minutes are available on the website. And when The Stentor tried to gain access to the Student Government group on my.lakeforest.edu, we found that the group was closed. While neither my.lakeforest nor the college website might be the preferred destinations for many students, the lack of information on Student Government in either forum is telling and is reflected in the views students have of Student Government and the level of participation in elections and meetings that we’re currently at. At the beginning of the school year, only one Hall Senator election was contested, and last week we saw the conclusion of Executive Board elections where only one position, that of Vice President, was contested.

The Student Senate is composed of a senator from each hall, two senators representing Commuters, and four senators elected from each class. Within the Student Government structure, there is the Grounds and Development Committee (GDC), the Clubs and Organizations Committee (COC), and the Campus Affairs Committee (CAC), whose chairs serve on the Executive Board for calendar-year terms. The Campus Affairs Committee, the largest committee because it deals with every issue that the other committees do not address, has numerous subcommittees and liaisons that are always in danger of being overshadowed by concerns about food (one subcommittee, the ARAMARK Development Committee, has been informally called the “Food Committee”). Four Executive Board positions are elected by the entire Student Body: President, Vice President, Secretary, and Treasurer. The Treasurer chairs FAAC, which is currently composed of three Senators. Within the larger structure of student governance, students are represented on numerous committees, including the Academic Conduct Board, the Academic Honesty Judicial Board, Board of Trustees committees, the LIT Advisory Committee, the Curriculum Policies Committee, the Academic Resources and Review Committee, the Enrollment Growth Committee, the College Life Committee, departmental Student Advisory Committees; and College Council, which advises President Schutt.

In 2008, the e.Team President was first elected to the Executive Board by the whole Student Body. This change was motivated by the fact that e.Team is the most visible group on campus and has the largest budget, so large that it is not part of the regular Student Government budget. As senior Lorena Kennedy, the outgoing e.Team President, put it: “e.Team was meant to become part of Student Government because we were supposed to be held to a higher standard and be held more responsible. However, the only thing Student Government is interested in is Spring Concert. We do so much more than that and Spring Concert, while it is the most expensive, is not the only important thing we do and it would be nice for Student Government to take a more active interest in them in the future.”

Kennedy is not the only person who has expressed displeasure with Student Government’s focus on clubs and organizations. While new organizations this year have been overwhelmingly approved by Student Senate, and the Clubs and Organizations Committee has been reviewing and revising its procedures for developing and communicating with organizations, student leaders have expressed annoyance with how Student Government focuses on clubs and organizations and the lack of transparency.

Continued on page 4.
Charting Student Government: A Stentor Poll
What the Freshman class knows and does not know about their government

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On November 13th and 14th, The Stentor distributed a poll to 154 First Year Students in various FIYS classes. The questions and results are noted below. Besides the accessibility question which utilized a 1-5 rating scale, all the questions were open ended. We categorized the answers to these questions in as fair and objective a manner as possible. We are happy to discuss our methodology further with anyone.

We feel that these results are demonstrative of the general perception and knowledge of Student Government in the Freshman class. The first is frustrated; the second is lacking.

When asked how accessible they found Student Government, 51% of respondents circled either the “one” or “two” choice, representing completely inaccessible and somewhat inaccessible respectively. The neutral responses were also interesting as many of the “three” responses came along with an entirely “I don’t know” filled form, indicating an ambivalence rather than a true neutrality. We feel that this result demonstrates a real issue of outreach within the last administration that our new Executive Board must overcome.

The freshman class also appears ill-informed about the doings of Student Government. The majority of students that answered the question with any affirmative response spoke to the elections, which were occurring when this poll was distributed. This focus on an event that is, first, assumed of any government and is, second, not really something Student Government does, but a facet of the institution itself, is telling. A minority of respondents did give meaningful responses, including the amendment vote on fewer signatures for running in an election. Still, though, 86% of respondents gave no such specific account of an action of student government.

Finally, pure knowledge of the members of Student Government 2010 is limited. 61% could not name any positions, some misinterpreted the question as referring to the school in general so they put down President Schutt’s name, and Chase Cook is the only mildly known member.

Name the President, Vice President, Treasurer, and Secretary of our school:

<table>
<thead>
<tr>
<th>Members Named</th>
<th>% of Respondents (154 Total)</th>
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<tr>
<td>Named All</td>
<td>3%</td>
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<tr>
<td>Named Chase Only</td>
<td>19%</td>
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<tr>
<td>Named Riley Only</td>
<td>2%</td>
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<tr>
<td>Named Brianna Only</td>
<td>2%</td>
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<tr>
<td>Named President Schutt</td>
<td>6%</td>
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<tr>
<td>Named inaccessible</td>
<td>31%</td>
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<tr>
<td>Named multiple members</td>
<td>9%</td>
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<tr>
<td>Named none / Incorrect</td>
<td>61%</td>
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Last Thing Heard

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<th>% of Respondents (154 Total)</th>
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<tr>
<td>Elections</td>
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<td>Nothing / Didn’t Know</td>
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<td>Other - Meaningful</td>
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<td>Other - Incorrect</td>
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How accessible is Student Government?

