



## FEATURES

A look at e-learning through the eyes of teachers reveals that students aren't alone in the struggle; everyone's in this together.

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## EDITORIAL

The *Spectator* staff offers simple ways to cope with quarantine by enhancing or stabilizing our moods.

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## OUR STORIES

The story drive to find out how we've experienced the pandemic will be on Caxynews.com, in LFA's historical archive, and is featured here!

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## Behind the scenes: What went into closing LFA for the semester

By Nick Alutto  
Managing Editor of A&E

As students left for Spring Break at LFA, there was a strange feeling going around. Although students were still supposed to come back for school in two weeks, it was hard to not feel like this was becoming increasingly unlikely as COVID-19 began to spread rapidly in the United States. While leaving classes on a G-day in March, many students couldn't help but feel like they may be departing LFA for much longer than planned.

A few days into break, students were initially notified via email that e-learning at LFA would take place for the first two weeks of April. Five days later, on March 21st, that policy was changed; school would now take place via online classes for the rest of the academic year.

"As a boarding school, we ultimately made the decision to go to distance learning for the rest of the year because it would eliminate any uncertainty, it would allow us to begin to plan, and it would ensure that everyone would be able to academically complete the year. At the time, we had over 35 boarding students on campus and another 30-40 or so still in the States, and so making sure that they were healthy and that they could get home safely became our priority," said Assistant Head of School and Dean of Students, Chris Tennyson.

Students who couldn't get home for Spring Break due to COVID-19 or any other reason had to quickly find their way home to countries all around the globe. Dean of Residential Life Jonathan Freeman commented on this situation, saying, "The vast majority of boarders who stayed on campus found ways to get home relatively quickly. What started out as a safe haven for our students from other countries where the spread of the virus was worse in early March ironically evolved into the realization that home was, for many of them, a safer place to be than the US by mid-March."

Even though this decision was necessary, due to Governor Pritzker's decision to close all Illinois schools for the remain-

der of the school year, it was also inevitable. Yet it still caused a general feeling of sadness amongst the disappointed student body.

"I was really disappointed for myself and for others," said Ned Koh '23. "Freshmen, such as myself, missed out on their first tennis season, some juniors are missing out on the season they are being recruited, and seniors won't even get to say goodbye in-person." However, Koh acknowledged, "I think it's important to appreciate that our community is safe."

When asked about her perspective as a senior, Emily Nash '20 said that "It [the closure] is definitely hard to hear and comprehend. While it's upsetting to not be present in school and participate in senior activities, LFA is doing everything in its power to still

make a meaningful and memorable experience for everyone."

With a situation out of students and the faculty's control, it is hard to not feel remorse about everything the students have lost this year, but it is equally as important to look forward to what is to come.

"When we return to school, there will be a real focus on reconnecting and coming together as a community... I think that our opening of school will be a happy moment and that our returning students and new students will be part of whatever celebrations we put in place. Obviously, our hope is that we are all back on campus, and there is a return to what we would consider normal," continued Tennyson. "I guess we'll just need to wait and see."



Empty LFA lots sit where student and faculty cars usually are parked during the school day.

Photo by Mandy Krause

## The good, the bad, and the independent

By Ramya Herman  
Managing Editor of Global Perspectives

While most of us returned to our families once school let out for Spring Break, some of LFA's students weren't able to find themselves back in the comfort of their homes quite so soon. Covid-19 has left international students like Arthur Pan, David Si, Jay Chen and others living together as opposed to being in their own houses.

While living without any adult influence may seem ideal in some ways--Chen said that "independence" is the best part of quarantine--there are also many challenges that come with the circumstance. "During the quarantine, we all have difficulties, and it is easy to make others feel uncomfortable."

In any environment where you are living with people who are different from you and engage in different living habits, there are

bound to be some moments of discomfort. Chen said that one thing he has learned from what he is currently experiencing in this group living situation is the importance of setting boundaries and communicating.

There have also been other opportunities to learn--for instance, the students have acquired a newfound appreciation for their parents in terms of cooking meals and keeping tidy living spaces. On their own, they have had to learn to cook for themselves and be accountable for their own messes, realizing that it is very easy to find yourself in an unclean space when living with other teens.

While there have been some benefits to the arrangement, the fact remains that these students are away from their families, something that can take a large emotional toll on both parties. Chen said his parents, while concerned for him, have also been very helpful and involved during this mo-

ment of crisis.

"My mom sent me a lot of recipes that I could follow and cook myself. She also teaches me many skills that I need to know in daily life."

With that said, despite the difficulties of the situation, it is clear that this group of students is handling it maturely and attempting to find the positives in what could easily be seen as an unideal arrangement.

For those who were lucky enough to make it home, they have still found themselves experiencing difficulties. While being in one's own space can be wonderful, it can also be the case that it isn't personal space at all--even in this moment of social distancing.

Many boarding students have adjusted to a certain level of parental influence paired with independence and self-reliance. While on campus, we don't have to babysit little siblings, worry about helping cook family meals nor cleaning up after anyone beyond

ourselves; oftentimes, our school days consist of classes, sports, eating, and fulfilling our academic obligations--activities we're usually able to complete whilst managing our own personal bubble.

Now, in a home environment, it is important to adjust to being part of a family unit once again. After such a long time without this obligation, it requires time to recalibrate and relearn how to conduct oneself. Seeing how this can be a relatively difficult concept to understand, and the current circumstances are adverse at best, many students are not receiving the necessary adjustment time and are feeling rather uncomfortable in their homes.

In this moment of social distancing, all of us are having our own unique moments of discomfort and discontent as we learn to exist in an entirely new way, so even if you are unable to find the time to adjust, remind yourself to breathe.

# Coronavirus pandemic forces LFA to close school: The move to online learning

By Audrey McGrail  
Managing Editor of News

On Saturday, March 21, 2020, Lake Forest Academy Head of School, Mr. José De Jesús, emailed the LFA community on plans to suspend in-person classes and transition to online learning for the rest of the academic year – an effort to slow the spread of the COVID-19 outbreak. This announcement further extended a previous email that issued a two-week online learning period following Spring Break running from Wednesday, April 1 to Friday, April 17. On April 4, Governor Pritzker suspended all in-person learning for the rest of the academic year remarking that “decisions must follow the science, and the science says our students can’t go back to their normal routine this school year.” This order to close in-person classes would have affected LFA, although an independent school, had the Academy’s administration not made their own decision two weeks earlier.

## LFA Policy Change in Response to E-Learning

LFA’s order effectively closed all school buildings and dorms and cancelled any and all in-person spring gatherings and events, including sports practices and games, musical concerts, and performances. Additional changes include the cancelling of finals exams, which would have concluded on May 29, the last day of school. Now the academic year will end on May 22. This e-learning period will continue to follow LFA’s traditional cycle-based schedule. Class time will be either held ‘live,’ mainly on the video platform Zoom, or will be an asynchronous learning activity. The necessities of the use of class time include: a least one Zoom call a cycle, Zoom calls have to be recorded for students unable to attend class during the “live” time, easy access to the activity that is made available at the beginning of class, a limit on how long in-class activities should take (no more than the allotted class time), a window of time for student’s to complete the given school work to adjust to time differences, internet access, and family circumstances.

Per LFA’s website and COVID-19 response page, “students should bring as much effort, commitment, thoughtfulness and energy as they can and reach out for help when they need it, just as they do when in our classrooms on campus.” Such commitment is shown by a student by completing their work on time and to the best of their ability. Per a new e-learning policy, if a student completes all necessary work, they can either retain or improve their grade; course grades cannot go below the letter grade issued on March 13, 2020. Failure to finish work sufficiently will result in an “incomplete.”

Over a Zoom call, History department faculty member, Mr. Chris Dozois, noted that he and fellow teachers are “working very closely to shift everything we normally do at the end of the year to make sure kids are prepared.”

## E-Learning Impacts on Advanced Placement (AP) Classes

Dozois teaches both AP United States History and regular United States History. Both courses, of course, have had to adjust to online learning. Both also have a similar timeline and goal: to continue the study of US history. The courses do vary, however, with one major difference – the AP. With changes to the AP exams for this school year (now, an online 45-minute test that has eliminated multiple-choice questions), AP US History has had to adapt.

“We feel an obligation to set students up as well as they can be for the AP,” Dozois expressed. “The new material that we are learning, we are assessing it based on DBQ tests. This way we can focus on one skill set.”

These changes reflect the AP changes. For AP US, this means a 45-minute ‘Document Based Question’, only focused on material learned earlier in the semester, which LFA US History students finished learning prior to Spring Break. This structure is similar to the vast majority of AP courses, including AP Chemistry. Science department faculty member, Dr. Kerry Cedergren, teaches AP Chemistry and reflects that the class, similar to AP US History, was finished with all new material, including what will be test-

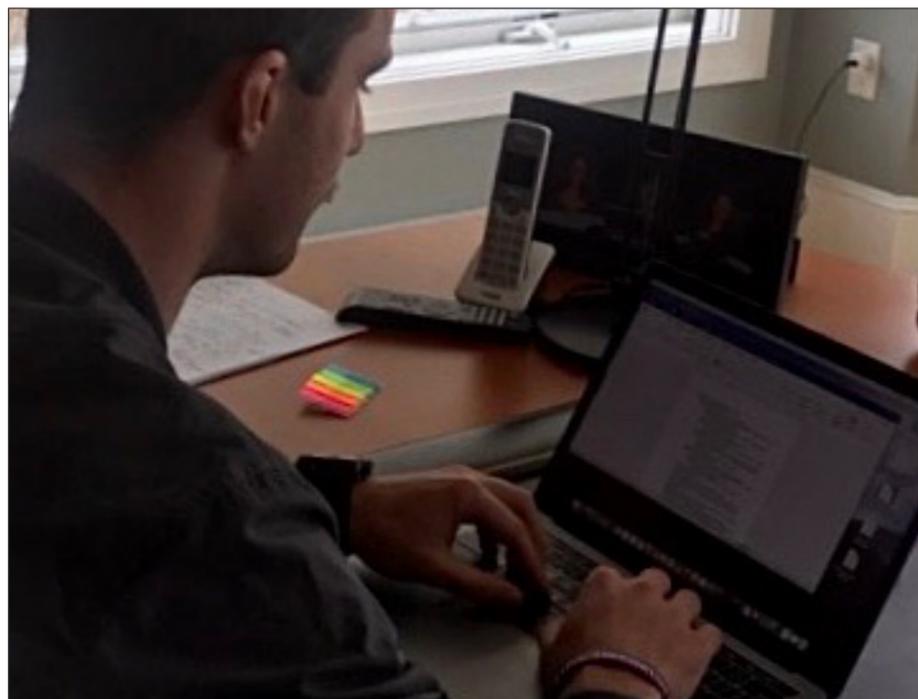


Photo by Audrey McGrail

LFA officially transitioning to e-learning has reinvented the home as a place for online school.

ed on the AP exam, before e-learning had begun. Now students are preparing for the AP “by doing a lot of practice problems.” Class virtually “isn’t much different than if we were in class together,” Cedergren wrote over email.

