



STATESMAN



DISSOLVING DEMOCRACY

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Volume 56 - Issue 1
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Adlai E. Stevenson High School
1 Stevenson Drive, Lincolnshire, IL 60069

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issue 1

Hello reader! What you are holding is the first issue of this year's Statesman, Stevenson's award-winning student newsmagazine. In this issue, we reflect on the profound effect the events of last summer have had on our community—from the overturning of *Roe v. Wade* to the July 4 shooting in Highland Park. As we return back to school, this issue explores how we've supported one another as we face a transformed world. I hope you find value in the voices and perspectives we've uncovered in the stories that follow. Cheers to the year (and more issues) ahead!


COLLIN FAN

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SEPTEMBER

THE FORUM

YUMNA ALI-KHAN, COLLIN FAN,
TEJ KOSARAJU, LILLIAN ZHOU

STEPPING TO A NEW BEAT

Administration incorporates cultural music into passing period playlist

In recent months, Stevenson has started playing more cultural music during passing periods to accommodate the diverse student population.

At the beginning of the 2022-23 school year, administrators worked with many world culture clubs to collect music suggestions. Since then, the songs have been approved to be played along with the previous mix of music during passing periods.

“For many years, we’ve played hallway music, and there’s a great variety of styles from the United States,” director of Communication Arts, Doug Lillydahl, said. “We have so many kids who are so diverse and will appreciate different kinds of music while walking in the hallways.”

The incorporation of the different music styles was originally an idea to help diversify an of-



Students walk between classes as music plays overhead. A more diverse sampling of songs has helped students feel represented.

ten overlooked aspect of student life. Lillydahl believes the music choice had a largely positive impact on the student body.

“I know a couple of my friends felt happy, and one even said it made her day, hearing music she normally listens to played in the hallways,” Olivia Suh ’23, president of the Asian American Student Association (AASA), said. “I was personally surprised to see this change because I’m hearing songs I recognize that are more personal to my identity and cultural background.”

THE SMALLEST ACTS CAN HAVE THE BIGGEST DIFFERENCE

OLIVIA SUH '23

With the new mix of songs, students like Suh may feel more comfortable and included in the school environment. Diversifying the passing period playlist is just one among the many future steps that are being taken by administrators to better represent Stevenson’s unique student body.

“It’s worth further discussion in the future as to how we can make others feel appreciated, included, and heard,” Suh said. “I guess the smallest acts can have the biggest difference.”



Photo Credit: Isaac Brubaker

A CAMP REVAMP

Camp Patriot expands offerings, builds community after remote learning

Due to disruptions from the COVID-19 pandemic, Camp Patriot returned to Stevenson this summer for the first time since 2019. Running from June 12 to July 28, the program provided opportunities for K-8 students to explore recreational activities and connect with peers.

Offering activities ranging from archery to swimming, Camp Patriot and its counselors—known as “Role Models”—serve to familiarize students with the Stevenson community. The program took place at Tripp Elementary School last year due to social distancing efforts but returned to Stevenson this year to continue providing a diverse palette of activities.

“[We had] the opportunity to have activities inside the school, swim lessons [and] more field trip opportunities,” Role Model Olivia Lee ’24 said. “[The] kids were able to get a more fulfilling camp experience.”

This year’s camp was also a chance for younger students to interact with one another after years of remote learning. Lee

believes many of her students were able to learn key communication skills at camp.

“Due to a lack of in person interactions for the past two years, many of the younger campers have lost out on vital opportunities to learn about social norms,” Lee said. “At camp, all of the counselors were able to facilitate an environment where... campers were able to make meaningful connections with their peers.”

Along with the skills they take away from camp, students have the chance to form bonds with peers in other Stevenson feeder schools. For Program Manager Isaac Brubaker, the variety of activities in the program offers students a preview of Stevenson while also providing a foundation for lasting relationships.

“The thing that I think we really were successful at was building culture,” Brubaker said. “It shows in the fact that people are already signed up for next year. It shows in the smiles on all the faces.”

LIGHTING UP THE DANCE FLOOR

Homecoming preparations focus on increasing student involvement, sense of community

Student Council is ramping up for a disco-themed Homecoming week starting on Sept. 26. The club hopes to involve more direct student participation during the Homecoming planning process.

The Homecoming dance will take place in the newly renovated Fieldhouse on Oct. 1. The recent Patriot Wellness Center construction has allowed the event's organizers to extend beyond the main dance.

"With the expansion of the Fieldhouse, we have more room," Andre Gluck '23, Student Council Historian, said.

"We're thinking of doing a disco floor, a huge disco ball and on top of that we're trying to include smaller games that people can do."

Student Council also hopes to involve students in the dance by placing a greater emphasis on fulfilling song requests. Gluck believes that the disco theme was the perfect choice for this endeavor.

"The disco era was highlighted by its music and the variety of music that it had," Gluck said. "We will be more set on including song recommendations—I've made it an initiative

to include music that students actually want to hear."

While Homecoming week is primarily led by Student Council, the event receives contributions from other organizations around the school. In the weeks leading up to the event, each grade's respective Class Boards decorate the hallways and a number of clubs and sports will participate in the Homecoming assembly on Sept. 30.

"Our main goal of this [year's] Homecoming assembly is to involve more organizations like the Patriotettes, Cheer and Band that hype up the student body and make people proud of being a Patriot," Sammy Entin '23, Student Council President, said.

Throughout their preparation, Student Council wishes to make a strong first impres-

sion for new students. Both Gluck and Entin emphasize that Homecoming is meant to showcase Stevenson's community spirit.

"In comparison to other events, Homecoming emphasizes Stevenson's roots, especially because there is so much leading up to the dance," Gluck said. "It's a great way to welcome in the school year on a positive note."



A member of Sophomore Class Board prepares a hallway decoration. The club is one of many involved in the Homecoming planning process.

PIECING TOGETHER "CLUE"

Patriot Theater Company prepares for their upcoming fall production

The Patriot Theater Company (PTC) is preparing for this year's fall play, "Clue." With performance dates on Sept. 22-24, actors and crew members rehearse their lines and staging everyday until 6 p.m. in the Black Box Theater.

"There's a lot of rhythm-based

performance, and because it's a comedy, all the performances are dialed up to 10," Johnathon Franke Gordon '23, playing Mr. Green, said. "While there's memorizing the lines and the acting aspect of [the play], it's also how the different pieces work together."

While actors polish their performances, the crew, overseen by Stage Manager Nitya Shastry '24, is at work behind the scenes. They prepare the play's unique in-the-round format, a "thrust stage" in which the audience surrounds the stage on all three sides.

"It makes it a lot more interactive and interesting as you get a lot of different sides of the actors, and they're not just stuck facing one direction," Shastry said.

Due to the amount of work put into engaging the audience, the PTC also emphasizes the importance of prioritizing mental and physical health. Although



PTC members rehearse in the Black Box Theater after school.

there have been difficulties with this in the past, there is a more positive outlook for future productions.

"PTC has made some really important strides in ensuring [...] strict rehearsal norms, meal breaks and making sure that students aren't overworking themselves," Shastry said.

Shastry emphasizes how the PTC's work ethic matches their inclusivity and openness to new members. While it can be intimidating at first, current PTC students encourage those interested in fine arts to give theater a try.

"It makes the school day

worth it sometimes, where you can look forward to rehearsal," Franke Gordon said. "It's a great chance to meet new people and I've really enjoyed that aspect."



The crew works behind the scenes as actors rehearse on stage. The audience will surround the stage on three sides, allowing for a more interactive performance.

CLUE
SHOWTIMES

9/22 - 7 PM

9/23 - 7 PM

9/24 - 2 PM, 7 PM



RESERVING JUDGEMENT

Students, staff discuss SCOTUS impact on media literacy

ANIKA KRISHNASWAMY, ANSH AGGARWAL, JONAH COOPER, CAMDEN WRIGHT

This summer, the Supreme Court of the United States (SCOTUS) issued several controversial rulings, leading to drops in public approval—a recent Marquette University poll reports a fall from 60 percent in July 2021 to 38 percent in July 2022. This sudden increase in attention for SCOTUS has led to an increase in advocacy for media literacy among Stevenson students.

In the Stevenson community, two cases have been at the forefront of this new attention: *Dobbs v. Jackson Women's Health Organization* (2022), which overturned the constitutional right to abortion granted by *Roe v. Wade* (1973), and *West Virginia v. Environmental Protection Agency* (EPA) (2022), which limits energy regulation efforts like the EPA's proposed Clean Power Plan.

According to Mock Trial co-President Larry Han '23, the sudden increase in SCOTUS media coverage following these rulings could be a wake-up call for many to increase their political involvement and literacy.