<table>
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<th>% of Respondents (154 Total)</th>
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<tr>
<td>Accessible</td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Inaccessible</td>
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<tr>
<td>Didn’t Know</td>
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</tbody>
</table>

Campus Watch

Case Number: 1000652
Date & Time Reported: 11/13/2010 2:51:00 AM
Location: HARLAN HALL
Offense: CONDUCT / RULE VIOLATION
Incident: PUBLIC URINATION
Disposition: CLEARED W/NO FURTHER ACTION

Case Number: 1000677
Date & Time Reported: 11/22/2010 9:05:28 AM
Location: MIDDLE CAMPUS
Offense: ACCIDENT - MOTOR VEHICLE
Incident: COLLISION BETWEEN TWO VEHICLES
Disposition: CLEARED W/NO FURTHER ACTION

Case Number: 1000686
Date & Time Reported: 11/28/2010 5:02:21 AM
Location: CAMPUS WIDE
Offense: DAMAGE TO PROPERTY - CRIMINAL/VANDALISM
Incident: MULTIPLE ACTS OF VANDALISM
Disposition: CLEARED W/ARREST

Case Number: 1000690
Date & Time Reported: 11/29/2010 7:00:29 PM
Location: N SHERIDAN RD
Offense: ACCIDENT - MOTOR VEHICLE
Incident: PEDESTRIAN STRUCK BY VEHICLE
Disposition: CLEARED W/NOTIFICATION
it provides. In the first session of Student Senate this year, a bill to deny funding to events that started on Thursdays at 7pm or organizations that met at the same time was proposed by Elise Beckman. The bill, titled “A Bill to Fund Student Government Friendly Programming,” was passed, but students both in and out of the Senate were perplexed at what the goal of the legislation was besides ensuring that Student Government members would not have to miss campus events for weekly Senate meetings.

While the bill named above confused some about its practical benefit, there have been bills and resolutions that have been deemed to have none at all. One, authored in October by freshman Chris Banville, was a resolution to promote school spirit. Met with questions from Senators who felt that student leaders should already be promoting school spirit and confusion about what the practical goals of the resolution were, it was voted down.

For those who would like to see copies of bills and resolutions that Senators consider and vote on, they would not be able to find them on the website. Copies are available at Student Senate meetings, but never enough for even all the Senators in the room. In recent weeks, the person introducing the bill or resolution has read the piece of legislation from a computer while it is displayed on a projector for all to see and comment on.

Those who have been involved with student governance in recent years remember Student Government’s predecessor, the General Assembly. In the 2007-2008 academic year, reforms were made to this body and while people long involved with Student Government would say that it has a ways to go before reaching its full potential, they would argue that it is better than the General Assembly.

The current iteration of Student Government is Executive Board-oriented, with Student Senate meetings dominated by Officer Reports and vague reports of Speaker Fund requests the Executive Board has approved, according to anonymous sources within Student Senate. A significant number of bills and resolutions are sponsored by Executive Board members, most of whom cannot vote in Student Senate, and most of the business of Student Government is conducted in its committees, with an overview of committee activities made available to Senators through Officer Reports.

Attendance has also been a problem. Although Sophomore Brianna Lemond, current Student Government Secretary, stated that “We really haven’t had any problems [with attendance], that hasn’t been an issue,” the absences of Senators and Executive Board members alike have been noted and November’s Student Government Social had poor attendance from the Student Body.

In response to a question about how Student Government maintains contact with the students, Lemond noted that students don’t like to be “bogged down” with e-mails so “[Student Government tries] to avoid sending out mass e-mails as much we can.” As an alternative, Student Government now has a bulletin board in Stuart Commons and a Twitter page.

Lemond has stated in her election platform that she wishes to have a “weekly government update in The Stentor...and improve student body and student government communication via increased student body attendance at our weekly meetings,” which she hopes will plug this information gap. Incoming Vice President Sarah Brune also mentioned that she wants a “my.lakeforest page dedicated solely to student concerns... as well as a weekly-updated Student Government blog.”

Before Thanksgiving break, The Stentor visited classes and undertook polling of 78 First-Year students on Monday, November 16th and 76 First-Year students on Tuesday, November 17th (there are approximately 400 First-Year students in total). The results, which are available on the preceding page, reflect a poor understanding of Student Government, its components, and its leaders. In response to the survey, two students at different times listed “Vice President Divine” and “Dean Flot” as responses to the question of who was Student Government President. (Note: Dean Flot is the Dean of Students and Dr. William Divane is the Senior Associate Dean of Students and Director of Health and Wellness). However, while the results to The Stentor’s survey could be dismissed as reflecting only the ignorance of first-semester Freshmen, upperclassmen have been candid about their ignorance of Student Government.

Sophomore Barbie Chapman, a former Senator and current Residence Assistant, had this to say about Student Government: “I think that within Student Government information is spread well, but it stops when it’s time to inform students... I feel that if [the newly elected Executive Board] step up to the plate and make this next semester great, then more people will either come to meetings or run for office.” When asked to clarify what she meant by “step up to the plate,” Chapman responded: “More advertisement, personal website with more interactive features and interface applications such as videos and pictures of students in action; t-shirts, e-mails, invitations to socials... record their meetings, post them on the website, be visible.”

Government and Student Response

However, to be fair, some of the work Student Government does is overlooked by the Student Body, such as the duties of the Mohr Student Center Committee. It may be unknown to some students that the committee approves all events that occur in the Mohr Student Center. Also, if an organization applies for discretionary funds in order to put on an activity, the Student MSC approves that as well.

We further questioned students who are not and who are members of Student Government. One thing that has been noted was the fact that Student Government needs more people interested.

There is a consensus among faculty and students that some people are not sure what is going on in Student Government. When three individual students were asked what their opinions on Student Government are, they responded as such:

“They don’t give me any enthusiasm to get involved in the school,” sophomore Ashley Vogel said.

“I get e-mails from them sporadically, but a lot of the information I already know,” sophomore Jessica Bilello said.

“I know that the president owns a dog!” sophomore Diana Rosales said.