## E-Learning Adjustments and Adaptations to the Classroom

As for other classes, the changed learning environment has caused substantial differences in course material. Compare Dozois and Cedergren’s non-AP classes: United History and Biochemistry Research, respectively.

In US History, Dozois shares that the course will “continue to go through the normal content,” although now, of course, virtually. What is being adapted is how knowledge is assessed and how the classes interact with and discusses new material.

In normal circumstances, Dozois shared, “I like to sit in a circle with the class and do a lot of talking with different people moving to the front of the room.” Under pandemic circumstances in a new e-learning environment, Dozois is the only one “in front of the room the whole time,” and it is challenging to keep students active and engaged over an electronic screen. “I really have to work on my ability to draw kids into the conversation because if we are sitting in class it’s easy for me to say ‘Okay, who wants to volunteer? Who hasn’t talked yet?’ But with everyone behind the screens, I can’t do that as much.”

As for Cedergren’s Biochemistry Research class, the experience is “completely different.” This course, often referred to as BioChem, is focused on a student’s own original research and relies heavily on lab experiments. A course so focused on lab time and reliant on in-person research, cannot be as seamlessly adapted to e-learning. Students still follow their different projects and are given “journal articles to read and videos to watch that pertain to each of their own projects,” said Cedergren.

## Educational Experiences in an Unexpected E-Learning Environment

In this new and unexpected environment, however, e-learning has, somewhat surprisingly, opened new doors to increased learn-

ing. In Cedergren’s BioChem course, this e-learning period has allowed for students to learn about other realms of Chemistry. Such new topics include the subject most prevalent and most talked about: the coronavirus pandemic and the disease it causes known as COVID-19. “Since we hear all about COVID-19 and testing for the virus on the news, I taught them how diagnostics tests work since I developed diagnostic tests when I worked at Abbott Labs 19 years ago. We talked about the antibody tests too and possible drugs that can be used to treat the virus if you get sick.” Situations like this are especially educational, although they weren’t necessarily planned for the course or for students to learn about them.

Such nice surprises have echoed in most of LFA’s other virtual classrooms. For Dozois, this has been the sharing of student experiences when learning about historical events. “I had a student in Russia, and we were talking about the Cold War, just sitting in southern Russia. I had a student in China, we were talking about the Formosa’s Revolution in Taiwan, sitting in China,” he reflected. “It’s made me reappraise the ability I have to draw in student’s perspectives more that I might have before.”

Cedergren reflected that this time has allowed her to learn “a few new ways to use technology to help the students and give them as many advantages as I can give them.” As for when normal times hopefully soon returns Cedergren notes that she hopes “we are all better prepared for missing class due to a field trip, sports event or sickness.” She now plans “to record the classes for students that are missing to alleviate the pressure they feel when they miss class. It may also encourage them to stay home when they are sick knowing that they can get a pretty good idea of what happened in class when they were missing.”

This e-learning period is historical, and along the way, LFA will hopefully find new ways of learning, increase capacity of knowledge, and not soon forget all the ways we have adapted and grown to meet what lies ahead. It’s LFA’s commitment and community that will see us through.

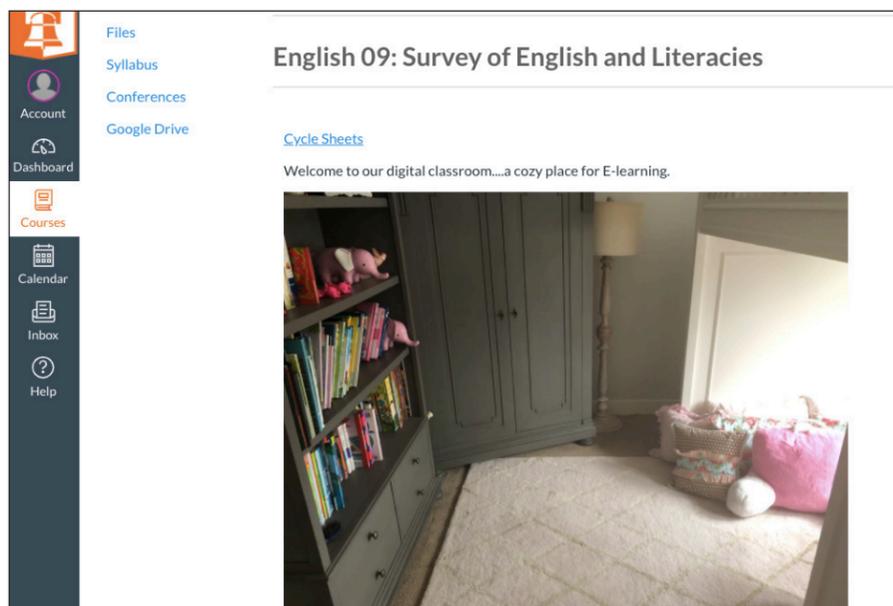


Photo by Mandy Krause

Teachers have utilized technology in new ways to not only reach students, but also to make them feel comfortable while e-learning. Journalism and English teacher Mandy Krause conducts Zoom classes on the floor of her daughter’s room to attempt to make the screentime welcoming like the classroom.

# How to thrive with online learning

By David Oluwole  
Staff Writer

The practice of online learning is not entirely new as universities have been using it for years, and LFA already utilized Canvas as its learning management system, but learning entirely online, everyday, day-in-and-day-out---without the usual abilities to get out, play team sports, and see friends--can take its toll. LFA students weighed in to contribute their thoughts on how it can be possible to still thrive during this period of e-learning.

**With my focus always on soccer and school, it was hard for me to develop new interests. With the newfound time to explore, it has been refreshing to experiment with new passions and interests.**

**-David Oluwole '21**

**The easiest way to make the most out of online learning is to tackle it head-on. It is easy to think of online learning as a way to slack off, but contrary to that belief, it should encourage people to work harder than ever.**

**-Maria Johnson '21**

**As for seniors, this can give students an opportunity to learn more about themselves and explore the adult world in order to prepare better for college. In the case of someone who doesn't know what profession to venture into, this quarantine gives them a chance to dive into new adventures, learn new things, and stray into new hobbies.**

**-Jorge Ortiz '20**

**Ultimately to thrive in online learning, one must keep themselves occupied and explore themselves.**

**-Dylan Quane '21**

**I have found studying at home easier because you can control your setting, enabling you to focus better. I have noticed a more driven attitude, towards assignments and daily activities.**

**-Bia Leffingwell '22**

**Online learning reaps the benefit of students being able to do a vast amount of activities during their free periods. During free periods I have found it useful to go outside and take a run or play soccer in my backyard. I also have discovered that I enjoy cooking, which I never thought would be a hobby of mine.**

**-Abby Dandrow '21**

**With time at home, students can destress with various activities. As quarantine is in place, you can experiment with hair, and reap no consequence because no one would see.**

**-Jackson Levin '21**

**In this unprecedented time, many are struggling to find a way to implement online learning into their lives. Although online learning seemed to be a daunting task, the use of Zoom and other applications have made the task much simpler.**