"In terms of media literacy, I think there's a general lack of understanding of what the Supreme Court's role is and

what each decision means," Han said. "People all across the country have certain hopes for public policy—and we can debate the merits of those policies—but it's not the Court's job to address those."

Han explains that this lack of understanding of the Court's role—upholding the will of the constitution rather than the general public—can create a false, harmful portrayal of the Court, advocating for his fellow students to pay more attention to misconceptions about the Court's purpose before engaging in political conversations. Constitutional Law teacher Peter Anderson added that in addition to being well-read on political topics, people need to be wary of biases in the media they consume.

"[People] listen to people that they're comfortable with [and] whose analysis seems to align with their own beliefs," Anderson said. "So you're going to get a viewpoint that probably affirms what you believe, and as such it probably makes every decision feel like a huge win or a giant loss."

Anderson expands that many of those who want impartial news about the political atmosphere of the US have

turned to international sources like the British Broadcasting Company for their information. Debate Middle School Coordinator Vageesh Ramaswamy '24 shares Anderson's sentiment, advocating for students to have greater awareness of the media's tendency to sensationalize controversial topics when researching their political views.

"I think the media is very focused on making it like a breaking news story rather than the actual impact it will have," Ramaswamy said.

While Ramaswamy may be dissatisfied with the limited depth of SCOTUS news coverage, he concedes that it has served to make students more aware of the country's political atmosphere. However, Green Team President Harley Schwarz '23 believes the media still lacks consistent coverage for environmental issues.

"If you don't see environmentalism portrayed in the media, you're not as likely to realize that there's something wrong or willing to take action," Schwarz said. "There are so many examples of how what is portrayed in the media directly impacts the



Protestors gather at a PPIL-sponsored event hosted in July 2022. Following the overturn of *Roe v. Wade*, many have expressed public outrage.

Photo Credits: PPIL

“THESE ISSUES AREN’T PORTRAYED AS MUCH IN THE MEDIA AS THEY SHOULD BE. PEOPLE AREN’T AS INTERESTED IN SOMETHING IF IT’S NOT DIRECTLY REPRESENTED IN THE MEDIA.”

HARLEY SCHWARZ ’23, GREEN TEAM CO-PRESIDENT

things that [people] find important.”

Like Han, Schwarz advocates for his peers to stay informed on political matters, but he also argues that the responsibility of keeping the public informed falls to more than just individuals themselves. Whether it be in the media or the classroom, he asserts that providing everyone with ample opportunities and resources to educate themselves is key to promoting media literacy, a mission that Green Team is trying to fulfill.

“Environmental education is really lacking in our school system [so] we wanted to make [Green Team] more hands-on [by] going through recycling plans, doing things around the school, [and] talking with other people,” Schwarz said. “We want to try to reach as many people as we can, and sometimes that’s hard if they’re not [in] our club.”

The need for education spans more than just environmental issues. Planned Parenthood Illinois (PPIL), has also been working to expand its reproductive

healthcare educational programs, having hosted several pop up rallies since July. With weekly out-of-state calls rising from 100 to nearly 700 following the rulings, Adelaide Zwick, PPIL Program Manager for Advocacy and Campaigns, explains that the overturning of *Roe* and the media outburst that followed has caused an upsurge in awareness.

“We’ve also seen a huge increase in volunteer applications throughout the state,” Zwick said. “People are fired up and upset over this decision. It’s uplifting to see so many requests from the public looking for ways to help.”

Although the recent Supreme Court decisions may have brought issues like

climate change and abortion into the media spotlight and led to higher levels of public action, Han maintains that there is still more work to be done. He implores his fellow students to actively enhance their own knowledge and make informed decisions, especially as their actions begin to carry greater weight.

“I’m not saying that everyone needs to read textbooks on political philosophy, but I think if we try to impart our opinions on others—as so many of us do—then we need to be better-versed in what we’re talking about,” Han said. “This [political literacy] especially applies to young people as we become the target demographics of politicians and start to vote.”



Green Team co-president Harley Schwarz ’23 leads the club’s first meeting of the year. Members such as Janani Chandramohan ’25 and Ishanaa Srinivasan ’25 discuss topics like environmental legislation and education.



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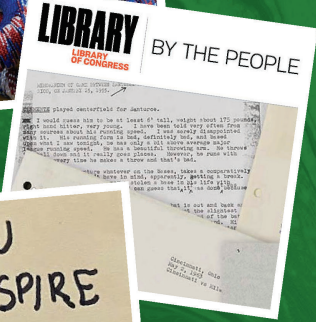
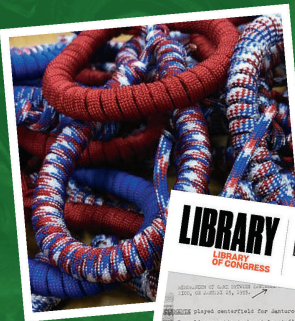
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FRESHMAN SURVIVAL GUIDE

BY

Timothy Bui
Jennifer Huang
Kyla Smith

Stevenson
✓

For Social Butterflies

practical skills to navigate ~~the wilderness~~

In such a large campus with so many different classrooms, activity spaces and unfamiliar faces, it's easy to feel out of place. Your close friends may be in a different class or lunch period, but this is only an incentive to reach out to others and forge new relationships. The social events that Stevenson organizes exist not only to celebrate school spirit but also to help facilitate communication and build new connections between students.

There is no shortage of extracurricular opportunities for you to have fun with your peers so seize the chance: cheer for the Patriots at a football game, attend a pep rally or dress up for Spirit Week. You can also visit the World's Fair and try new foods, buy tickets to see the theatrical production "Clue" or attend an orchestra concert. Save the dates for Homecoming and Winterfest—getting dressed up to go dancing with your friends is a quintessential part of the high school experience. Even if high school dances don't seem particularly interesting, definitely attend at least once so you don't regret it years down the road.

Extra, Extra!

Every middle school student always hears the same piece of advice before entering high school—get involved. As cliché as it sounds, joining clubs and sports during freshman year is a foolproof way to meet new people, discover new interests, demonstrate leadership and make a big school like Stevenson a little more familiar. With over 400 clubs, sports and student organizations to choose from, Stevenson has everything from Interactive Gamers Club to Student Council. If you ever lose track, visit Student Activities in the Wood Commons to browse the various different club brochures to find which suit your interest. There's a club for everyone, but if there's nothing that peaks your interest, you can always apply to make one of your own.



Diner Dash

The Stevenson Cafeteria may not operate on Charles Darwin's idea of survival of the fittest, but it can certainly be intimidating to navigate the long lines and countless menu options all while trying to finish eating before the bell rings. Don't stress out too much—here are three tips to handle lunchtime madness:

1. If you plan on eating at any International Station, you'll need to get there earlier than you think. Even if you get to the cafeteria seconds after Advisory ends, you should anticipate a line of people already waiting for their food.

2. Looking for a breakfast item or a snack during lunch? Jazzman's bagels are a must. This bakery go-to is the perfect choice for students trying to grab a quick bite. If you're feeling extra fancy, try the chocolate chip!

3. Figuring out where to sit during lunch can be intimidating but the perfect spot for you depends on your personal preference. If a busier, louder area is more your speed, check out the Point, the Wood Commons or the Glass Commons. Looking for a more peaceful space to eat? Try the Lower Glass Commons or even the Information Learning Center (ILC). And if you happen to try sitting in the latter during lunch, consider visiting the tutors for help!



Challenging the Court of Law

Statesman encourages open conversation, mitigating political polarization to push for legislative change over reliance on judicial precedent

Chief Justice John Roberts once famously said, “It’s my job to call balls and strikes, and not to pitch and bat.” But after a summer of controversial court rulings, the Supreme Court’s position on key issues has challenged Roberts’s belief in its ability to evaluate laws impartially.

In the past, justices such as Ruth Bader Ginsberg, David Souter and Anthony Kennedy received at least 90 out of 100 possible confirmation votes from the Senate—showings of bipartisan approval that are rare today. Recent controversies surrounding judicial nominations have focused on political conflict over nominees’ qualification, as in the case of Amy Coney Barrett, highlighting how partisanship is increasingly affecting supposedly impartial institutions.

In light of these growing political divides, Statesman believes that instead of relying on judicial precedent, it is our responsibility to advocate for legislative change by reducing political polarization. Through a combination of activism and open conversation, we can bridge ideological differences in modern American society and prevent partisanship from influencing powerful establishments.