When given a chance to respond, a First-Year Senator who chose to remain anonymous said, “I believe that most students would say that they don’t know what Student Government is doing. This is easily remedied however, by the students themselves.

“All Student Senate meetings on Thursday nights in the Meyer Auditorium are open to the student body. It is discouraging that even students have taken advantage of sitting in on meetings.

I would also like to point out that every single Senator and Executive Board member has at least one office hour per week--many hold multiple office hours. These office hours are a time for students to learn about what is going on in Student Government if they are unable to attend Senate meetings, as well as express concerns and ideas about what they would like to see happen on campus.

“Student Government has also procured a bulletin board in the Stuart Commons that has the office hours of the Executive Board listed, as well as minutes from the Senate meetings.

“In addition to the listing on the Student Government bulletin board, the names and email addresses of all the executive board members can be found on the Lake Forest College website; http://www.lakeforest.edu/studentlife/activities/government.php.”

This senate member and the future members of Student Government who have spoken out wish these issues to be resolved. As indicated in this story and as we will endeavor to show in future issues of the paper, issues are various and the student body is frustrated. Every member of Lake Forest College, as Student Government members and non-members have said, is responsible for the strengthening of this relationship.

Chapman said, in summary, “If you keep us informed we can be a strong Forester community that forms together and works collectively with each other.”
Gizella Meneses discusses directorial debut

On the Chicago Latino Film Festival:
“It was a lot of fun. It was held at the Instituto Cervantes. One hundred people watched. [The film] was screened with ‘The Wall’. I was interviewed by local newspapers, the WGN show “Avalante”, which airs 6pm on Saturdays. I met with other filmmakers, artists, and directors- Latino, Chicano, Latin American.

On future plans for the film:
“I would love to [take the film on tour]. Maybe the college in October], When I Was Puerto Rican, Junot Diaz, Dreaming in Cuban, So Far from God, Borderlands.”

On how she identifies herself:
“It depends on the context. Most of the time- ‘Ecuadorian’. When someone is unfamiliar- ‘Latino’.”

On her background:
“My parents are from Ecuador. I grew up in Chicago and Quito. I teach “Spanish for Heritage Speakers” and “U.S. Latino Literature”. I explore questions of how Latinos self-identify and what the role of languages is. I studied film as a graduate student [at Arizona State University] in Chicago and Quito. I grew up in Rogers Park. I was not a Latino neighborhood. It was changing in the 70s- Jews, Irish, Germans. At Catholic school, I was the only Latino until 8th grade. Today it’s called “Little India”, with an Arab segment. It was a typical Chicago neighborhood with changes, segregation, and coexistence.”

On Second Generation Stories:
“I interview Latinos in Chicago. I ask questions on identification- ‘What word or words do you use to describe your ethnicity?’ ‘What is your first language?’ (the answer was ‘Spanish for all except one’), ‘What are some memories you have in Spanish or in English?’. I didn’t interview myself, it wouldn’t have been too helpful.”

On realizing how some people perceive Latinos:
“I had to draw a family tree. A boy saw the name ‘Raphael’ and asked, ‘Are you a spick?’ I asked, ‘What’s that?’ [He responded] ‘Someone who speaks Spanish.’ [I responded] ‘Yes, I am.’ That stuck with me while I was making the film.”

WANTED
TALENTED, IMPOVERISHED, MISUNDERSTOOD COLLEGE JOURNALISTS LOOKING FOR COMMUNITY OF LIKE-MINDED INDIVIDUALS

WRITE FOR THE STENTOR:
editor@lakeforest.edu
It has been two weeks since the first part of Harry Potter and the Deathly Hallows premiered, and I assume that everyone reading this review has already seen the movie. If you have not, and are bothered by the notion of spoilers, read no further. I will not be held responsible for ruining the specifics, although I think waiting two weeks to see the movie borders on sacrilege.

In the final installment of the series, Harry (Daniel Radcliffe) has taken it upon himself to search out and destroy Lord Voldemort’s Horcruxes — magical objects concealing a portion of Voldemort’s soul. To destroy the Horcruxes would be to ultimately destroy Voldemort. But Harry’s search becomes complicated as he learns about a trio of magical objects known as the Deathly Hallows which together possess the power to conquer death. The only problem is that Voldemort is after one of the Hallows — the Elder Wand, more powerful than any other wand in existence.

I saw The Deathly Hallows at midnight, and by the time the movie started, I felt like I was 12 years old again, squirming in my seat and waiting for the beginning of The Sorcerer’s Stone. Where were they going to end the movie? Would the director leave anything out from the book? Was the movie going to be as good as everyone anticipated? It was better. This, ladies and gentlemen, is how a Harry Potter movie should be made. Instead of merely linking sequential plot points together, as has been the case with the previous Potter movies, the first part of The Deathly Hallows allows the story and its characters to develop. Their friendships are tested, they are consumed by fear, anger, and sadness, and they are pushed to their limits as their world collapses around them.

In addition, Radcliffe, Rupert Grint (Ron Weasley), and Emma Watson (Hermione Granger) have all reached a high point in terms of their acting in this movie. Harry’s concern for his friends is genuine. Ron’s frustration is palpable when he abandons Harry and Hermione. Hermione’s resigned sadness when she is forced to erase her parents’ memories touches us as well. Unlike some of the other Potter movies, The Deathly Hallows makes us forget that these are actors portraying a role. Radcliffe, Grint, and Watson have become Harry, Ron, and Hermione.