**-Johnny Silver '21**

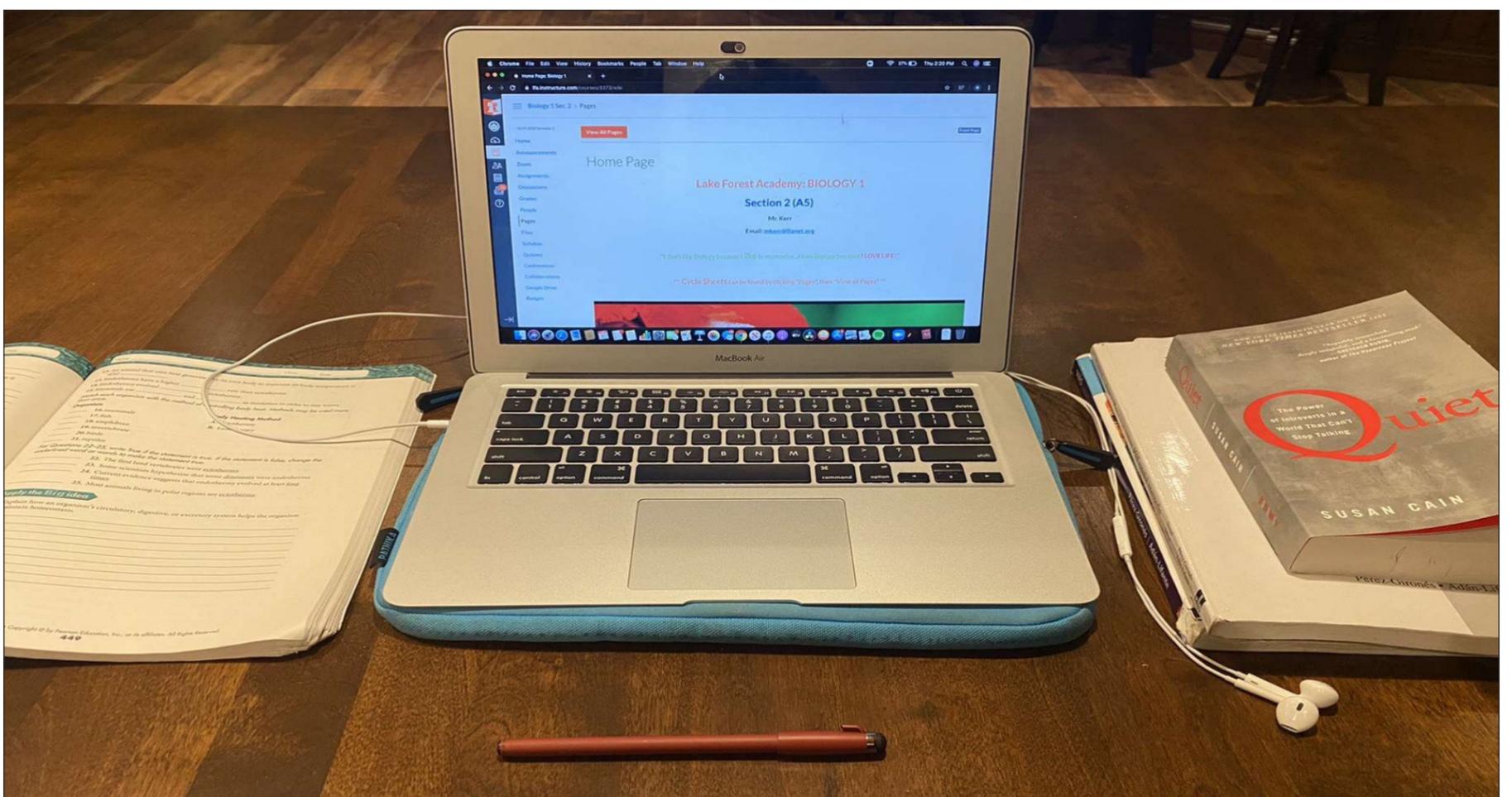


Photo by Nick Alutto

Nick Alutto '21 offers this advice for thriving while online learning: "If you can, having an area set aside in your house for work can be a helpful way to increase productivity."

# Societal changes and the impact of Coronavirus

By Tyler Watts

Staff Writer

When we are no longer sheltered in place, how might society change as a result of what we are undergoing currently? The day we can go outside without fear of infection will reset life rather than resume what once was. This will not feel like a return from an extended holiday, and no two people will have endured the pandemic the same way, so how will we move forward?

## We will demand reform.

As the setup of many social institutions has greatly changed, the United States government and various organizations have begun working to alleviate the plights of those directly impacted by closures--whether it is through stimulus checks, free iPads for public school students in need, or converting schools to food banks. Now that the general public is remaining hyper-aware and staying informed, we have seen what can be done to help those in need. Suffice it to say that this is the tip of the iceberg, as the social reforms many have been pushing for years will likely gain momentum. If we have had these resources all along, why did it take a pandemic to enact change and help the people who need support? As we all endure and overcome the novel coronavirus together, may we also exit this adversity with greater empathy and awareness and with the intention to improve our government and the greater community rather than return to outdated conventions.

## Our relationships with our devices will change.

The internet is the glue keeping the fragments of the lives we once led together. Work and school environments have grown

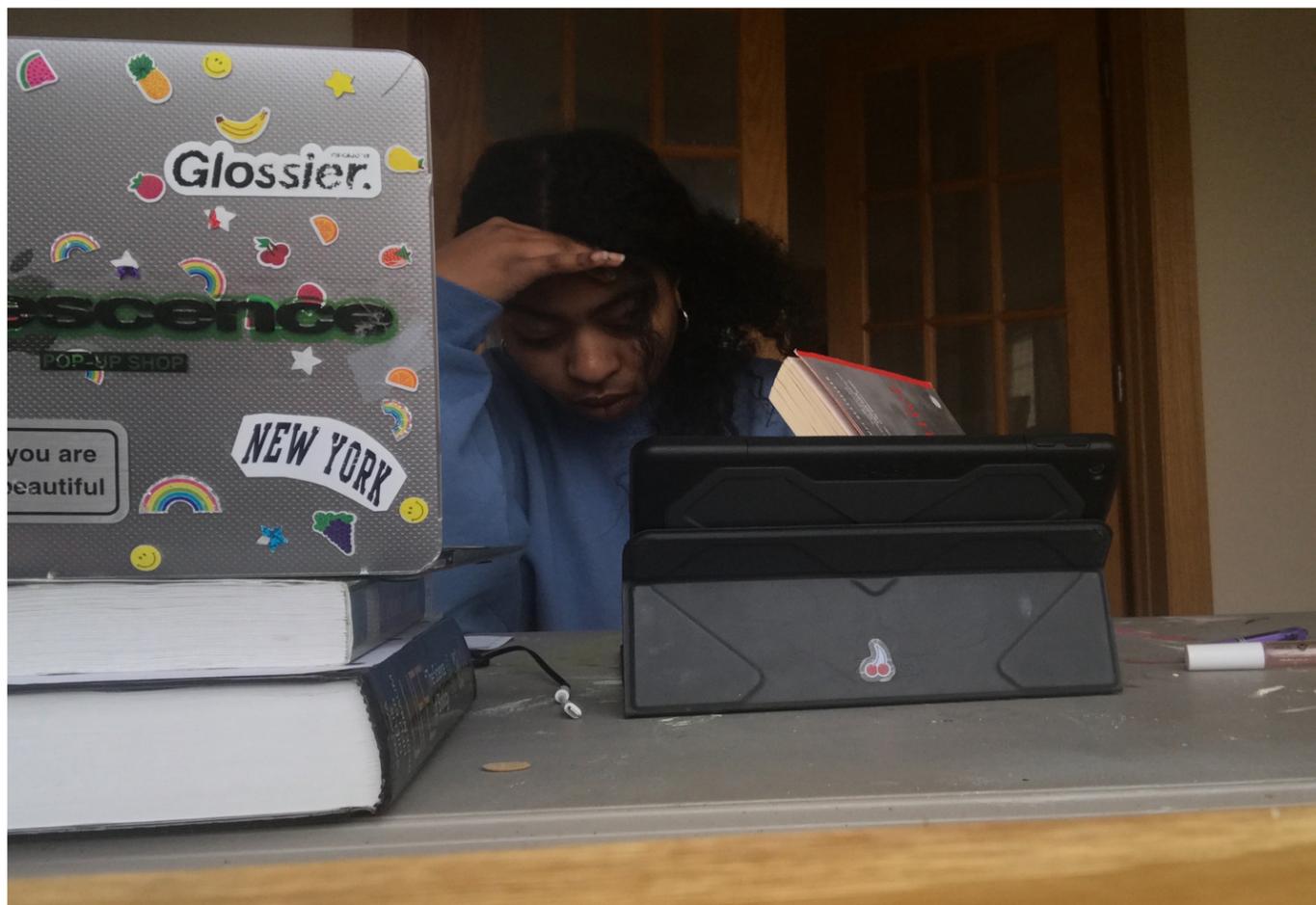


Photo by Tyler Watts

Student Tyler Watts '21 works diligently and values her free time more deeply now that her work-life balance is altered by e-learning.

extremely dependent upon online resources and virtual interaction to disperse communication and foster a sense of familiarity over Zoom and Google Meets. While we must appreciate the privilege of access to such resources and electronic tools that help us keep our jobs, livelihoods, and daily routines in orbit, that isn't to say that the adjustment to the "E-life" hasn't had its awkward moments. Social media has also been a quintessential enhancer of the quarantine experience, keeping us informed, connected, entertained, and constantly stimulated with an influx of notifications.

Because of this, we might slow down

on our social media usage post-quarantine. Our phones will stay in our pockets at lunch with friends, and when we can we'll do whatever it takes to avoid watching television, FaceTiming, and mindlessly scrolling through TikTok. Conversely, we may rely on technology more. If we saw the efficiency of a Zoom call or electronic assignment in comparison to the effort that in-person coordination would take, a new understanding from quarantine may be that using electronics to make our lives easier is a way to balance out the traditional feeling of busyness that comes with school or work.

## We will dress better.

Due to the great lapse of time since our last few social functions, it will definitely be a shock to the system to comfortably interact in the same space with other people. Why not do so in style? When we reconnect in a physical space for the first time in so long, we will likely put more thought and effort into our appearance. Our pajamas, sweatpants, hoodies, and random free t-shirts will retire back to dresser droors, and more business casual and semi-formal wear will come off the hangers. Whether actively working on appearances while in quarantine in hopes of a "glow up" or choosing to direct energy elsewhere, we'll want people to notice that we look so much better than the last time they saw us.

## We will appreciate time differently.

Time: the strange, relative, and abstract construct that governs all of our actions and emotions whether we realize it or not. Before the shift, we always sought out more time--time for ourselves, passion projects, or time with loved ones. Under these circumstances, many of us have now found that time, or we have conversely found ourselves with even less time in the day to do what we want alongside our obligations. Have we been overcompensating in quarantine, taking on too much work to make up for the fact we are apart and our routines have changed?

Our society puts so much emphasis on input/output and productivity, and while some may "thrive" under the current circumstances by finding ways to stay busy and beginning new undertakings, not everyone is enjoying the buildup of projects, responsibilities, and busy work. Despite this, we will hopefully emerge from quarantine having spent our time in a way that we value and that allowed us each to heal, grow, or evolve in some way.



Photo by Tyler Watts

Once reunited with our friends, we'll do our best to look as put together as Caitlin Anasi '20 and Briana Murphy '21.

# The state of mental health amidst the pandemic

By Mia Wolvoord  
Editor-in-Chief

The COVID-19 pandemic has forced unprecedented circumstances upon the whole world; we are all being affected in one way or another.