A lack of bipartisan cooperation between members of different political parties has led many to question the validity of the Supreme Court’s rulings. While the Constitution permits justices to serve lifelong terms with an intended purpose of resisting political pressure, the Supreme Court’s current 6-3 conservative-liberal split has prevented bilateral

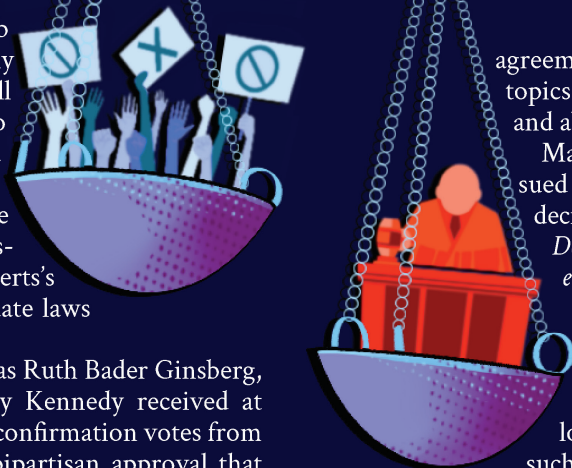
agreement on contentious topics like gun control and abortion.

Many of the rulings issued over the summer were decided 6-3, including *Dobbs v. Jackson Women’s Health’s Organization* (2022), which overturned the precedent for national access to legal abortions. Following the ruling, states such as Texas and Alabama

passed near-total bans, preventing people from seeking abortions in spite of ectopic or potentially fatal pregnancies, a decision that remains unpopular with over 62% of Americans, as reported by the Pew Research Center in July. Consequently, judicial polarization not only misrepresents public opinion, but also has led to staggering legislative changes.

Statesman reaffirms that the Supreme Court is meant to interpret constitutional matters without bias. However, since justices are granted life terms, they have little to no incentive to listen to public opinion on potential violations of fundamental rights. As a result, Statesman encourages a shift in focus toward bridging political divides in order to create just policies and codify judicial precedents.

As a student community, Statesman believes that the best way to





address seemingly irreparable political division is to broach controversial topics in educational environments. In order to achieve this, Stevenson should provide students with more opportunities to learn from a variety of sources in class. Media literacy is key to advancing discussion over accusation and nurturing well-informed voters, a fact that the Illinois School Board recognized when it mandated that every public high school must teach a unit on media literacy starting from the 2022-23 school year.

Although discussing social and political differences in classrooms is essential to learning about implicit biases, Statesman also maintains that in a community as privileged as Stevenson, awareness and education should only be considered an initial step toward “equity, access and inclusivity,” as outlined on Stevenson’s website.

When institutions challenge fundamental rights, we must confront them directly, balancing awareness with advocacy. Students can petition against the effects of unprecedented court rulings by building coalitions and writing letters to legislators that advocate for specific local, state and federal laws. For instance, in Kansas, voters from both ends of the political spectrum joined together to reject a ballot referendum that would have removed the right to abortion from the state constitution—a major achievement in one of America’s more conservative states.

Locally, students can also participate in clubs and extracurriculars that target specific societal issues. Even if the scope of such activities is limited to the surrounding community, Statesman believes that learning to speak up is essential for students to advocate for their beliefs.

Only by balancing civil discussion and activism can we avoid the urge to entwine our identities with political beliefs and strive instead toward change. In the end, it’s not a singular person or party that will face the consequences of an ailing democracy. Unless we separate ourselves from a culture that

feeds into hyperpartisanship and speak against false binaries, how can we expect to survive the ubiquitous repercussions of our country’s collective failure?

**Only
by balancing
civil discussion and
activism** *can we avoid the
urge to entwine our identities
with political beliefs and strive
instead toward change.*

SUPER SUMMER OR SUMMER BUMMER

Staffers debate the pros and cons of summer jobs

AAROH TAK, AAYUSHI WADHAWAN, AVA WINBER

A vast majority of students in the Stevenson community have worked in a variety of occupations such as being a lifeguard, barista or even a tutor. Although some students may not need to work to support themselves and their families, there is definitely value in working a summer job. Since teenagers are in a critical phase of developing lifelong skills and exploring their career goals, having a summer job is exactly what they need.

For example, customer service jobs allow students to develop their self confidence and converse with people in a professional manner. Students are given the opportunity to practice interpersonal communication, especially when handling situations with rude or difficult customers. Although handling disrespectful customers can be stressful, being exposed to these circumstances allow students to practice problem solving and defusing escalated situations.

Not only do students gain work experience, but they also form meaningful connections with their coworkers through their shared experiences. Whether it has to do with dealing with a rude customer or getting a large tip, your coworker best friend understands the ups and downs of the job. Also, building relationships with experienced coworkers gives students an opportunity to network and gain insight for personal and professional growth.

Aside from the special friendships a work environment has, a strong motivator for students to get a summer job is for the extra money. Other than the paycheck, however, a summer job gives high school students a chance to explore their newfound financial freedom and practice budgeting. The ability to earn and manage money is relatively new to younger students so creating the foundation to learn finance management skills at an early age can be beneficial.

For example, rather than viewing the cost of products as cash price, students may look at purchases in terms of the hours worked. For example, instead of a new pair of shoes costing \$100, it now equates to a full eight hour workday.

Even though the summer job doesn't last forever, the valuable experiences and memories do.



After a stressful year of demanding academics and busy extracurricular activities, summer is the perfect time to relax and travel. However, having a summer job can impede that. Rather than recovering after months of sleep deprivation and battling the constant stress of school, many students immediately jump back into this unhealthy

cycle when working a summer job. Even if a student's job is part time, hours tend to be much longer than anticipated.

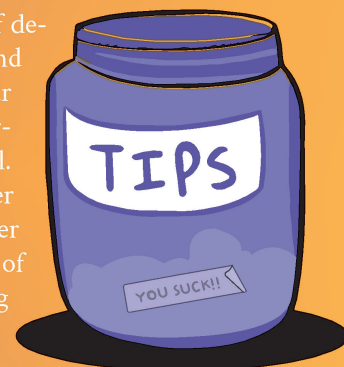
Some students must pursue a summer job to support themselves and their families but are encouraged to keep their hours low to ensure they have time to pursue other passions. However, if it is not a necessity, having a summer job might not be worth the stress or time.

Instead, students can consider focusing their time in another way, especially as they enter their junior and senior years. If given the opportunity, some students may find additional value in pursuing an internship or other various academic opportunities rather than working. While internships are often unpaid, the academic and professional skills developed during them can help students in university and the professional world.

Additionally, it's not uncommon for teenage workers to be treated poorly by management and customers. Younger employees tend to get pushed around by customers much more than their older coworkers because they are viewed as easy targets.

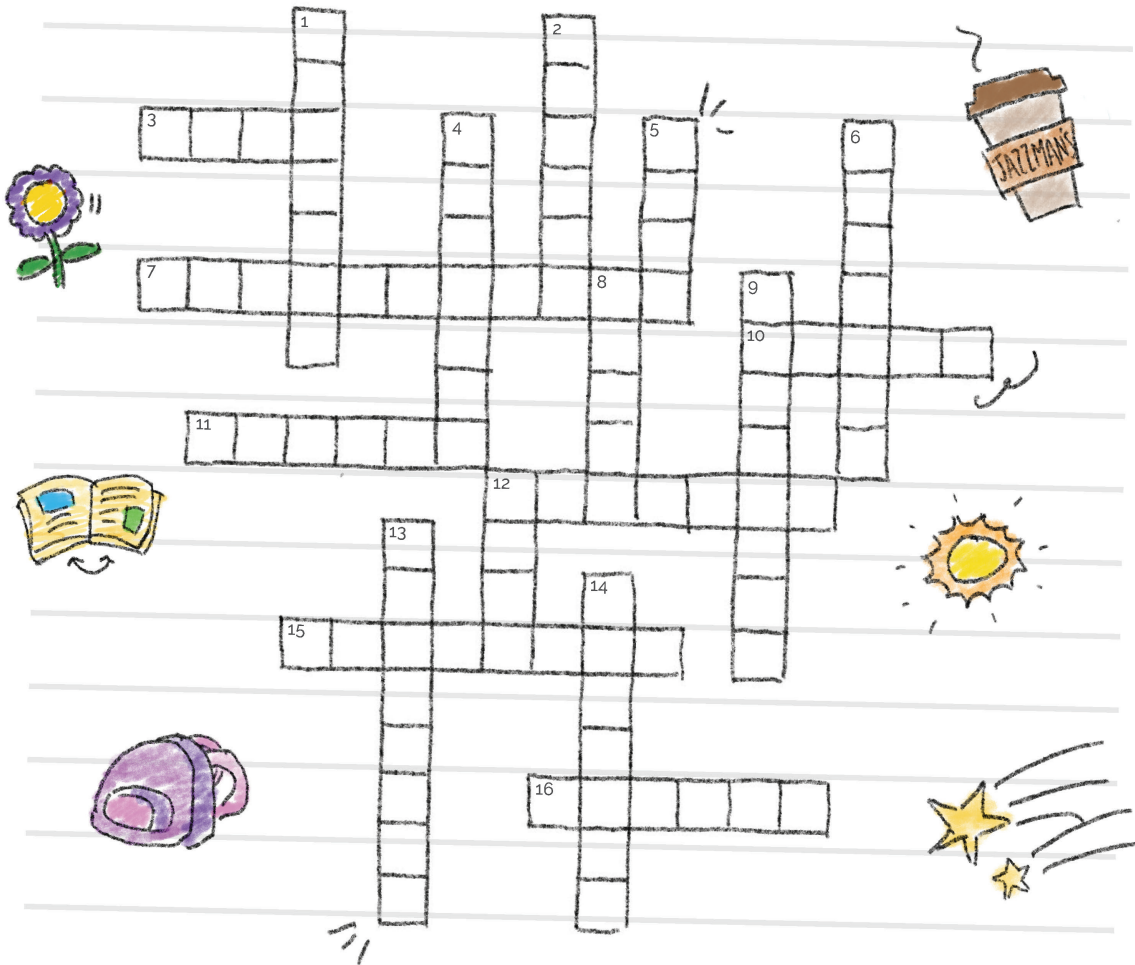
Most adults—especially those who are prone to nit-picking their quality of service—will be much more comfortable yelling at a teenager rather than another adult. In fact, a study taken by Griffith University found that 74% of employees under 18 faced some form of exploitation. As a result, the constant harassment can be morally degrading and make working a job a stressful experience, impacting students' mental health.