Perhaps one of the reasons why the movie carries so much weight is because we know we have reached the end of the road. Towards the beginning, Harry tackles Ron and Hermione in a fierce hug because he believes his time with them may be limited, and I felt a pang of sadness as well. After all, I know that I will have to say goodbye before too long, and it’s not often we know months or even years ahead of time, that we will have to bid farewell to our childhood friends.

And for those of us who grew up with the series, Harry’s friends have become our own. When George Weasley loses his ear in a fight against the Death Eaters, or when Hedwig is killed trying to protect Harry, we believe we are watching our own loved ones die in this monumental fight. And when Dobby died in Harry’s arms after saying, “Dobby is so happy to be with his friend, Harry Potter,” I sobbed uncontrollably into a sloppy Kleenex. These may be fictional characters, but in the two and a half hours of The Deathly Hallows, they were as real as the people sitting next to me in the theater.

Now, the movie does have several informational gaps that have yet to be addressed. In the books, Harry is fully aware of the last three objects that Voldemort likely turned into Horcruxes — Voldemort’s giant snake, Nagini; a goblet belonging to Hogwarts co-founder Helga Hufflepuff; and the diadem of Rowena Ravenclaw, another Hogwarts co-founder. However, this information is never divulged in the movies, and the diadem is never mentioned, although it should have been briefly discussed in the first part of The Deathly Hallows.

In addition, Harry carries around a broken shard from a magical mirror that allows him to communicate briefly with an unknown person who has a similar mirror. It is, in fact, this mysterious person, who sends Dobby to rescue Harry and his friends from the basement of Malfoy Manor. Those of us who have read the books know that Sirius Black gave Harry this two-way mirror in Book 5, but for people who have only seen the movies, this is most likely a confusing plot point. Are these merely nitpicky critiques from an obsessed Harry Potter fan, or is there reason to worry about Part 2? I have faith that the final movie will fill in the loopholes, but until July, all I can do is speculate.

At one point in the movie, when Harry tries to leave the Burrow so that he doesn’t endanger his friends any more, Ron tells Harry, “You may be the Chosen One, but this is a lot bigger than just you.” In one sentence, Ron has summarized the growth of the Harry Potter series. We began by watching an 11-year-old boy battle against the forces of evil, but now, we’re also concerned about the fate of the entire wizarding world, a world that is almost as familiar to us as our own.

This is the beginning of the end, and we are slowly preparing ourselves for Part 2 of The Deathly Hallows, when we will have to say our final goodbyes. But if Part 1 is any indication, the next movie will surely provide us with a satisfying conclusion to one of the most epic stories of our time.

Rating: 9/10
My Beautiful Dark Twisted Fantasy delivers self-aware arrogance and “dramatic soundscape”

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Kanye West is kind of an a**hole. Beyond the Taylor Swift kaftuffle and calling George W. Bush a racist, Kanye is arrogant as all hell. He’s interrupted multiple award shows to complain about how he lost. He had a Rolling Stone cover with a Jesus crown of thorns round his head. Dude is not subtle, and neither is his album. It’s bombastic and energetic just like Kanye, with way more heart than head. And that’s why it’s great.

My Beautiful Dark Twisted Fantasy, Kanye’s latest release, justifies the bullish** as a playful and dramatic soundscape that manages to tell some form of narrative. As a hip-hop record it has strong lyricism, good sampling, and driving, eclectic beats. As a phenomenon, though, it is an engaging experience that makes over an hour of music feel timeless.

Like any epic tale, Kanye’s begins with a poem:
You might think you’ve peeped the scene; You haven’t. The real one’s far too mean. The watered down one, the one you know Was made up centuries ago They made it sound all whack and corny Yes it’s a awful blasted boring. Twisted fiction, sick addiction, Well gather round children! Zip it! Listen! Not a classical composition of verse by any means, the poem does prepare the listener for the record to come. It sets up the purpose: the record will reveal the dark underbelly of

West’s album cover, shown here in censored form, is a clear demonstration of opposites and hypocrisy.

his proclamations. Yet a change is coming.

The transitional track, “All of the Lights,” is about exposure and reflection. To the sound of horns sounding a change, the chorus croons “want you to see everything” before tuned voice cuts through the silence as “Monster” begins, quickly becoming a Kanye West sample, a recording of Kanye years ago rapping, “Gossip, gossip/ N*gga just stop it/ Everybody knows I’m a muthaf**in’ monster… Profit, Profit/ N*gga I got it/ Everybody knows I’m a muthaf**in’ monster.” With a scratchy sound laid over them, the lines take on an ironic air, advocating not the bravado in them, but indicating a recognition that this is a past evil that must be rectified. Yet, to do so, Kanye, Jay-Z, and Nicki Minaj are able to attack the mic with their hardest, harshest lyrics.

“So Appalled” expresses discontent with the attitude of those monsters and finishes this second section of the fall, as our hero begins at the top, realizes a fault, and enters a dark place. From there the album’s third begins, which deals with the travails of love. In “Devil in a New Dress,” the slow song serenades a woman, both lamenting and complimenting her, she who has “learned a lot from Satan” and is Kanye’s “sinfection.” Just as in “Gorgeous,” Kanye is blaming another, but “Runaway” fixes that notion, placing himself within those to whom we should give a sarcastic toast to: the douchebags, the a**holes, the scumbags, and the jerkoffs, for which “I got a plan, run away fast as you can!”