Since the beginning of our existence, humans have been hard-wired to fear the unknown: a defense mechanism which has served our best interests in countless situations. Fear can act as a motivator to protect our physical health, but too much of it can produce anxiety and apply pressure to our mental state. This emotion is a double-edged sword, and in recent months, we have all been touched by both sides of it. In our desire to protect our own health and the health of others, we have committed to the practice of social distancing. Shelter-in-place orders have begun to “flatten the curve,” decreasing the number of new cases. This is certainly a positive outcome.

On the other hand, the side effects of social distancing, including sudden deprivation of human connection and the downturn in the economy, have generated immense anxiety and sadness, contributing to a spike in mental unhealth. According to a recent poll, nearly half (45%) of adults in the United States report that the climate surrounding the coronavirus has negatively impacted their mental health (Kirzinger, 2020). Teenagers are especially affected by feelings of depression and loneliness. More than ever, our world is in need of healthcare professionals—not only to treat our bodies, but our minds as well.

In response, those who provide mental health services have begun to use teletherapy to continue their work with their clients.

Dana Cohen, a licensed clinical social worker at Grand Oaks Behavioral Health in Libertyville, explained telehealth and teletherapy to be “any [health service] provided over telephone or video.”

Healthcare professionals conduct calls and meetings through HIPAA-compliant services. These specialized applications have been vetted and deemed reliable and reliably secure by HIPAA, so clients can be confident that their private information is protected. Before the pandemic, it was un-



Local therapist Dana Cohen, MSW, LCSW is currently taking advantage of teletherapy to continue to provide support to her clients.

Maintaining mental health amid social isolation is crucial. Just as LeBron James states in his partnership with the Calm App, “The mind is like a muscle; the more you train it, the stronger it becomes.”

acceptable to conduct any remote services without using a HIPAA-compliant program, but restrictions have been loosened due to the unprecedented circumstances of mass social-isolation and increasing mental health concerns. Healthcare professionals must first attempt to conduct their meetings through HIPAA-compliant systems, but if the connection is poor, or the program malfunctions, they are now allowed to speak to clients through FaceTime, Zoom, or Google. This technology is rapidly evolving, so we’ll likely see even more changes in the near future. Insurance companies are slowly following suit; many are beginning to change policies to cover services that previously would not have been permitted to take place online or over the phone.

Cohen recognized that though teletherapy has proven to be a convenient and effective way to provide support to clients under these circumstances, online interactions can’t always communicate all the subtleties of an in-person experience.

When it comes to the possible obstacles for starting new clients relationships during the pandemic, Cohen acknowledged, “It’s hard to say...but I think that growing the rapport of the therapeutic relationship could definitely be harder.”

If you want to begin a relationship with a social worker or therapist during this time,

there are a couple ways to most efficiently seek out and get in touch with these professionals. It is generally most convenient to get in touch with your insurance company, make them aware of your needs, and then you can familiarize yourself with the professionals/services that they cover and choose one which you feel will suit you best. You could also visit the website, “Psychology Today” to find a mental health professional to connect with.

Even though the current climate threatens to evoke feelings of helplessness, some people have managed to use their time alone to work towards personal betterment. Individuals around the world have taken advantage of their extra time to exercise their creativity and pick up new hobbies. Cohen reported that while quarantined, both she and her clients have been able to reconnect with people from their past and grow relationships that had previously been lost.

Cohen emphasized that it is especially crucial for everyone to process and connect to their emotions during this time; it can be extremely beneficial to give a name to feelings and (if comfortable) share these revelations with supportive friends/family. Making a habit of internalizing negative feelings can have very detrimental impacts on one’s mental health.

She added that, “a lot of people have

been saying it’s okay not to be okay – that’s valid, but it’s also important to talk to somebody about it.”

She also stressed that it is crucial for people – especially teenagers – to set a schedule for themselves and establish a designated workspace in their home to help keep a focused mindset. Something as simple as changing out of your pajamas and into a new set of sweats can help motivate people to maintain concentration in their work. It is also important to set some time aside each day to go outside and be active.

It can be overwhelming for our minds to constantly process a repetitive stream of news. If you’re feeling swamped, Cohen suggests that you limit time spent on social media and intentionally schedule times to tune into the news a few times a week, instead of letting it constantly play.

Cohen reminded, “This is not going to last forever. [We should] focus on what we can control instead of things that we can’t. It’s hard to do that, but it’s something I recommend.”

Even though we are all physically separate from one another, this pandemic has offered a rare opportunity for universal unity and empathy; on some level we have all experienced grief over these circumstances. What matters is how we use these feelings to fuel our motivation to face whatever comes next with strength.

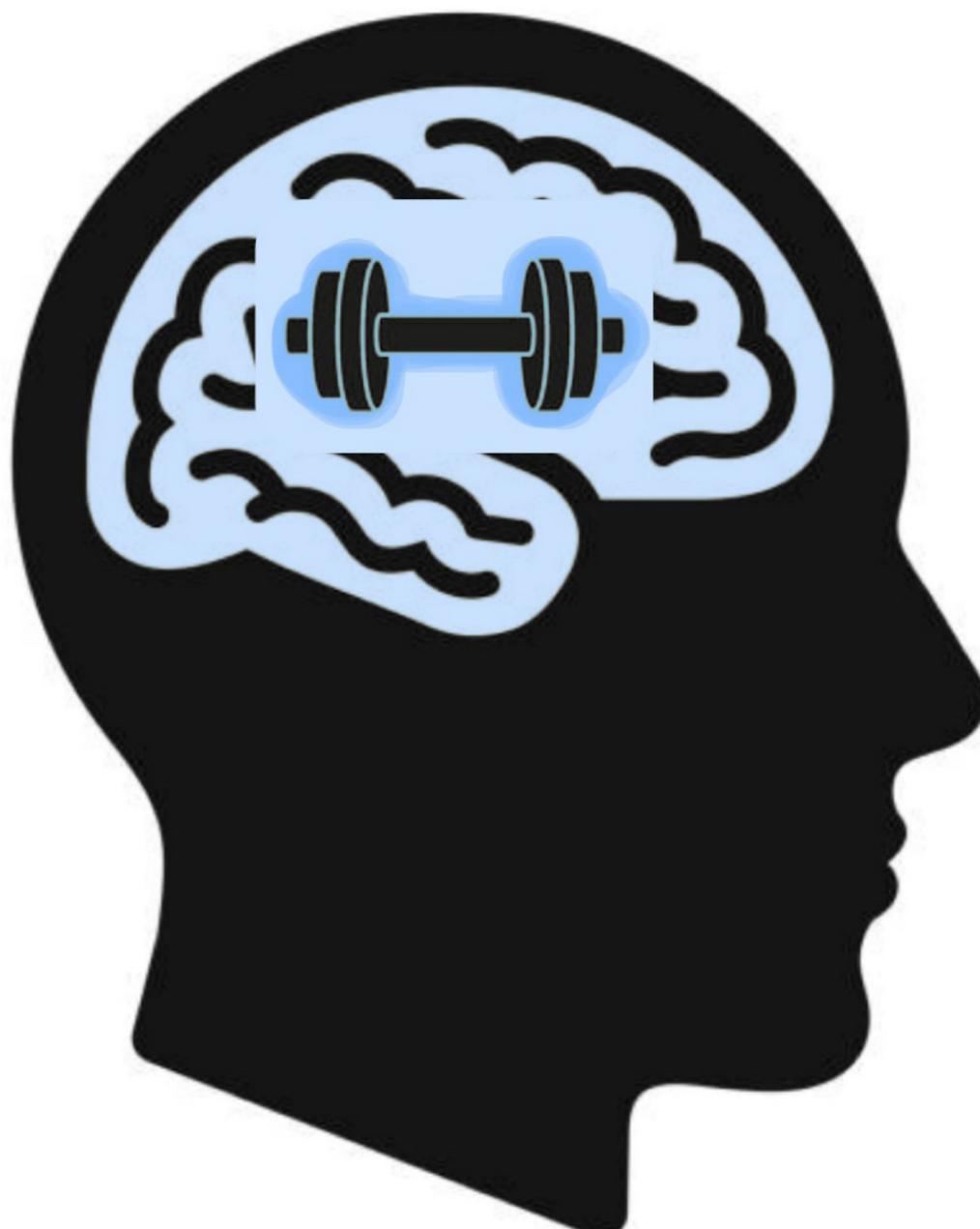


Photo by Mia Wolvoord

# E-learning through the eyes of teachers...

By Rachel Johns  
Staff Writer

E-Learning is a new experience for everyone at Lake Forest Academy. While students may be familiar with their peers' opinions on Zoom, Canvas, and Google Drive, they are not privy to teachers' thoughts on e-learning. To detail teachers' feelings about this new, school-wide experience, an anonymous free-response survey was sent out to them.

The first question on the survey asked how they initially responded upon hearing that LFA would go online for the rest of the semester. One teacher wrote, "I was sad not to be able to see my students and colleagues face-to-face each day. LFA is such a wonderful place to spend my days. There is so much happiness and enthusiasm on the campus. But being able to learn remotely would provide an opportunity to interact with my students and advisees."

This disappointed sentiment was echoed by a majority of those who responded to the survey, as well as a lack of uncertainty for the future of e-learning. A few responses said that they were ready for the new challenges of e-learning, but overall, the teachers' responses mirrored that of the general student opinion.

When asked about their general thoughts on the e-learning process, many responses said that while not ideal, e-learning was going better than expected. Almost every teacher who responded expressed that they would prefer to have traditional classes, but they understand that the circumstances have dictated that they do otherwise.

"I think we are doing the best that we can given the reality and complexity of the time period. I am thankful that we have the resources that we do to allow for a variety of activities and assignments, and I am so glad that we are focused on learning through the end of the semester rather than throwing up our hands and saying we can't do anything," said one teacher.

Another teacher remarked, "I do not think that it replaces face-to-face learning, but there is a lot we can accomplish this way. It's a different type of learning and interacting. I think its effectiveness can vary from class to class, but there are a lot of great tools available to facilitate students' progress in these last several weeks."

One teacher expressed that e-learning allows students to learn at their own pace, which could be beneficial: "Content can still be covered well, and at times perhaps even better as students can rewatch lessons and classes, they are not busy running from class to class, and less social distractions in person. However, educationally as a whole, it is lacking what really makes for a good educational experience, which is content and connection, relationships and ideas."