Even if students need to work to support themselves, they are encouraged to use summer to recharge and pursue other interests.



⁹ STATESMAN¹⁰

⁷ STUMPER



DOWN:

1. Stevenson's biennial fine arts festival
2. Best current Statesman Editor-in-Chief
4. Step on it to never graduate
5. This year's fall play, happening Sept. 22-24
6. Origin of summer break
8. Stevenson has over 140 ____
9. The W in PWC
12. Stevenson "Starmakers"
13. The Ambassador is Stevenson's ____
14. The most recent visiting artist teaches at the ____ Academy

ACROSS:

3. SNN meerkat
7. The 9/11 ceremony was held in the Garden of Peace, Hope and ____
10. Adlai's middle name
11. Month when school starts
12. First sport to compete this year: Bass ____
15. Best current Statesman adviser
16. Number of fingers the floor Patriot has

Submit completed crossword to this form on distribution day for the chance to win a prize!



on the safe side

Aftermath of Highland Park shooting prompts reevaluation of Stevenson safety; students, administrators call for increased awareness

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Highland Park High School senior Alexander Bradshaw was working 15 minutes away at his job in Lake Forest. David Maldonado was managing his non-profit organization thousands of miles away in Los Angeles, California. Kshiti Prasanna '25 was driving towards the event only a few miles away, expecting to celebrate the occasion with brassy music, colorful floats and flying flags. With seemingly disparate experiences, these individuals would soon be intertwined in tragedy.

On Monday, July 4, Highland Park's annual Independence Day parade was halted by gunshots, claiming seven lives—including one Stevenson alumna—and injuring 48 others. The incident was one of several shootings nationwide that occurred on the federal holiday, a mere six weeks after the Uvalde County Robb Elementary School shooting that killed 21 and injured 17.

When Prasanna arrived at the parade, she was met with a crime scene swarming with police officers instead of the usual smiles and laughter. Families that should have been celebrating on Highland Park's Central Ave. were now cowering under benches, and a woman with a shrapnel wound ushered Prasanna into her house, attempting to hide the growing blood stain on her shirt.

"People can't go to a parade with their families to celebrate this country without having to run," Prasanna said. "It was like I was being controlled. I felt caged in."

According to the Gun Violence Archive, America suffered 312 mass shootings in 2022 prior to the parade. Before this year, Highland Park—ranked in the top 100 safest cities in the country—had never experienced a violent attack like this. Sophie Goodman, who grew up in Highland Park and lives nearby, expressed her shock and frustration after the shooting.

"The fact that this is perceived as a normal thing is messed up beyond belief," Goodman said. "We've been preparing for a moment like this our whole lives, but when it hits home, it feels a lot different."

In the days following the tragedy, the Highland Park community held numerous vigils to call for change and honor those lost. During the vigils, attendees left flowers, called for gun reform and tied orange ribbons to support the anti-gun violence movement.

The vigils were accompanied by acts of kindness from non-profits like Classroom of Compassion. As co-founder of the organization, Maldonado travels to communities affected by mass shootings to aid in the healing process.

"We create altars for people that were lost to remember and continue telling their stories," Maldonado said. "This helps people connect with an image as opposed to a growing list of names."

Due to law enforcement's crime scene investigations, many local businesses on Central Ave. suffered economic setbacks along with an emotional impact. While Highland Park residents showed their support through their presence at vigils and gatherings, others contributed to the community healing process by donating to fundraisers and supporting local businesses once they reopened. Resident Ellie Ginsberg shared her experience with the community's willingness to come together.

"I don't think anyone is going to shy away from support," Ginsberg said. "We will donate however we can."

With many students and staff affected by the shooting, Highland Park High School offered counseling services for community members. The school also created a Recovery Support Plan and invited Scott Poland, Co-Director of the Suicide and Violence Prevention Office at Nova Southeastern University, to guide parents in helping their children cope with the mass shooting. According to Alexander Bradshaw, a senior at Highland Park, students at the school have felt more safe not only because of increased security at the start of the year, but also the open culture on campus.

"I would say Highland Park High School is known as a safe place," Bradshaw said. "At school, you can come together with your friends, interact with people and share new perspectives and new opinions on things."

Many who were either at the parade or knew someone affected by it joined and organized political efforts, including a March For Our Lives protest at Sunset Park. Bradshaw felt that participating in these events was perhaps the most valuable strategy to rebuild the community.

"I knew it was more important to show my support at public events than to be fearful because you have to show people that as a community, you're going to come back stronger," Bradshaw said.

continued on back

A sign points to Central Avenue, part of the parade route for Highland Park's annual Independence Day celebration. Local businesses lining the street shut down in the weeks following this summer's mass shooting.



Photo credit: Uday Tyagi '23



“I knew it was more important to show my support at public events than to be fearful because you have to show as a community, you’re going to come back stronger.”

ALEX BRADSHAW, HIGHLAND PARK
HIGH SCHOOL SENIOR

Glass windows line both sides of the 6100s building. “We want to try to make the building less institutional and more of a welcoming, inspiring space,” PWC lead technical designer Wesley Del Prete said. “But as a designer, safety is always in the back of my mind.”



The impact of the Highland Park shooting reaches beyond the city itself. Living only seven miles away in what many consider to be an equally safe suburb, Lincolnshire residents and Stevenson community members have begun to reconsider Stevenson's own safety procedures. Students like Prasanna wonder if security systems at the school's entrances would be able to prevent a gunman from entering the building.

"Anyone could walk into Stevenson," Prasanna said. "Just having people at the front desk is not enough."

While the possibility of a gunman entering the school is a concern for many students, Stevenson administrators recognize and understand students' anxiety. With 33 security guards and more than 300 cameras across the building, Ken Latka, Stevenson's Assistant Principal for Operations, feels confident in Stevenson's ability to defend against

threats, and he hopes that students gain the same sense of assurance as the school year continues.

"I would call them modest modifications," Latka said. "One of the big modifications was changing evacuations, along with adding license plate readers and asking security to more closely monitor the flow of students."

Stevenson also employs two School Resource Officers (SROs) from the Lincolnshire Police Department. Armed policemen Mike Lill and T.J. Beale patrol the West and East buildings and are trained to respond in an emergency. Though SROs each carry a firearm to defend against threats, they want students to know that they are on campus not to intimidate, but to offer protection.

"Our biggest function is more of a public service to let the kids know that even though we are the police, we're here for you," Beale said. "We want you to come and talk to us and tell us what's

going on."

Despite new security systems and a SRO for each campus building, community members are concerned about Stevenson's recent construction projects. The Patriot Wellness Center (PWC) and the East Building extension have expanded the campus, adding spaces with open construction styles and glass windows in entrances and classrooms with the intention of promoting student interaction and well-being. Due to the modernized style of the new construction, some students like Ishan Sinha '24 are worried that the PWC and the East Building extension were not designed to withstand a hostile attack.

"While aesthetics are nice, I'd much rather go to a safe school that doesn't look flashy," Sinha said. "If Stevenson were to spend more money on aesthetics without regard to safety, then I don't know whether I would continue to feel safe."

However, Stevenson did not spend its budget solely on aesthetics. While Wesley Del Prete—the lead technical designer of the PWC under firm Wight & Company—acknowledges that safety was not necessarily the top priority when planning the new buildings, he wants students to know that he worked with Stevenson to create a design with both student safety and wellness in mind.