In the final three songs, “Hell of a Life,” “Blame Game,” and “Lost in the

“…”

“…”
Uncovered Artistry: You’ve seen their weekly updates, now learn about their beginnings and purpose

ANGIE SPOTO STAFF WRITER spotoam@lakeforest.edu

November 28th, Lake Forest IL—Juniors at Lake Forest College, Sarah and Angela Spoto, received a $10,000 grant from Projects for Peace to start their dream business. The sisters were frustrated with the lack of attention and urgency domestic abuse receives in America. In order to spread awareness about abuse while empowering victims, the students developed a novel concept—use the for-profit model of a retail boutique but add a socially-conscious spin. In May 2010 with this new concept in mind, they started The Uncovered Artistry Project, which operates an online boutique that sells the artisan work of domestic and sexual abuse survivors.

Sarah and Angela were encouraged by Lake Forest College professors to launch their project. Said Sarah Spoto, “Professor Dlabay always encouraged students to think of social entrepreneurship.” Dlabay, a business professor at the college, makes a point to discuss the social aspect of business in his classes. Said Dlabay, “By using business skills to address social concerns, students are developing needed career competencies while also contributing to others.” The founders of the Uncovered Artistry Project launched their project with this idea in mind.

The boutique’s goal is to empower survivors through art and entrepreneurship. The project uses the proceeds from the sale of its boutique’s products to provide microloans, small loans ranging from $25-$200, to artisans who quality, maintain the website, and reach out to new artisans. The Uncovered Artistry Project also donates to domestic abuse shelters, such as A Safe Place NH.

Although the boutique is still in its start-up phase, it has already given strength to abuse survivors. “Some of my self-worth and confidence has returned,” said artisan Karen, who sells handmade Karen, who sells handmade earrings. Marguerite, another artisan, has found empowerment through creating and selling her work. “It’s helped me accept myself more and actually love myself more because I have the ability to highlight the beauty of others,” she said. The shop currently sells the products of 9 domestic and sexual abuse artisans and hopes to list the products of fifteen more artisans by May.

If you are interested in supporting Uncovered Artistry’s efforts, you can donate on the website, buy a handmade gift from the online shop, or spread the word to family and friends. For more information about the Uncovered Artistry Project, visit www.uncoveredartistry.com or email Sarah and Angela Spoto at uncoveredartistry@gmail.com. The project is currently searching for an intern for Spring 2011.

Uncovered Artistry girls, posing with a banner and at work on the art.

Photos courtesy of Angie Spoto

SARAH SPOTO STAFF WRITER spotosk@lakeforest.edu

After I get out of my 1:00 pm class, I toss my cardboard coffee cup into the classroom’s only garbage can. Between that classroom in Young Hall and my class in Durand, there is no recycling bin to recycle that cup.

I like to consider myself environmentally conscious (as do many of us), but who would go five or even ten minutes out of their way to recycle one coffee cup?

Not only does the campus lack the proper amount of the recycling bins, but some students find the current recycling bins too confusing. Many bins remain unmarked, so students are left wondering in which bin they should toss their cardboard cup or glass bottle. Recycling on campus is often times too much of a hassle for students to bother.

So what are some solutions? I talked to students about what they think are the best solutions to the recycling problem on campus.

Minami Nakase (12) suggested that the college inform students when the recycling will be picked up so students can dispose of their recycling in a timely manner. She also noted that she is frustrated with the current recycling situation on campus and said, “I think it’d be good to provide more recycling opportunities in the dorms.”

“We need to have signs to spread awareness,” said Ana De la Torre (12), president of the college’s LEAP. “There are no signs on campus saying what should be recycled or not.”

“People need to see recycling in different ways,” noted junior Pratibba Shrestha. She suggested having an event on campus where students make something, such as art, out of used items.

Other student suggestions included creating incentives, possibly monetary, for recycling on campus and showing how well other schools are doing compared with Lake Forest College.

I’d also like to add that Java City offers $1 refills on coffee. Consider saving your cardboard mug if you plan on getting a second or third drink in a day. Even bringing in a reusable mug will get you the $1 coffee at the café. Save money while being kind to environment. Not a bad deal.

Have any suggestions about recycling on campus? Email them to Sarah at spotosk@lakeforest.edu.

For more “green” articles and updates about Uncovered Artistry’s green projects visit our blog at http://uncoveredartistry.blogspot.com.
Dear Isaac,

Last year I was very good friends (only friends, mind you) with a guy. Sometimes he’s a huge jerk. And I just don’t understand why. I’m never anything but polite. Why is he so difficult?

Confused & Courteous

Well it could be for that reason: You guys were only good friends and he probably wanted something more. I have a curious thought that maybe he felt like you led him on, but he just realized that you just wanted friendship more than anything else. It’s kind of stupid. Guys should never give up a good friendship. Time will heal his stupidity so just give it some and he’ll come around knowing how nice you are.

Dear Isaac,

I went to the Lake Forest Public Library to check out movies and one librarian told me that three CDs that I had returned were overdue. I told her that I had returned them, and she told me that if I could find the said CDs in the basement CD area, there would be no further problems. I found one incorrectly marked as checked out, and told her that the other two probably followed a similar pattern. She filled out a form and told me she would look for them. How rude is that? Also, what happens if the Library doesn’t check in CDs? Who’s at fault?

Livid about Libraries

Unfortunately, there are cliques in our campus. Although we have a small campus, Greek life takes over our social lives inevitably through events and parties. It can’t be helped because at least one of your seven friends is in Greek life. We should really try to unity those outside of Greek life with those inside. Why can’t we all just be friends?

Dear Isaac,

I love food, but I don’t want to gain weight. How can I resolve this dilemma?

Looking for a Loophole

I think it’s safe to say that everyone’s been in a similar position as you are, or at least something close. Personally, I’d say that if you really want to be with her and come out of the friend zone, ask her.