Another pro of e-learning, according to a teacher, is the creativity and mental haven it provides. "We are learning that content can be taught in many forms. It teaches us to be creative and to try new approaches



Photo by Valerie Sorenson

Modern and Classical Languages Chair, Valerie Sorenson, has turned her kitchen into her main workspace for the duration of e-learning.

that we might not try otherwise. It allows me the chance to see everyone - though not in person- and to take comfort in knowing that my students are eager to learn and are safe. And though it is stressful for me to try to pull together assignments that will work from a distance, it keeps me busy and keeps my mind active."

The increased comfort of teaching and learning from home has been a big benefit. Two teachers jokingly wrote, "Every day is a jeans day," and, "I can wear sweatpants all day." At-home learning and a lack of extracurriculars also allows students to get more sleep, one teacher noted.

Teachers acknowledged that e-learning is not without its drawbacks. Most teachers cited excessive screen-time, extra preparation for classes, time zone differences, difficulty giving assessments, and a lack of connection and community as their main issues with the medium.

"It's a lot more prep work for me compared to walking into a classroom and starting to talk about the cool stuff I teach. It's harder to get a summative assessment of how well the students understood the material. Students and teachers do not have as many opportunities to build connections and interact with one another. The different time zones make it difficult for all of our students to have the same experience," one teacher wrote.

Another response emphasized the lack of

community, saying "Well, the obvious one is that there is no real sense of community with e-learning. We lose our classroom dynamic completely, and it is hard for me to gauge how my students are doing."

Teachers have anticipated that the lack of routine and separation of education and leisure may adversely affect students. "When a student does not wake up on a traditional routine, get dressed in our dress code and physically attend classes, the mental health and perspective can be compromised. Their enthusiasm because of the situation diminishes, and it perhaps doesn't feel like school. The separation of home and school is important to many students."

Another major fear is students checking out and not putting forth quality work, which hurts their ability to learn effectively. One teacher responded, "I worry that they may not be retaining the material --that students are rushing to get through work rather than actually stopping to think and process."

A lack of engagement seems to be an issue for some classes as well: "Some are not completely engaged, and the teacher can't necessarily catch that. I don't think it will be as good, but it is close, and students should be able to learn effectively in most classes. I think it depends on the teacher and the class too of course."

One teacher said that e-learning could be positive or negative, depending upon

the student. "For some it is helping--more time to absorb material and rewatch lessons. Others learn no matter what, and they are handling this just as they would handle anything else, by putting their head down and working through it. For others, it is having a negative effect as they cannot stay organized, they are becoming distracted and unmotivated, and they can even more easily hide and stay isolated."

A different teacher reiterated that students have to take control of the situation to succeed, saying "I think it can be very effective, but it seems to me that the students have more responsibility than ever to advocate for themselves when they need support. We are still here, but it may not be as easy for us to see when students need help if they don't explicitly ask for it."

The new grading policy, where students' grades can not drop below that of which it was on March 13th unless the work submitted during the e-learning period was inadequate or incomplete, was generally supported by the teachers surveyed. Some teachers who said they disliked the policy claimed that students would not produce quality work or learn because their current grades are generally secure.

A teacher in support of the policy said, "I support this policy for the situation we are in right now. Firstly, we are all still learning how to do e-learning together. Furthermore, our entire planet is living

## .....and the effects of not being in the classroom

through an acute crisis. We all likely have some combination of tangible and intangible concerns that may affect us in a variety of ways. This policy accounts for both of these factors and protects students. Students still need to turn in quality work, but some pressure is lifted.”

One teacher pointed out that switching to pass/fail classes, like other boarding schools and colleges are doing, could negatively impact applications to colleges. “Given that most boarding schools around the country (and many colleges, universities and graduate programs) are switching to pass/fail, I think it’s not a great policy. As students apply to colleges, having grades on transcripts as opposed to P/F will be important for them.”

“I think it is fair that students cannot be negatively impacted by these circumstances. I am hopeful that students won’t use this as an opportunity to slack off, or not push themselves to work hard. The skills we are trying to practice are important for future coursework, or for life in general, and not pushing oneself to learn and practice these skills because grades cannot be adversely affected would be an unfortunate outcome of e-learning,” wrote one teacher, emphasizing the importance of a student’s responsibility.

When asked what they would change about e-learning, teachers generally said that they would simply prefer to not have it again. One teacher expressed a desire for more consistency in classes and workload, while another asked for more teach-



Photo by Mandy Krause

Journalism and English teacher Mandy Krause attempts to teach her classes while her three year-old, Rory, who would normally be in preschool everyday, hangs on her for attention. Now that schools are closed, this is the dilemma of many families with parents who normally work full-time, especially with children too young to have their own e-learning to work on.

ers to do more live classes via Zoom. Three teachers suggested changing the schedule to make each day less hectic and more focused on one to two classes at a time.

One teacher said this as a closing remark: “I think the community is doing everything they can. Connect with students, check-in with them. They are not tired of Zoom. At the end of the day, it adds the routine, discipline and opportunities to verbally connect with their class. Those moments and plans

of collaboration are imperative for students in this global crisis. Adding routine and some level of normalcy is important for their mental health and positivity.”

Another teacher expressed that they’d like students to know that “that teachers are working hard to create as much continuity, productive learning opportunities and support as possible. We care deeply about both your academic progress and your well-being, and we are here for you.

Secondly, something rather remarkable that seems to be coming out of this situation is greater empathy for one another. I hope we can hold onto this, as this may be one of the most important skills for students to take away from LFA.”

With that being said, it’s important to remember that as a community, we can make the most out of this situation by putting forth our best effort.

## Impacts of 2020 AP exam changes

By Angelina Chan  
Editor-in-Chief

While much remains uncertain in today’s world, one thing has been constant: standardized testing. As the end of the year slowly approaches, so do Advanced Placement (AP) Exams: the annual culmination of a year’s worth of course material.

Only this year, due to the current

COVID-19 situation and the decision by schools nationwide to cancel in-person classes, AP exams had to adapt as well.

Much of the tests’ content--as well as their timing--has been changed significantly this year. “It’s a whole new test,” said Sam Wold, who teaches AP World History, one of LFA’s most popular AP courses. “In some ways, I think they’re doing the best they can with the situation. It’s so unprecedented that

there’s nothing really that they could have done to plan for something like this.”

Nearly every section of the exam has been changed; all exams will only last 45 minutes instead of the standard two to three hours; the tests are completely online, open-note, and writing-based; and exams will be taken simultaneously worldwide. For AP World History specifically, the material has been condensed to exclude the 20th century, and the exam includes only one document-based question (DBQ).

As Wold described, “There’s a lot of pressure now for everything to be based on one DBQ, but I think LFA in particular is in pretty good shape.”

However, as many of Wold’s students are currently in different time zones, he acknowledged the simultaneous testing will be difficult for many international students. “My test is at 1 PM, which means it’s 2 or 3 AM in most of Asia,” he noted. “Hopefully, a lot of students have stayed up late... so they’re a little bit familiar with that time frame, but I don’t think there’s a perfect answer, a solution that’s going to work for everybody.”

“It’s definitely putting international students at a disadvantage. But I’ve been impressed by the LFA students that are in that situation, and how they’ve been adapting and trying to figure things out. They’ve been really amazing,” Wold added.

Concerns about the new format have

also been echoed by students. “Personally, it makes me really stressed out because I’m not really technologically advanced when it comes to setting up my computer by myself, so I’m kind of scared I’ll mess something up and fail the exam,” said Isis Burgos ‘20, who is planning on taking the AP Statistics, Economics, and Spanish Literature and Culture exams in May.

“It’s also pretty annoying that they [the College Board] cut the exam super short, because if you mess up badly on the one question you have to answer, there’s not much you can do to redeem yourself,” continued Burgos.

Hadley Fagan ‘19 agreed. “I do believe that we should be tested.. [but] I feel like multiple choice would be a more effective way to test all our knowledge,” said Fagan, who plans on taking the AP Chemistry, US History, English Language and Composition, and Calculus AB exams. “I feel like we won’t get tested on the material that we learned throughout the year.”

However, there’s always a bright side, as Fagan admits, “I like color coding my review sheets,” which can now be used during the exam for the first time due to the new open-note policy.

In the end, only time--specifically, 11 AM CDT on May 11th, when the first AP exam of 2020 will take place--will tell how effectively the new changes will work. Until then, we can only wait.

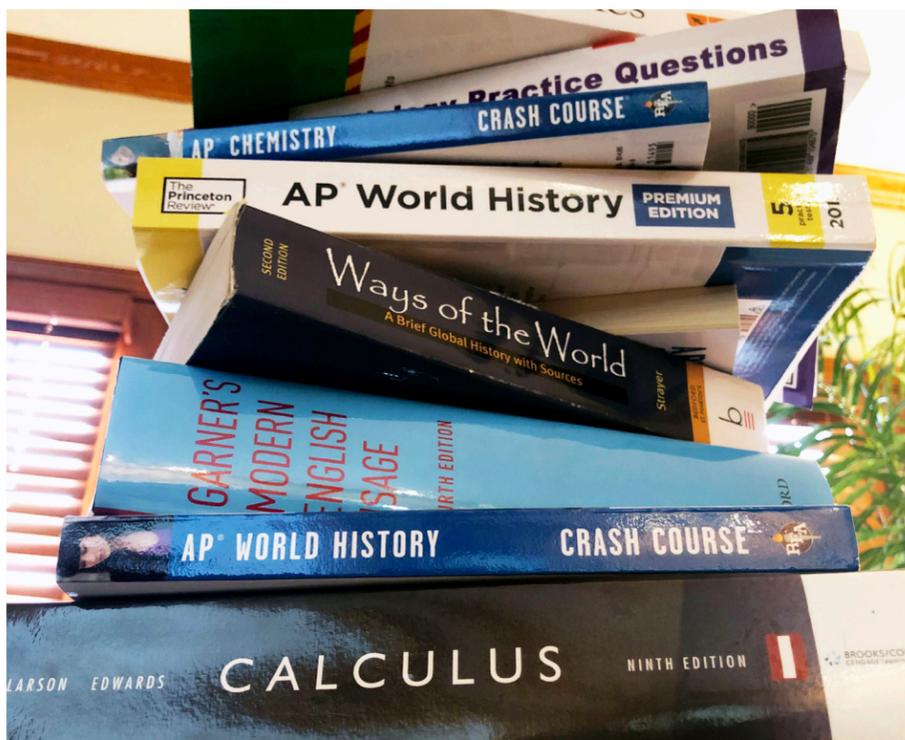


Photo by Angelina Chan

The College Board’s changes to this year’s AP exams have prompted great worry and confusion among students and teachers alike.