“It’s a question of how secure you are making the design versus how students feel being in this building all day,” Del Prete said. “Design is a balancing act of all the different priorities and goals, and safety is one of those.”

Although new classrooms are surrounded by windows to maximize natural light, the glass is covered with a shatterproof film that resists forced entry. Moreover, the school has hired additional security personnel to monitor the East Building extensions, including guards at all entrances.

Though Sinha wonders if Stevenson could take further steps to make the school more secure, he also believes that the administration is limited in its options. While he says that having metal detectors at every entrance, requiring students to wear clear backpacks and doing random searches might reduce the possibility of a school shooting, Sinha also feels that these changes would infringe on students’ freedoms.

Latka agrees, claiming that adding similar security features like a fenced-off walkway or requiring students to wear their IDs would hurt Stevenson’s culture. Instead of internal changes, Sinha feels that truly reducing gun violence requires change on Capitol Hill.

“I don’t necessarily think the Stevenson administration can do more to protect us from gun violence without a fundamental change on how the topic is viewed on a national level by both political parties,” Sinha said.

For the time being, Stevenson is focused on preventing shootings from occurring in the first place. According to the Gun Violence Project—a nonpartisan organization that studies mass shootings—school shooters typically feel detached from their school community, such as by being bullied or having a history of disciplinary punishments. Promoting genuine communi-

cation between students and adults is one way that Stevenson tries to reduce the intimidation of security and instead create an environment that helps students feel included.

“We don’t want deans in a power struggle with students,” Latka said. “We want the deans to develop positive relationships with students. This is important for students to understand their decision-making and correct it.”

“America needs to realize there are topics it cannot be divided on—compromise needs to be made.”

ISHAN SINHA, STEVENSON HIGH SCHOOL JUNIOR

Since students help relay concerns to faculty, Latka believes that building close relationships between students and staff is key to creating a safe campus. He wants students to be aware of the multiple ways to report concerns about school safety: talking to a trusted faculty member, calling the police or filing an anonymous report on the Crisis Manager app.

Most of all, Latka wants students and parents to know that the administration takes all concerns seriously. By not only fortifying campus security but also establishing communication, he hopes to create a culture of connectivity.

“When kids love their school, they tend to trust adults; when they trust adults, they communicate with adults,” Latka said. “This is so important in keeping our building safe. I would like to think that our students feel valued, respected and safe.”

by the numbers

Source: D125 Staff Directory and Illinois Report Card

33

SECURITY PERSONNEL ACROSS SCHOOL

STUDENTS FOR EVERY SECURITY GUARD

130

49

ENTRANCES ACROSS EAST AND WEST BUILDINGS

RETIRED POLICE OFFICERS ON STAFF

8

4

CAMERA ROOM SPECIALISTS

SCHOOL MENTAL HEALTH EXPERTS

10

safety at stevenson

EXPLORING PREVENTION STRATEGIES

**THREE HUNDRED
SECURITY CAMERAS
ALLOW FOR CONSTANT
SURVEILLANCE**

**BLUE STROBE LIGHT
SYSTEM GIVES
IMMEDIATE FEEDBACK
DURING LOCKDOWN**

**PARTNERING WITH
LAW ENFORCEMENT
PROVIDES PROTECTION
IN CASE OF THREATS**

**SCHOOL SAFETY DRILLS
AND SITUATIONAL
AWARENESS DAY KEEP
THE COMMUNITY
INFORMED**

**SHATTERPROOF,
LAMINATED GLAZING ON
WINDOWS ACTS AS AN
OBSTACLE**

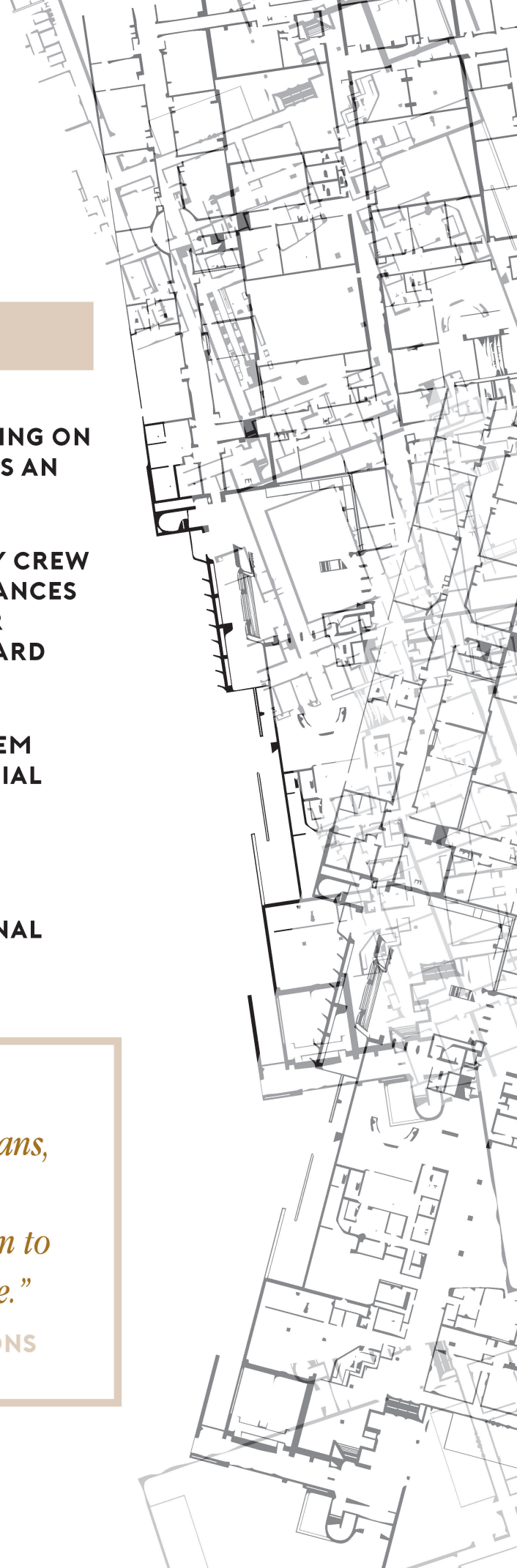
**ROBUST SECURITY CREW
STAFFS ALL ENTRANCES
AND EVERY DOOR
REQUIRE A KEY CARD**

**FULL-BUILDING
LOCKDOWN SYSTEM
ISOLATES POTENTIAL
AGGRESSORS**

**MENTAL HEALTH
SCREENERS AND
SOCIAL-EMOTIONAL
LEARNING BUILD
RESILIENCE**

“Any time we get a threat, we immediately convene a threat assessment committee—deans, counselors, police officers, psychologists. We dissect what was said down to the nanogram to determine whether this threat was legitimate.”

KEN LATKA, ASSISTANT PRINCIPAL OF OPERATIONS



DECISIONS: FROM COURT TO COLLEGE

Effect of *Dobbs v. Jackson* on prospective, current college students

SIMRAN AGARWAL, BRAYDEN CALDWELL, KELLY LIU

Vera Martin '23* swipes out of a news story about the *Dobbs v. Jackson Women's Health Organization* (2022) case and into the list of colleges she will apply to. She glances through her list. With one tap, Martin removes Rice University located in Houston, Texas.

Martin is not alone in removing colleges from her list due to *Dobbs*, which ruled that the Constitution does not confer the right to abortion. The decision overturned *Roe v. Wade* (1973), which guaranteed abortion as a fundamental right to privacy, deferring the abortion question to individual states. In a recent survey conducted by BestColleges, 39 percent of prospective undergraduate students reported overturning *Roe* would impact where they would decide to attend college.

"If there's one thing I know about being a young woman in America, it's that you're not always safe," Martin said. "I kind of wanted to apply to Rice, but I just don't want to be in Texas anymore... it's just not worth it."

For Martin, the protection of abortion rights is an essential consideration when planning for college. She believes that abortion rights are not only fundamental to adequate healthcare but also for women's rights as a whole.

"*Dobbs* has crossed Texas, Oklahoma—any of those southern states—off any place I ever want to live and move to," Martin said. "Not because I'm expecting to have an abortion, but because it's just so clear that it's a war on women."

While Martin believes abortion rights influence where she plans on attending college, Alexis Darrell '22* did not take this factor into consideration because she identifies as pro-life. Despite having contrasting opinions from Martin, Darrell also believes that women's rights must be better upheld.

"I think that there are many ways to protect the life of an

unborn child, but I'm heartbroken that people don't recognize that the mother has a life as well," Darrell said.

Darrell is attending Carthage College in Kenosha, Wisconsin, a state with an abortion ban. She chose Carthage due to its close proximity to her family as well as the nursing program which she felt provided the best preparation for her college career.