Wasting Time

Well, join the crowd. You’re one in a million these days. Be active, head to the gym a few times a week, and not only will you not have gained that much weight, but you will feel great. Remember, there are a lot of things to do at the gym besides lifting, for example: swimming, running, tennis, etc.

Dear Isaac,

I’m spending a lot of time with this girl and I like her as more than a friend, but I’m worried that I’m in the friend zone with her forever. I don’t want to lose the friendship, but I also don’t want to give up on something just because I have a bad hunch. What should I do?

Stuck in Limbo

I would say it’s neither yours nor Lake Forest Public library’s fault. Sometimes mistakes happen and she filled out a form plus said she would look for them. Maybe she was just worried that you were one of those students that returned the CD’s late and didn’t want to pay the overdue fees.

Dear Isaac,

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Stuck in Limbo

It’s kind of stupid. Guys should never give up a good friendship. Time will heal his stupidity so just give it some and he’ll come around knowing how nice you are.

Dear Isaac,

I’m spending a lot of time with this girl and I like her as more than a friend, but I’m worried that I’m in the friend zone with her forever. I don’t want to lose the friendship, but I also don’t want to give up on something just because I have a bad hunch. What should I do?

Stuck in Limbo

Well, join the crowd. You’re one in a million these days. Be active, head to the gym a few times a week, and not only will you not have gained that much weight, but you will feel great. Remember, there are a lot of things to do at the gym besides lifting, for example: swimming, running, tennis, etc.

Dear Isaac,

Is there a separation or integration between people in Greek life and those outside of it on campus? Should this or can this be rectified?

Wanting Unity

I found one incorrectly marked as checked out, and told her that the other two probably followed a similar pattern. She filled out a form and told me she would look for them. How rude is that? Also, what happens if the Library doesn’t check in CDs? Who’s at fault?

Livid about Libraries

Publishing since 1887, Lake Forest College’s The Stentor is an award-winning, weekly newspaper that reaches over 1,400 Lake Foresters, including students, faculty, alumni, friends, and neighbors of the College.

**Current Ad Rates:**

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All prices listed above are per issue. However, discounts are available for any multi-issue purchase. Ads must be received the Monday before publication.

Thank you!
Opinions

Four things that make a senior hate the ETS and its standardized tests

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If you have been anywhere near me in the last two to three weeks, you have probably been exposed to my slightly manic ranting and raving about the Educational Testing Service (better known as ETS). You can thank ETS for instant classics such as the AP exams, SAT, National Assessment of Educational Progress (NAEP), and GRE.

If you have been lucky enough to avoid the GRE, I would like to congratulate you on an accomplishment I have not been fortunate enough to achieve. If you have not been so lucky, I assume you have been through an experience similar to my own, and I think you know exactly where I’m going with this.

I’d like to preface this article with two things. First, for the last 3½ years, thanks to Lake Forest’s extremely talented education department, I have been exposed to the art of educational assessment. While this does not make me an expert, I believe it lends a degree of credibility to my complaints.

Second, ETS does generic national tests taken by a large percentage of the population. They do not do tests like the LSAT and MCAT, which focus on specific fields (law and medicine), and therefore a much smaller selection of the population.

Now, without further ado, I present: 4 Things That Make Me Really, Really, Hate ETS.

(1) The Princeton Review Study Guide. If you are planning to take the GRE, I suggest you buy this book. I know there are tons of study guides out there, but I love this one. Why? The bitter cynicism with which the author addresses the GRE warms my heart! Man she does not like them, and rightfully so. ETS goes out of its way to write complicated, confusing-as-hell questions, and The Princeton Review is dedicated to teaching the reader how to take the GRE.

Let me say that again. This book is not about how to take a vocabulary or math test (which the GRE “is”). This book is about how to take a GRE.

When my time and effort goes into learning how to take a test, not how to answer the material on the test, I want to put my proverbial foot down. This test is stupid. This test doesn’t tell grad schools anything about my intelligence. This test basically fails at being a test. The problem is, I can’t.

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“...When my time and effort goes into learning how to take a test, not how to answer the material on the test, I want to put my foot down...This test doesn’t tell grad schools anything about my intelligence. This test basically fails at being a test. The problem is, I can’t.”

(2) Money. Money. Money!! Speaking of ETS, I’m pretty sure the only thing they love more than their practical monopoly of the general–testing industry (the ACT is one of the only common tests not given by ETS) is money.

I understand charging for tests. The SAT is $45. The ACT is $33–48. The GRE is $160. I feel this is slightly extravagant, but I’ll deal with it. (It’s not like I really have a choice anyway.) But there’s no way you take the GRE once. So, when writing the question, that the person kind of knows the word, sticking a synonym on the list of answers automatically decreases ETS’ chances of “winning” from a theoretical 100% (student can’t narrow down the 5 choices) to 80% (student can narrow choices to 4 out of 5).

I’ve received mixed feelings of the antonym part of the verbal section. ...Huh? I’ve received mixed feelings about this, but here’s my argument: ETS makes the GRE as difficult as they possibly can, so if they assume, when writing the question, that the person kind of knows the word, sticking a synonym on the list of answers automatically decreases ETS’ chances of “winning” from a theoretical 100% (student can’t narrow down the 5 choices) to 80% (student can narrow choices to 4 out of 5).

Tests are expensive.

But here’s the kicker...If you want to send GRE scores to all the schools you will be applying to (i.e., “If you want to get into grad school”), you better be willing to pay $23 for every single school. How doesn’t it cost ETS $23 dollars to push a button that makes a machine print out a few pieces of paper, and then put those papers in envelopes, and finally (whew!) put those envelopes in a mailbox? That’s a lot of work. But they can— and do— charge you that much. You have no choice.