## My cooking story: A tale of desperation, despair, and chocolate

By Nick Alutto  
Managing Editor of A&E

I've never been much of a cook. Sure, I know how to make the basics, whether it's microwave mac-and-cheese, scrambled eggs, grilled cheese, or any other two-to-three step recipe, I typically have it covered. It's when the recipe includes more mixing, preheating, and over five ingredients that I begin to have trouble. However, it was the beginning of quarantine, and I was determined.

I was in the phase that I believe many

of us went through in quarantine; I was determined to learn new skills and wanted to use this time productively. If you have been able to pull that off and are still learning new things every day, then you have my utmost respect. However, many of us eventually trudged into the realities of this everlasting stay-at-home "vacation" and have given up our new hobbies, and in my opinion, that is okay too. The night that my viewpoint shifted will forever be seared into my memory.

It was right after dinner, and I was full, yet still hungry for something sweet. My

heart was set on chocolate chip cookies. I knew we had some Chips Ahoy, but that wasn't going to cut it. I wanted to make homemade chocolate chip cookies. How hard could that be? I thought. I seem to never learn that almost every time I think "How hard could that be?" The answer is nearly always, much harder than I thought.

Finding a recipe was easy. It was on the bag of chocolate chips that were already in my kitchen. I gathered my ingredients and began to mix together what the recipe said. After about 30 minutes of work, I had a pleasant smelling bowl of cookie dough that looked no different than any other cookie dough I had seen in my life. Now I'm no chef, as you will soon see, but to my knowledge, I had followed all the mixing instructions perfectly up to this point. I double-checked every time I saw the word "Tsp" or "Tbsp," to assure I wasn't putting in a teaspoon when I should be putting in a tablespoon or a tablespoon when I should be putting in a teaspoon. I made sure to grab baking powder and not baking soda, and I am positive I used the right amount of eggs.

I'm ashamed to admit it, but I began to get arrogant. "I'm great at this," I thought. I had already begun planning out my cooking career, and I could see my skills rivaling those of Gordon Ramsey and any contestant on The Great British Bake Off. Then the next step began, putting the dough on a pan and placing it in the oven.

I was hungry, and I wanted big cookies. The cookie size on the bag seemed too small, so I eyeballed it. I put them in the oven and started a 10-minute timer. 10

minutes later, when Alexa rang, I had no idea that my cookie dream would turn into a nightmare.

I pulled the cookies out of the oven and devastation instantly hit. The outside was burned to a crisp with the inside of the cookies combining, covering the pan while still being raw. I tried to put them back in the oven to cook the insides, but they were unsalvageable.

For my next batch, I followed the serving size exactly, but still, the cookies were burned on the outside before being cooked on the inside. I felt like a fool.

For the last batch, I was extra cautious. These cookies were almost half the suggested size for the pan listed in the recipe. These cookies were fully burned to a crisp. It was like living through a cruel version of Goldilocks, only I could never find what was just right.

The only edible cookies that night resembled double chocolate chip cookies because they were so burned. I put the edible ones on a plate on the counter, free for any family member who had extremely low standards for a chocolate chip cookie.

I don't mean to sound discouraging. Take this story as a lesson I had to learn for you. If you want to take up cooking during quarantine, then you should. Just make sure to be extra careful to look up recipes and tutorials online, so you can bake your food and eat it too.

As for me that night, I wandered to the other side of the kitchen, and begrudgingly grabbed a handful of Chips Ahoy cookies. They seemed like a fine choice.



Photo by Nick Alutto

A look at the ingredients that would become tormentors on that fateful night.

## Caxys in the Kitchen: Pancakes and cookies with James Kuhns

By James Kuhns  
Staff Writer

Over the last year, I have always wanted to spend more time in the kitchen cooking up meals for my family, but I only found time on Saturday evenings. Thanks to the recent quarantine, I have been spending a lot more time in the kitchen, and I think you should too! Here are a few recipes I have found and tweaked that are sure to please the family.

**Breakfast: So far the gauntlet of pancake recipes has overwhelmed me a bit, but after numerous testings, I have found the one:**

1 ½ cups all-purpose flour  
3 tbsp sugar  
1 tbsp baking powder  
¼ tsp salt  
⅛ tsp ground nutmeg (cinnamon works too!)  
2 eggs at room temperature  
1 ¼ cups milk  
½ tsp pure vanilla extract  
3 tablespoons unsalted butter, (and more to grease your cooking surface)  
Add some sort of fruit if desired; I liked strawberries and blueberries.

### Directions:

In a bowl mix together the flour, sugar, baking powder, salt and nutmeg (and/or cinnamon).

In another bowl, add the eggs, and then beat in the vanilla and milk.

In a cooking surface of your choice, melt some butter over medium heat to grease the pan.

Add the butter to the wet ingredients mixture, and then mix both mixtures together until a smooth batter is formed.

Ladle the desired amount of batter onto your cooking surface and watch carefully. (Add berries now if you want.) When bubbles begin to break through the pancake, flip the pancake, or if you are like me, constantly check to make sure your creation is not getting burnt by lifting up the sides. Once flipped, cook until golden brown. There you have it, a pancake sure to make your morning!

### Dinner: DO I NEED ANOTHER?

### Dessert:

Over the last two weeks I have tried many different cookie recipes and feel like I have found the perfect one:

2 cups of flour (no need to sift)  
½ tsp baking soda

¾ cup (melted) unsalted butter (salted works too!)

½ tsp salt

¾ cup brown sugar

½ cup white sugar

1 tbsp vanilla extract

1 egg and 1 egg yolk (don't skip the yolk, trust me)

Chocolate Chips to your liking

### Directions:

-Preheat the oven for 325 degrees.

-Place flour, salt and baking soda into a

bowl and mix, then set aside for later.

-In another bowl, cream together the butter (melted) and both the white and brown sugar. Then beat in the egg, egg yolk, and vanilla. Then mix in the dry ingredients until fully blended. Mix in the desired amount of chocolate chips.

-Place the cookie dough in neat balls on a greased sheet or a sheet lined with parchment paper.

-Cook for 15 minutes and let cool after taken out of the oven.



Photo by James Kuhns

The classic pancakes turn out great!

**Editorial: Ways to cope during quarantine**

**In the face of a pandemic, health and wellbeing should be prioritized; however, emotional wellness is a significant area of life that is also impacted by our experiences in regards to Coronavirus. We at *The Spectator* hope that you and your loved ones are doing your best to remain well in all realms of life. There are several ways that we enhance or stabilize our mood everyday without realizing it: staying hydrated (and caffeinated), listening to music, and communicating with friends. Here are a few of our tips on how to take care of your mental health during Covid-19:**

**Make your bed-**

Although for many, it is a dreaded chore, making your bed in the morning is a small and healthy habit to incorporate in your everyday routine. This can be accredited to the fact that it gives you a small sense of accomplishment to kickstart the day, a feel-good vibe that will keep you motivated to complete other tasks, whether they're as daunting as that calculus homework or as basic as brushing your teeth. No matter where you are staying, making the bed improves the aesthetic of the space. Additionally, going through the motions of rearranging your bed tells your mind and body that it is no longer time for sleep. You'll be less inclined to get back in bed once you've made it up so nicely!

**Set a routine-**

Getting into a pattern for the day is a relatively intuitive process now that e-learning has started up. But if you're struggling to make it out of bed and to "Zoom Academy" on time, create structure for your morning by setting

alarms and using timers to stay on track. Take showers for renewed freshness and a surge of energy. Make breakfast, but if you don't have time, fix yourself a nice coffee or tea to sip on for the rest of the morning.

**Dress for the day-**

Although e-learning is an unprecedented (yet welcomed) break from LFA dress code, it's not the worst idea to still dress for the day. Whether you feel better putting on dress code, jeans, a new set of sweats or leggings, changing from pajamas to new clean clothes for the day makes you feel more put together and more awake, instilling within you a greater sense of purpose and intention for the day ahead.

**Begin personal projects-**

If you find yourself feeling bored or harboring restless energy, consider starting a personal project. Download Duolingo and brush up on that random language you've been wanting to learn. Start a blog or a YouTube channel. Set or review your long-term goals, and consider how you can still work towards them in quarantine. While it can be great to channel your energy into work or new distractions, feel no pressure to over-exert yourself or keep your hands busy to simply go through the motions. Our society prizes productivity, and in this time, we as individuals have more to resolve than work and output! Reflect, relax, and focus on what personally fulfills you. Heal and learn about yourself through introspection and doing what you enjoy!

**Journaling/Personal writing-**

A helpful method to process emotions or document history

is through keeping a journal for yourself. You can even write a letter to your future self using a free website as something to look forward to or be surprised by one day. Hopefully things by the time you receive your email will have improved from the state of things when you sent the letter!

**Unplug from devices-**

Although our devices are great for connection and imperative to the e-learning experience, we learn the hard way through headaches and sore eyes that there is such a thing as too much screen time. Reading, cooking, writing, drawing, painting, playing vinyls, cassettes or CDs, taking a nap, having conversations with those you live with, playing with a pet, or simply observing some silence are ways to avoid phones, tablets, computers, televisions, and game consoles, even for five minutes at a time. It will allow you to distance yourself from any stress and negativity you associate with electronics--the news, work, social drama, etc..