"Make the best choices that you can because you're the one living your life—no one else is," Darrell said. "It's important that you go to [the] school that's the best fit for you."

Ultimately, Darrell encourages prospective undergraduate students to make decisions with their own interests in mind.

Dr. Sushama Anand, a board-certified obstetrician and gynecologist, also suggests that prospective undergraduates understand the potential outcomes of attending specific colleges. Anand says that unplanned pregnancies may jeopardize academic careers of students who seek abortion care in a post-*Roe* era.

"We have to also consider an increase in students not completing school because of unplanned pregnancies and inability to access choices that were previously offered," Anand said.

According to the National Center for Education Statistics, students who are parents are ten times less likely to graduate college within five years compared to students without children. Taking into account the weight of the responsibilities involved in parenthood, many prospective college students are faced with new issues in their decision-making.

"I want to have a very long academic career," Martin said. "If I don't have every option available to me, then I don't feel comfortable."

*name changed to protect anonymity

39%
of prospective undergraduate students reported that overturning *Roe v. Wade* would impact their decision to attend college in certain states

Data from BestColleges 2022

INFLATING IMPACTS

Effects of inflation on students, organizations

SAANVI ADUSUMALLI, ESHAAM BHATTAD,
SURYA SETHI, RAJAN SUKHATME

Stevenson alumnus Alan Bruin '22* stares at his bank account balance, worried that he might have to dip into his savings to cover his daily expenses again. He pulls out his phone and texts his friends to tell them he won't be able to eat out with them tonight. This happens to Bruin on a weekly basis.

Although Bruin has always lived in a low-income household, the recent increase in inflation has made it more difficult to get by. According to the Pew Research Center, the inflation rate is currently 8.6 percent, the highest value since 1981. As a result, costs of transportation, basic necessities and living have all been on the rise. This recent period of inflation is a result of the ongoing Ukraine-Russian War and the COVID-19-induced supply chain crisis.

"I used to be spending maybe \$20 a week on gas, but now that's upwards

of \$50 a week," Bruin said. "So I used to be able to drive around with the same amount [of money]...get the same [amount of] food, [hang] out with the same amount of friends [as I do now] and I would [still] be able to have [about] \$40 leftover by the end of the week."

"HIGH RATES OF INFLATION ARE JUST GOING TO MAKE IT MORE DIFFICULT FOR STUDENTS TO BUDGET AND FIGURE OUT HOW TO ALLOCATE THEIR MONEY."

LINDSAY DEPAUL

Bruin, who worked a minimum wage job last school year and an unpaid internship over the summer, feels his financial situation constricts his social

life. Stevenson economics teacher Lindsay DePaul explains that this feeling is very common among minimum wage workers. Many minimum wage workers didn't have the luxury of recreational purchases prior to this period of inflation, so they have no room in their budget to adjust for increased prices.

"If you're not spending your money [on recreational purchases] to begin with, where do you make adjustments to help deal with inflation?" DePaul said. "I think that's part of where the discrepancy comes in...between different economic groups."

In order to adjust for inflation, many workers have to rely on an increase in wages. DePaul notes that many companies will offer to adjust their employee's wages for inflation, but this is not the case for minimum wage workers.

"Minimum wage is always very slow to adjust," DePaul said. "So earners on

the lower end of the wage spectrum are less likely to have their wages go up to match inflation.”

The disproportionate effects of inflation on low-income families have been felt by many Stevenson students. The Stevenson Foundation Philanthropy Director, Linda Knapp, finds that more students have been receiving aid from the Stevenson Foundation because of inflation. The Stevenson Foundation works to connect students with resources and opportunities to help them succeed in Stevenson and beyond.

“If family members are working hourly wage jobs or were living a little more paycheck to paycheck when the pandemic hit, these families were dispropor-

tionately impacted because so many of those jobs went away during the pandemic,” Knapp said. “Families that are a little more financially fragile tend to have smaller savings accounts, and statistically, that is already going to put you in [a] more challenging situation.”

To help reduce the need to pull more out of his savings account, Bruin has stopped spending money on gas and spends less time eating out with his friends. While at Stevenson, Bruin benefited from school programs designed to help low-income families, but due to the recent spike in inflation, these programs cost more to support the same number of students.

“Philanthropic support goes a little less far [now] because everything costs more,” Knapp said. “If an individual donated \$1,000 in 2020, you could provide a certain amount of breakfast or college tuition or student support, and if that generous donor gave you the same \$1,000 in 2022, it’s just not going to go quite as far because everything is costing us more.”

Although inflation did affect Stevenson’s philanthropic services, Bruin suggests that low-income students can still utilize other programs outside of

school for financial support. Bruin did this when he chose to join QuestBridge, an organization aimed at connecting low-income students with opportunities for higher education and helping alleviate their financial constraints. After applying through QuestBridge, Bruin got accepted into the University of Chicago (UChicago).

“I think that I probably would have ended up going early decision to another school, if not UChicago, then to a similar school that offered a lot of aid,” Bruin said. “If my chances with that didn’t luck out, I probably would have ended up going to a state school.”

With help from outside organizations, Bruin was able to attend college without any costs, helping him avoid many of the challenges that college students are facing due to inflation. Bruin acknowledges that the financial aid Stevenson provided through his difficult high school years helped him significantly.

“Stevenson [has] helped a lot,” Bruin said. “I get a lot of test fee waivers... and the financial aid department during COVID also helped my family with getting a bit of food each week, so I was really thankful.”