(3) Very Bad Questions. ETS quite frequently lists one synonym in the answers of the antonym part of the verbal section. ...Huh? I’ve received mixed feelings about this, but here’s my argument: ETS makes the GRE as difficult as they possibly can, so if they assume, when writing the question, that the person kind of knows the word, sticking a synonym on the list of answers automatically decreases ETS’ chances of “winning” from a theoretical 100% (student can’t narrow down the 5 choices) to 80% (student can narrow choices to 4 out of 5). In school!” Oh absolutely. See, I think ETS has some serious self-esteem issues. Here’s the thing. If everyone answers a test question correctly, maybe it’s too easy. And that’s okay; standardized tests need questions that range in difficulty.

(4) My Test, My Rules. In case you didn’t know, sometimes ETS makes its own rules up, and you better damn well follow them. You know, of course, that the square root of 9 is +3 and -3. Well ETS doesn’t like that rule, so ETS isn’t going to follow that rule. ETS only wants positive roots.

(5) Vocabulary. I don’t have much to say about this. ETS likes to test your knowledge of words that no human beings use. Ever...unless they’re studying for the GRE. Okay, maybe that’s a bit unfair, because there are a lot of words on there that you should already know. But there are also words that I—an avid reader— have never seen, have no idea how to pronounce, and have no reason to believe will help me succeed in life.

Here’s what all this boils down to. If you don’t want to apply to grad school, then you don’t give a damn about applying to grad school. Which is fine. It’s not for everyone. But if you want to apply to grad school, you clearly give a damn about applying to grad school. This includes giving a damn about the GRE.

This is why ETS freaked out and made the GRE a terrible test. Everyone taking the GRE legitimately wants to do well, legitimately wants to get into grad school, legitimately studies to do well.

The problem? Students have stopped studying the vocabulary and math content and have started studying the test itself, and succeeding in grad school doesn’t hinge on how well you know the GRE.

No negative roots. Why? Because ETS said so, and it’s ETS’ test, and you play by ETS’ rules. If you dare to answer that negative roots actually exist (because hey, the rules of math), ETS will blow a raspberry and take away your points.

But does ETS ever tell you their rules? No, of course not, because that would make it easier for the test takers to do well, and God forbid that happen.

Photos courtesy of Gabriel Pollard
Opinions

The other things that youth sports teach us

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We all know the things we’re told as kids about why our parents shove us into sports. They teach us about teamwork, dedication, leadership, commitment, hard work, physical fitness, and countless other intangible skills needed to survive in our culture. I found myself wondering today what else they teach us.

And before you dismiss this article as the ranting of a sad little nerd who just couldn’t make it in the world of athletics, let me say that I’m a lifelong hockey player who had some of his greatest moments on the ice and in the gym. Some of my best friends and my greatest lessons and skills come from the rink. I’m just wondering if some of my more nefarious or less desirable characteristics came from my time at the rink as well.

What follows is an entry I put in my blog I kept last semester while I studied in Spain.

“One of the easiest people to manipulate is a young hockey player. He grows up being conditioned to follow instructions and obey authority because he must do so in order for himself and his team to be successful. As he does this, he will at some point unfailingly run into some really bad, stupid coaching. Despite this, he may continue on with the game and become fairly good at it.

However, once he reaches the age of reason, all will change. Each player will have his own particular age; for some it will be 16, for others 18, 22, 30, or even 35. The point is that we can not stay within the obedient mindset forever, because as we grow we are subject to the whims and opinions of these older, “sage” hockey minds that show us only one thing: cockiness.

As we grow, we adopt this cockiness because it’s what we see. At this age of reason, we begin to conflict with the power figures in our hockey careers and our lives, thus ending our careers—unless we are too talented to be let go. Some guys don’t reach this stage at all. Thus, they can make it to the highest levels of the game with the ability to adapt to any system.

So what I’m saying is maybe we are taught some kind of desire to thwart or rise against authority in youth sports. I don’t think it’s that simple or that evil-sounding. But I’m getting the feeling that it’s not all leadership and smiles that come out of those teams.

I’d also like to use this opportunity to say I’m glad to be back at LFC, though the transition was not easy. Expect regular opinions pieces from me again, along with one other thing. Some of you may have heard last semester that I tried to start up a lampoon magazine.

Obviously, it was hard to do from across the Atlantic. I’d love to get something going this year, and in lieu of harassing The Sten- tor staff more than I already have, I’d like to offer the creation of a new blog called The Lake Forest Lampoon. It will feature current and graduated students in whatever comedic way they see fit. If you want to send in a comic strip, a story, a series of one-liners, or anything else, it will work as long as it’s funny.

One thing we sorely lack is a sense of humor about certain things on campus, and I’d love to see that come out. I know you all see it too, and I bet some of you know just how to solve the problem.

I guess that I should explain this stuff. I must warn that this will sound snooty, but I’m sort of intending this.

I enjoy trash talk. Its allure is not from the quaint one-liners that typically convey the same notion (I’m going to beat you), but — instead — the irony that I am often the smallest person in the room at a dodge ball game or the worst at whichever activity I’m engaged in.

In mocking myself, I’m allowed to mock the activity and acknowledge that whatever I’m doing is an odd form of entertainment cause both jokes mean the same thing: Chuck Norris is typically presented as the epitome of bearded masculinity and he — omnipotent, aggressive, and incomparable — can defeat everything at all odds. The hyperbole is trite and outdated.