**Get proper rest-**

Try to maintain a consistent and healthy sleep schedule. Given the stress and uncertainty of the current times, a night of sleep replenishes the body and carries us to a dream state, detaching us from the chaos of our awake state for at least seven or eight hours. For boarders in particular, not having enforced study hours or 10pm dorm meetings gives you full autonomy over your evenings. Structure your nights to give you the most peace of mind and get proper rest for the next day.

**Spring Horoscopes 2020: Happy Taurus Season! Check your**

By Tyler Watts  
Staff Astrologer

**Sun or Ascendant sign**

**Aries (Mar 22-Apr 19)— Reflect on your core values and remember to live by them.**

**Taurus (Apr 20-May 20)— Growth is not a perfect process, and that's okay. Reflect on how far you've come and assess what lies ahead.**

**Gemini (May 21-Jun 20)— You may have great ideas, but if you want to reap the results, "do" with intention and focus on the follow-through.**

**Cancer (Jun 21-Jul 22)— Realize that it is okay to set boundaries when you need space (even from loved ones). Nothing is wrong with self-care and introspection, especially now!**

**Leo (Jul 23-Aug 22)— Find ways to channel your creativity and make everyday tasks more colorful. This will help you to not be drained by the mundane.**

**Virgo (Aug 23-Sep 22)— Teamwork is still possible, and communication is key to reaching goals and social harmony.**

**Libra (Sep 23-Oct 22)— Don't rush on decision making or invest more time into stress. Ease pressure by reaching out to your social circle, maybe via Zoom?**

**Scorpio (Oct 23-Nov 21)— Challenge yourself to unplug from the opinions of others and develop or revisit your own.**

**Sagittarius (Nov 22-Dec 20)— Your passion for change will fuel you to take constructive steps towards that goal. Even now, progress is possible!**

**Capricorn (Dec 21-Jan 19)— Although it may be difficult to stay motivated, re-evaluating and changing up your current routine can keep you engaged. Splurge and elevate that wardrobe!**

**Aquarius (Jan 20-Feb 18)— You are a natural-born advocate and problem solver. Focusing on a cause and getting organized will aid you in a new passion project.**

**Pisces (Feb 19-March 21)— Finding new ways to show up for your community and loved ones will be as much of a service to you as it is to them. Be a friend.**

The Lake Forest

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*The Spectator* is published eight times per year by the students of Lake Forest Academy and is a forum for student expression. The views and reporting herein are the sole product of *The Spectator's* student reporters and in no way reflect the official views of Lake Forest Academy faculty, staff, administration or Board of Trustees.

**EDITORIALS**

Opinions of the staff are presented in the form of unsigned editorials. Personal views are bylined or presented as formal dissents.

**LETTERS TO THE EDITORS**

*The Spectator* welcomes responses to its articles in the form of Letters to the Editors in addition to letters on subjects of the author's choosing. Please e-mail Letters to the Editors to Mrs. Krause at [akrause@lfanet.org](mailto:akrause@lfanet.org).

**AWARDS**

*The Spectator* has been awarded several prestigious journalism awards in recent years. It has consistently taken first place in competitions against schools of similar size held by the American Scholastic Press Association and the Kettle Moraine Press Association.

# Our Stories: How we've exp

By Journalism I class  
Staff Writers

Journalism I recently developed a story drive to hear how COVID-19 has impacted members of the Lake Forest Academy student community. Despite being separated by thousands of miles, LFA still remains very vocal regarding this global pandemic, and we implored everyone to speak up. "Our Stories" is a place for students to have their voices heard, ultimately uniting us even more as a community. Many of the stories shared will be posted in-full regularly for the remainder of the school-year on the *Spectator* website, Caxynews.com. Some of the quotes from these shared stories appear here, on our first centerfold.

However, the sharing is not done, and perhaps most importantly, our stories will last. Journalism teacher Mandy Krause and the Director of the Library and Archivist, Rita MacAyleal, will be continuing the drive to include even more members of the community so that their testaments to this moment in time can be made part of the historical archive for LFA.

Journalism I feels that it is important to remain a family through this hard time as everyone's individual experiences are what makes Lake Forest Academy so unique. We understand that this is a hard time for everyone, especially having to distance from friends and family, but our goal is to bring a bit of peace despite the chaos in the world around us.

**"Springtime is my favorite time on campus. I love playing softball, studying in the formal gardens, going on van runs to the botanical gardens, lying out on the quad and reading, the awards ceremonies, the talent show, Move-Up Day, and graduation. So many integral parts of the LFA experience have been taken away, and I feel heartbroken."**

**-Rachel Johns '21**

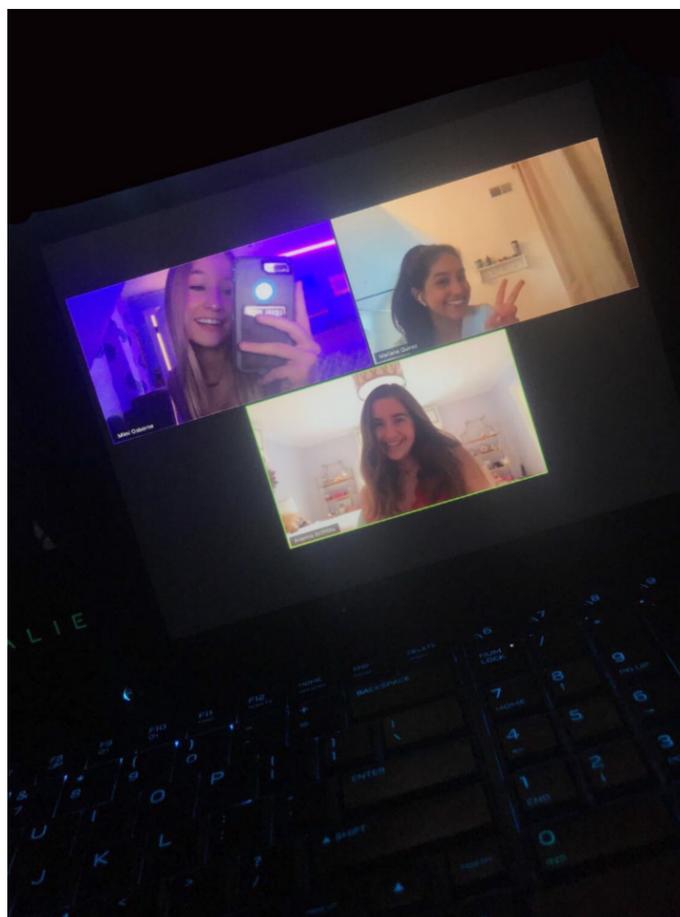


Photo by Mimi Osborne

Mariana Quiroz 22', Mimi Osborne 22', and Arianna Griffiths 22' create a virtual prom during this pandemic.

**"I think a positive effect is that I will never take things for granted: school, sports, social gatherings, even just hanging out with someone."**

**-Mariana Quiroz '22**

**"Sure, I can still talk to people on FaceTime and Zoom meetings, but all those things have proved is just that they can't match the experience of actually hanging out with friends."**

**-Nick Alutto '21**

**This global pandemic has opened a lot of eyes to people of just how much we take for granted in our everyday lives."**

**-Rachel Claxton '23**

**"The only positive I can see from this is family bonding, but at some point that becomes a bit obsessive!"**

**-Tory Welch '22**



Photo by anonymous

A hotel room and delivered meal for quarantined travelers in China.

**"After flying to Shanghai at the end of Spring Break, I thought I could choose a hotel at the beginning, but I was transferred to a hotel, which was probably the worst one compared to other Chinese students for 14 days of quarantine. I lived in a double-bed room without an air-conditioner and a window. It was still a bit cold in Shanghai. WiFi and VPN were of low quality and could not make me have a fluid zoom class or play any video games. I usually slept for 12 hours per day; however, I had to get my breakfast at 7:00, lunch at 11:00, and dinner at 5:00 every day. I asked for more meat, but I got rejected. Also, several nurses knocked on my door twice a day to check my body temperature. I was not allowed to go out of my room, and there was a camera in the corridor. If I had been caught by it, I would have been responsible for it legally."**

**-anonymous international LFA student**



Despite the horrible circumstances that

# Experienced the Coronavirus

**“Many people online are criticizing students studying in the U.S. for coming back to China while things are worse in the U.S., saying that they are bringing the virus back and undermining the government’s work. I understand their perspective, but the students who are traveling back are really doing all that they can to wear masks, protective overalls, goggles, and gloves, while being quarantined for 2 weeks once they arrive.”**

**-Ashley Guo '22**



*Photo by Ashley Guo*

While not able to be in her dorm room, Ashley Guo '22, makes sure to keep herself organized during this pandemic.



*Photo by Tyler Watts*

While at home, Tyler '21 is able to enjoy the company of her dog and family.

**“I believe that it is sad that it will have taken a virus to incite change, because the coronavirus does not target one race, gender, sexuality, or social class.”**

**-Tyler Watts '21**

**“I sometimes become enveloped in my larger-than-life thoughts, and although that can be very beneficial, it’s quite wearing.”**

**-Jake Powers '22**



*Photo by Shylee Saladi*

Shylee Saladi's family takes efforts to make sure that others who are less fortunate are able to eat during this difficult time.



*Photo by Shylee Saladi*

this pandemic has brought to so many, families are getting to spend much more time together

**“For the past month, my family and I have been at home, ordering groceries, only going out when necessary, and making sure that others who aren’t as fortunate as us are able to eat.”**

**-Shylee Saladi '22**

Credits: The Journalism I class that initiated the story drive to share “Our Stories” consists of Angie Cotton, Shylee Saladi, Gemma Fink, Bela De Jesús, Sage Ye, Gage Dalieri, Bia Leffingwell, Kirstin Palasz, Mia Osborne, and Aylin Tepe

# Changes to the college process

By: Rohan Miglani  
Staff Writer

During these unprecedented times, much has been unclear with many questions on when and how life is going to get back to normal, making this a very stressful time for all students and faculty on campus. However, one of the most stressful times for students, their junior year, has gotten much more stressful with the cancellations of standardized testing and the inability to visit colleges a junior would normally visit during the college process.