**Name changed to protect anonymity*

THE INFLATION REDUCTION ACT

SIGNED BY PRESIDENT BIDEN ALLOCATES \$790 BILLION TO COMBAT RISING INFLATION AND CLIMATE CHANGE

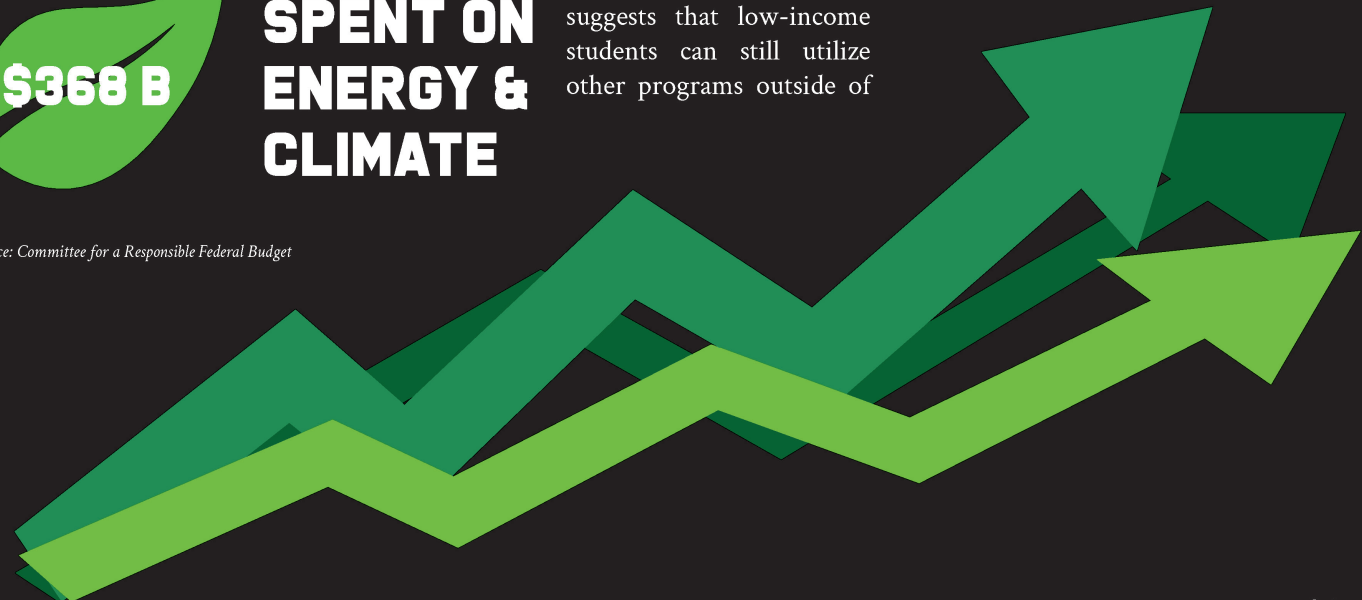


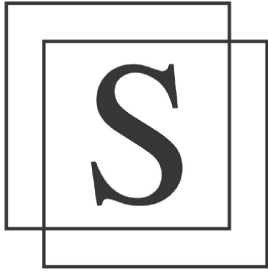
SPENT ON HEALTHCARE



SPENT ON ENERGY & CLIMATE

Source: Committee for a Responsible Federal Budget



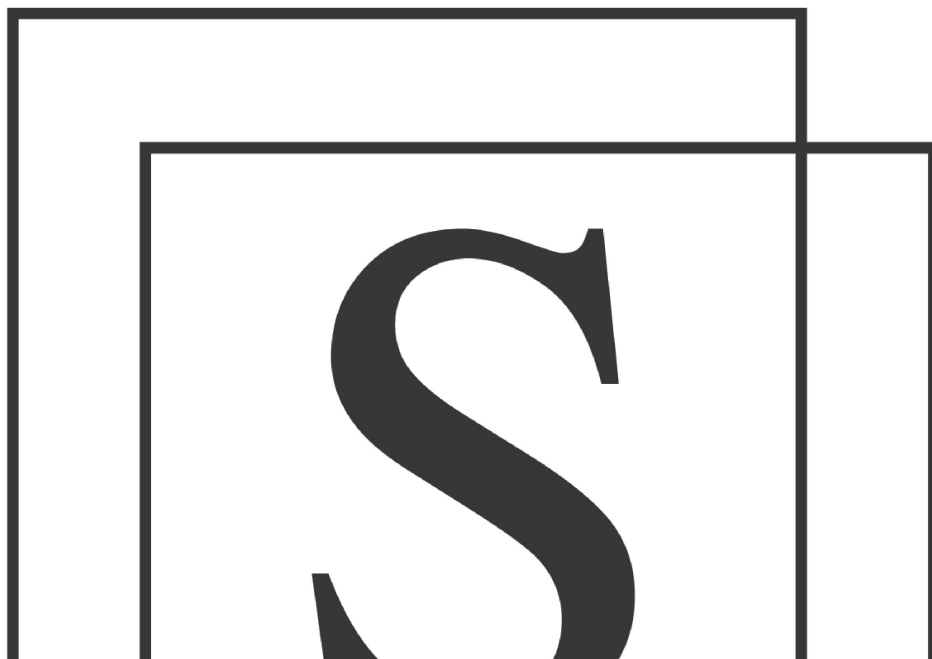


STATESMAN

The student news site of Adlai E. Stevenson High School



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COVERAGE ON
OUR WEBSITE**



PRACTICING WELLNESS CONSCIOUSLY

Exploring the newly opened Patriot Wellness Center, students react

RACHEL BUI, JACOB SILVERMAN, SARAH ZHANG

The long-awaited Patriot Wellness Center (PWC) connected to the East building opened on Aug. 15, 2022, after over two years of construction. The PWC is available for all students to use from 3:30 p.m. to 8 p.m. Monday through Thursday, 3:30 p.m. to 6 p.m. on Fridays and 8 a.m. to 4 p.m. on weekends. Activities within the facility include group classes starting in October with options ranging from group fitness to pilates.

The PWC, which cost \$66 million according to the Athletic Department, was designed to enhance wellness and provide opportunities for students to improve their physical and mental health. Since its opening, many students have exercised and hung out with their friends to take advantage of the unique space.

“The PWC is definitely unique not just to the school, but I would say around the nation in terms of a representation of student wellness and also giving students the opportunity to engage in health practices,” PWC coordinator Alex Stoller said.

Stoller hopes that the PWC will welcome all students—regardless of athletic ability—to work towards their definition of wellness. The PWC offers different opportunities: PE classes, group fitness classes and programs designed by Wellness Center Trainers, Foundations of Fitness training and lessons about sleep and nutrition. Stoller’s sense of the PWC’s value is shared by athletes who have noticed the school’s dedication to provide resources to help them succeed, such as varsity lacrosse hopeful Sameer Dadoo ’24.

“The weights are more refined, the racks are cleaner and athletes especially can enjoy the facility,” Dadoo said.

While Dadoo focuses more on upper body strength building, students can focus on whatever suits them through the wide-ranging new equipment. Students can take advantage of the PWC’s 32 half racks, barbells and benches; six racks of dumbbells, kettlebells and med balls; 30-by-40 yard turf field with plyometric equipment; and 80 aerobic machines.

Alongside physical resources, the PWC offers in- and off-season training programs for athletes, encouraging them to improve their skills and strength

throughout the year. In addition to its support for student athletes, the PWC also serves students who pursue a sport outside of school or through intramurals such as Carolyn Wei ’23, the President of Intramural Rhythmic Gymnastics.

“What I might do for gymnastics is different from what football players and baseball players do,” Wei said. “The freedom that we can just walk in and work out the way we want to, any time we want—it’s very helpful.”

The PWC provides flexibility for students that may not be as easily accessible elsewhere. The hope is to provide a structured environment to embrace physical and mental wellness.

In addition to exercise, the PWC broadens the definition of physical wellness. The trainers offer lessons about sleep and nutrition, and the PWC Cafe provides healthy snack options like smoothies and wraps. Students can also study or spend time with friends on the large staircase near the plant wall or in spaces in the hallway. Overall, Stoller hopes that the PWC makes achieving wellness more accessible.

“When you engage in exercise in general... it helps you think more clearly, it helps you feel like you’re in a better mood,” Stoller said. “So just getting students moving in here in general offers a lot of opportunities for students to perform their best and feel their best in everyday life.”



Students listen to PWC Coordinator Alex Stoller’s lesson on equipment usage. PWC trainers organize fitness classes and educate students in wellness practices.

After two years of construction, the long-awaited PWC opened on Aug. 15, 2022. Students can use the PWC to exercise, study and hang out with friends.



Jackson Carlborg ’23 lifts weights in the PWC gym. Students can take advantage of the PWC’s after-school and weekend hours to incorporate movement to their schedule.

SPORTING THROUGH INJURIES

*Athletic trainers help athletes
behind the scenes*

**ANGELA GUO, ADI JAISWAL,
NICOLE LEE, SRIYA MAMIDANNA**

Tucked into the depths of the Sports Center and across from the boys' locker room lies the athletic training office. Every day, athletic trainers and their student counterparts, including Hailey Langer '23, work to alleviate the pains of student athletes. Once the eighth period bell rings, the flock of athletes lining up outside room 1114 seems endless. Langer might start out the day wrapping sprains or applying ice before hustling out on the fields for practice and game nights. Regardless of the injury, everyone who walks through those doors will be assisted by a variety of trainers.

Over 50 years ago, Stevenson created the athletic training department in order to rehabilitate injured athletes, often working hard behind the scenes to bring athletes back to a healthy state. Langer emphasizes that the prime focus of the trainers is to ensure both the physical and mental success of all Stevenson students, especially on the field.

"We have a strict regimen for game

days," Langer said. "If somebody goes down on the field, we'll have one person run out and we'll just observe and grab all the equipment that they need; we're always trying our best to help."

While athletic trainers are on the field very often, trainers also work as a cohesive, coordinated team run by head athletic trainers Tyler Kollmann and Tom Loew. Taking note of every detail down to environmental hazards like the weather, athletic trainers address all aspects of safety.

"The biggest thing we do every day is managing and preventing injuries," Kollmann said. "We make sure that we're taking care of the whole student body in a head-to-toe but also in a mental, physical and emotional standpoint."

Both Kollmann and Langer emphasize the importance of the training that goes into being an athletic trainer. Stevenson's Applied Health class provides instruction for certifications like CPR in order to be considered for the position of a student athletic trainer.

"Because the student athletic trainers have certificates and they've gone through the training, they can apply those skills with us to be able to advance those skills even further," Kollman said. "Hopefully, it will be something that they want to pursue as they move into college and the world."

Athletic trainers treat a wide range of minor injuries, most commonly strained muscles. While student athletic trainers don't have the ability to diagnose athletes, they check in with anyone who walks into the training room for the first time about their medical history and injuries. Langer, along with the other student trainers, frequently asks athletes about their pain levels and connects with them to ensure the best treatment possible.

"You need to have some social skills just to make injured athletes feel more comfortable because they're already very awkward coming into the training room," Langer said.

Good communication and social skills

help both student trainers and professionals maintain relationships with injured athletes. However, while making connections, observing the professional trainers and learning the necessary skills to help athletes is essential for success as a student athletic trainer, being on the field is an entirely different experience.

"I have never experienced anything so rushed and real in my entire life, but that kind of environment is when you learn the most," Langer said. "Pressure and anxiety are inevitable but you learn to stay composed—or at least you pretend to—so you are able to help the best way you can."

Despite being faced with a myriad of student injuries, Langer reacts quickly to every situation at hand, adapting to new problems she encounters. Even if Langer wasn't present for the initial incident, she is ready to be of assistance for any problems that may occur after.

Throughout the whole recovery process, trainers continually monitor the progress of student athletes with daily checks before each practice for new symptoms, even if they're unseen. If an injured athlete's morale is down due to lost playing time, athletic trainers are also taught to go beyond the physical aspect of athletic recovery.