The type of immature humor that I’d like to advocate is that which is acted, meaning that humor which is written or performed and has a broad scope of irony. I even would say that this form of humor is more real than just straight-up conveying

The importance of pranking friends and the reason why you shouldn’t tip over trash cans

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Since I’ve been in college, I’ve actually become less mature. I’ve gone from sweating in a professor’s office and writing really passionate articles about protests to asking my boss how serious I have to act at the Board of Trustees meeting.

I’ve also gotten extremely less obsessed with misplaced modifiers, with strict verb usage, with con- truction use, and with the overuse of polysyndeton. Nonetheless, this diminishment of a serious attitude about everything has been the most salutary aspect of my college experience.

I do not advocate becoming less serious during a college experience. A decrease in a serious attitude could be perilous to a lot of beneficial things. For instance, the Sten- tor used to be filled with political mumbo-jumbo and it no longer is. The paper no longer really lives up to its name (which stems from the Greek promulgator of war (meaning a loud and powerful voice)).

What the heck, dude?

I wish, however, that it were still a nexus for po- litical and serious intellec- tual news and commentary. And I hope to decrease the inundation of less-serious articles in the Sten- tor in order to improve the college newspaper name.

On the other hand, I do not think that seemingly less serious assertions should be taken as signaling a paucity of mature and sophisticated intent and meaning. But I mean to refer to a specific type of immature humor — one that focuses on irony and not cliché jokes.

I guess that I should explain this stuff. I must warn that this will sound

...something. In other words, when I assert something as true and tell my audience, I thereby make it artificial. If, however, I do something ironic, I don’t disclose my intended meaning, and it’s conveyed unpredic- tably.

Without the irony, trash talk is equivalent to Chuck Norris jokes. Chuck Norris jokes, for instance, are not funny. And if I receive one more “fwd:” email or one more invitation to a stupid Facebook group or if I see one more bad t-shirt and group of teenagers telling terribly annoying Chuck Norris jokes, I will seriously challenge Chuck Norris to a duel.

The problem with the Chuck Norris joke is not that it isn’t funny, but it is repetitious and tendentious. Yes, Chuck Norris can eat only one Lay’s chip, and, yes, Chuck Norris can kill two stones with one bird. But this gets annoying be-

“The other things that youth sports teach us”}

The importance of pranking friends and the reason why you shouldn’t tip over trash cans

I don’t mean to be a snoot,

...but knocking over trashcans is the lamest joke ever and it’s totally not cool
Sports Column:

The focus of one young girl is an example for all of us

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The game was essentially over, with the men’s Basketball team having their way with the University of Chicago’s team on the Tuesday before Thanksgiving, en route to a 76-58 pounding. With minutes remaining and the game all but wrapped up, I found myself scanning the crowd of 247. Maybe it was because she was left-handed like me, and, as minorities among the greater population, we southpaws tend to take notice of one another, but at that moment a little girl sitting next to her younger sister and mom with a coloring book to her right and a single sheet of white paper to her left caught my eye.

Every so often she would take a moment to stop coloring and write down a number on the sheet of white paper divided into two separate columns: 68, return to coloring, 69, 70, return to coloring, 52, return to coloring. Initially I was impressed that someone of such a young age could focus so diligently among all the distractions of a collegiate basketball game in order to get her math homework done. After all, it was a school night.

As I looked more closely I saw that the numbers she was writing numbers down in round, slightly slanted fashion, correlated to those on the scoreboard. The pauses between writing down numbers and drawing in her coloring book matched that of each team driving up and down the court, knocking down jump shots, three pointers, and free throws. She was scoring the game.

McArthur Conger is six years old. She, her younger sister Hannah, and their mom Julie sat just a couple of rows behind the Forester’s bench where Hailey’s dad, Chris Conger was hard at work leading the team to victory, substituting players in for was to complete whatever dreaded homework assignment I had for that night, scribbling virtually illegible numbers and letters down onto a chocolate chip granola bar-stained worksheet. My involvement in sports at the time extended only so far to that of the baseball diamond, though

Both of my daughters will sit next to me and watch film (of games) with me when I’m watching at home.”

Perhaps it’s the beginning of a coaching trend within the Conger family, but for now basketball remains a game for Hailey and her sister. “I am not sure how much they understand yet other than they want the Foresters to score baskets and don’t like it when the other team scores,” Conger said, adding “I don’t know if she (Hailey) has a future in coaching. I think right now it is more about them spending time spending time with their dad than it is their love of basketball.”

Hailey is lucky. She has found something she loves and is good at, at such a young age. Whether or not it will stick with her time will only tell, but for the time being Hailey has conquered what so many of us here at college struggle to on a daily basis: deciding what it is we love in life and pursuing it to the fullest extent.

Next time you go to a men’s basketball game, look for the girl sitting in the stands next to her mom and sister a couple of rows behind the Forester’s bench. She may be hard to spot initially with legs barely long enough to touch the ground beneath the seats, but more likely than not she will be there watching the action on the court intensely just like her dad one moment, making note of it on her score sheet in a prompt, efficient manner, only to return to her coloring book and joy of being a six year old the next.

You could learn something from her.

Photo Courtesy of Hanna Horner
Coach Conger holds his daughters Hailey, a scoring savant, and Hannah, her younger sister, after a Forester victory over University of Chicago last Tuesday.

I often found myself more interested in the dandelions and bumblebees in the outfield than the score of the game. I had not reached the point in my life yet where sports played a prominent role, at least not one worth taking note of. Hailey has.

“This is her first year of scoring games” her dad and basketball Head Coach Chris noted.

“She was very excited about it. I’m not even sure why she started doing it.