"I always say that we're these three things: part physical therapist, part EMT or paramedic and part sports psychologist because we have to work on the mental side of injury recovery," Kollmann said.

Athletic trainers juggle multiple jobs—such as teaching student trainers, keeping tabs on all

injured athletes and treating wounds—while also maintaining communication with coaches. Brent Becker, Head Coach of the varsity football team, appreciates the trainers' professional guidance.

"We have an expectation for our injured athletes that they're still [attending] practice," Becker said. "We ask athletes to come out in the maximum amount of practice gear possible as determined by Mr. Kollman."

Head trainers evaluate injured athletes and determine their recovery process, keeping parents and coaches updated with any changes. Trainers not only form close relationships with coaches but also with players. The trainers create a safe environment for everyone, ranging from coaches, parents and injured athletes.

"I think many students, if

they're injured, shouldn't be scared to go to the trainers," cross country athlete Milan Moore '24 said. "It's really easy to talk to them because they're professionals. They help us with injuries, and I'm able to sustain a relationship with a trainer."

Students and faculty alike are continuously looking for improvement in the program. As the athletics department grows, the need to have adequate facilities to support athletes' physical and mental well-being follows suit. With the addition of a new training room in the Patriot Wellness Center (PWC), Langer is looking positively toward the future of the program.

"In a school of over 4,000 students with countless sports going on at once, there is always something that needs to be done," Langer said. "That's why having the brand new training room in the PWC is crucial."

The additional space in the PWC will be easier to use for both the athletic trainers and the athletes, containing new equipment for effective treatment.

With the expansion of the training program, Langer hopes the training community continues to uphold the highest treatment standards and maintain a positive environment where any student feels welcomed.

"Because we spend so much time after school together and we all have a passion for athletic training, your fellow trainers become your family," Langer said. "We don't come because it is required, but rather we enjoy coming to training everyday."



Left: Daniela Martova '23 checks up on Ehtan Aghakham '23 with a hand injury. Martova is checked off by Kollmann to ensure quality care.

Opposite page: Hailey Langer '23 bandages an injured leg. Student trainers treat minor injuries on a daily basis.

COMMITTED

How athletes commit to college athletics early, receive benefits

NICK CORSO, KASHVI NAGPAL, ALEXANDER XIE

As Central Michigan University commit Lili Sorenson '23 signs her name on the National Letter of Intent, she commences her collegiate athletic experience. Committing to college in February of her junior year was a major decision for Sorenson. Leading up to this moment were countless hours of off-season training and campus visits to solidify her decision.

Athletes pursuing early commitment understand that the recruitment process entails a heavy workload. Sending emails to coaches, going on official visits during school days, doing extensive research and other factors play a major role in how athletes come to their decision.

"I was aimlessly emailing college coaches since eighth grade with no certainty of them ever responding to me," Sorenson said. "I kept sending the emails because I wanted the chance for them to see my name as many times as they could so they [could] recognize me more."

According to the National Federation of State High School Associations (NFHS), roughly 2% of all athletes commit to a college for athletics, with less than 1% committing before senior year. When Sorenson caught the eye of Emilia Ward, head coach of Central Michigan Women's Lacrosse, she felt a sense of joy in regards to a good offer.

"No one really understands the stress that's put on athletes—not only to commit early, but to commit to a great school," Sorenson said. "Committing gave me a breath of fresh air and was a big relief from all the work."

At the time of her commitment to

Central Michigan, Sorenson had two more seasons of high school lacrosse to go. Through the early connection, Sorenson is able to enjoy her senior season without the stress of recruitment weighing her down.

"Committing early allows [Sorenson] to be a little looser," Sarah Gutierrez, Varsity Girls Lacrosse coach, said. "And to play the game without pressure from the college side, still to win, but to do so for the team and for fun"

Sorenson's recruitment offer was accompanied by a large scholarship that helped encourage her to commit. Along with the relief of being committed early, Director of Athletics Trish Betthausen says early recruitment offers often come with additional benefits.

"It's the financial piece as well for [the] family," Trish Betthausen, Director of Athletics, said. "If you can lock in on some sort of offer from [an] individual school, that's a bonus."

With the money saved by Sorenson and her family, she is able to continue her dreams of playing lacrosse at the collegiate level. While many people have an aspiration of eventually playing at a professional level, Sorenson just hopes to make the most out of her college experience.

"I know that I don't want to go pro or play at any level past college lacrosse," Sorenson said. "But I just want to enjoy the time I have right now to play because I know I am in a situation that few people are able to be in."



Lili Sorenson '23 attacks the goal in a summer lacrosse game. On February 8, Sorenson announced her commitment to Central Michigan University, where she will continue to pursue her lacrosse career.

Photo courtesy of Lili Sorenson

Sweeping to Victory

Stevenson field hockey opens their season with game against Homewood-Flossmoor High School

FIONA JIN, SAM LERNER, HELEN ORIATTI-BRUNS



Lili Sorenson '23

Players on the Stevenson bench wait anxiously as Homewood-Flossmoor approaches the goal. Lilly Morrow '24 saved the shot for a shutout that evening.

Lindsay Iannuzzi '23 races for the ball tailed by Homewood-Flossmoor defender Brooklyn Edwards. The Aug. 25 game was Stevenson's first home game of the season.



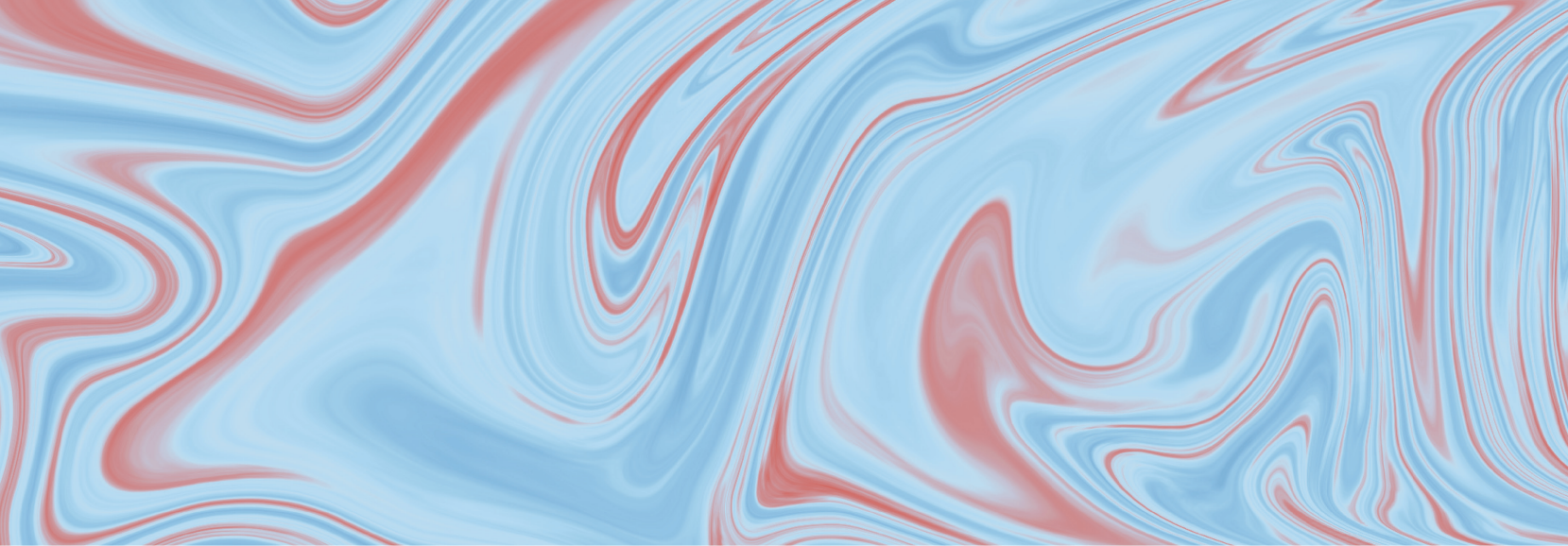
The team huddles during halftime to receive advice from Head Coach Isabella Licciardello Allen. She has been leading the Patriots since March 2019.

The team shakes hands with Homewood-Flossmoor players after the game. The practice, common in many sports, promotes sportsmanship during games.



The varsity field hockey team walks off the field after a game. They triumphed 4-0 over Homewood-Flossmoor.





“In terms of media literacy, there’s a general lack of understanding of what the Supreme Court’s role is and what each decision means.”

LARRY HAN '23, MOCK TRIAL CO-PRESIDENT

“America needs to realize there are some topics it cannot be divided on—compromise needs to be made.”

ISHAN SINHA '24, MODEL UNITED NATIONS DELEGATE