As of April 22, 2020, all SAT tests in June have been officially canceled, and the status of ACT June testing is still up in the air, as many believe that the ACT may switch to an online format. However, this uncertainty when it comes to testing can lead to an abundance of stress, especially for those who have yet to take a standardized test.

Matthew Birmingham, a current junior at Lake Forest Academy, planned to take his first ACT on the April 4th date. However, due to the cancellation, he was unable to take that test. Birmingham, while not feeling much stress as of now due to the cancellations of tests, knows once testing starts up again he will feel the pressure due to the limited time he will have to get a score he wants.

Due to these testing concerns, some colleges such as Tufts and Cornell, have decided to go test-optional for the 2020-21 admission season. While this eases the burden for students, many students such as



Photo Courtesy of College Board's Twitter

College board announces the cancelation of all May SAT tests via Twitter

Birmingham still wish to be able to submit a standardized test to schools this coming fall, as he said, "I have studied hard enough where I think that I can get a good enough score to separate me at many colleges".

COVID-19 has also severely affected how students will make decisions on which colleges they are going to apply to. Due to the shelter-in-place orders, now extended in Illinois to May 30th, and the uncertainty of travel, most students have been unable

to visit colleges they had planned to visit, especially over Spring Break. Birmingham says he had planned to visit schools in Boston and North Carolina over the break, but due to these plans falling through, he feels he will not be able to gage these schools as accurately as he would like.

Despite the uncertainty, many colleges are trying to decrease stress on students by offering online information sessions that students can attend, replacing the traditional on-campus session and tour. While

these online sessions may provide students with information about the campus, they are still unable to provide them with the experience of physically being on campus, or the ability to ask questions to their student tour guides and get a better feel of the school through their own eyes.

Although COVID-19 has changed a lot in our everyday lives, it is our job to try and make the best of this situation and do all we can to make this downtime as productive as possible.

## Class of 2020's unique end to the college process

By Lindsey Pearlman  
Managing Editor of Features

As many people know, the college process is a crazy one. Meeting with counsel-

ors, writing essays, filling out the Common App, going on visits--the list of things to do is endless. However, I'm sure that most seniors have taken a huge sigh of relief as this process is finally coming to a close.

After months of stress and anxiety while applying to schools to meet deadlines, and the painstaking wait to hear back from the schools you applied to, it is nice to no longer have to worry about those aspects anymore. However, the end of the college process is not always the easiest. Seniors are now tasked with the tough choice of choosing what to do when next fall rolls around. Will they be attending college, and if so, which one? Are they taking a gap year? Playing junior hockey? Getting a job? There is so much to think about while considering what is best for your future.

Aside from that stress though, finishing the college process brings a load of excitement with it. Although it can be daunting, it is also exciting to think about starting a new stage of your life. For some of us, that means moving to a new place, meeting new friends, and learning new things. Having change in your life is something that is very necessary and should be looked at optimistically.

For the class of 2020, being optimistic is even more crucial given the pandemic that has seemed to turn our senior year completely upside down. There are already

many things that have been lost: senior prom, our final Move-Up Day ceremony, and of course, a traditional graduation. Now thinking that this exciting next step of our lives could be impacted too, is something that is worrisome.

Some schools, such as Boston University, have already considered cancelling their fall semester next year, meaning students would take online classes, and then start going to class on campus in January 2021.

"Since [Boston University] has already communicated a plan of action in case we are unable to go to campus until January 2021, I feel like my school is prepared but I'm definitely wary of when we will get to begin a 'normal' college experience," stated Lilly Drury '20.

It is important to take into consideration that the universities are making an attempt to plan in advance to keep their students and faculty safe. The conditions of this virus are so unknown, it is impossible to predict what will happen next. Overall, the end of the college process for the class of 2020 has been unorthodox to say the least. Nevertheless, the work that they have put in the past four years does not go unnoticed and is something to be proud of.

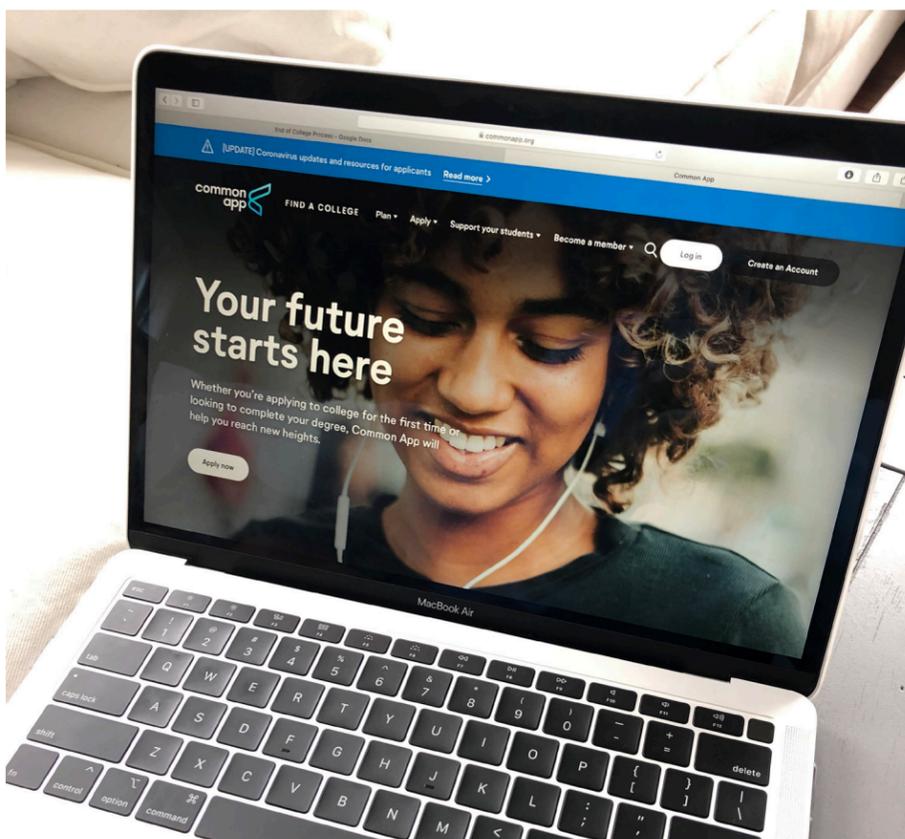


Photo by Lindsey Pearlman

The Common App homepage- a familiar sight to the seniors- with a quote that captures their next steps after LFA.

# Popularity of Zoom highlighted by security controversy

By Garrison Sloan  
Staff Writer

As schools and businesses have had to transition to online-based classes and meetings over the last month-and-a-half, the video conferencing app Zoom has become a favorite of many to meet their face-to-face online needs. Zoom offers users an easy to use experience where several dozen people can participate in a video conference at the same time, while also offering features such as breakout rooms and screen-sharing. Zoom also is designed to be used in a more professional setting, compared to other video chat apps such as Skype and Discord. However, Zoom has come under scrutiny in the last few weeks due to privacy and meeting security concerns highlighted by its newfound popularity.

The controversy around Zoom mainly stems from the act of “Zoombombing,” where people hijack Zoom calls to either spy or spread hateful or crude messages. This can include anything from saying or drawing racial slurs or broadcasting pornographic content. According to *The New*

*York Times*, examples of harassment based on Zoombombing has included people hacking into Alcoholics Anonymous meetings and projecting GIFs of people drinking, and writing racist messages during meetings of Muslim leaders. *The New York Times* managed to find nearly 150 different accounts across Twitter dedicated to creating Zoombombing efforts, along with dozens of forums on sites such as Reddit and 4Chan (*The New York Times* also commented that after their findings were published, the Zoombombing forums on Reddit were shut down).

As the flaws of Zoom have been exposed, many companies and even governments are banning its usage. According to the site TechRepublic, tech giant Google has banned Zoom from being used on any company computers. Elon Musk’s company SpaceX has done the same. World governments are also concerned over the privacy concerns of Zoom. Specifically, here in the US, NASA has banned Zoom from being used by any employees, and the Senate has suggested that its members use a different platform, though a ban has not been formally established (TechRepublic).

Even major school districts have started to ban Zoom: the New York City Department of Education has prohibited teachers from using it, as have public schools in Clark County, Nevada (which includes Las Vegas).

Zoom continues to be the main site used

for virtual classes as Lake Forest Academy continues through its months of e-learning. However, as controversies around Zoom continue to grow, it remains to be seen whether or not Zoom will continue to be the platform of choice for teachers.



Photo courtesy of the App Store

The Zoom app has become a go-to for video conferencing needs during the pandemic, but its popularity has exposed many security flaws.

## Things can only go up!

By Nicholas Alutto  
Managing Editor of A&E

Anxiety seems to be an unwelcome new normal for many people during the age of COVID-19. No matter what people are doing, it can seem inescapable through the news, alerts on phones, and everyday conversations. With so many things to worry about, along with a huge shift in how students at LFA go to school and receive their education, many people have felt that grades should play a smaller role in students’ thoughts in this new normal.

Lots of students were worried that these drastic changes could negatively impact the grades they had been working on all year. Even with some teachers’ decisions to implement Zoom as a way to hold live classes virtually, LFA is a school with stu-

dents in different time zones across the globe. Many students can’t attend these live classes while they are happening. This puts students on a different playing field that would make a normal grading system unfair. In an expression of these concerns, Natalie Putzel ‘22 made an online petition calling for LFA classes to be pass/fail, which has over 200 signatures.

“I felt very worried that being in an environment away from school would not be very motivating. I’m usually a person who is pretty eager to learn new things, but I didn’t think I would be at home. I thought some of my fellow classmates felt that way too. I also thought about students that would not be able to attend live classes and how this would impact them as well,” said Putzel.

With vocal support from students, a rec-

## LFA’s new grading policy puts more emphasis on learning and less on grading

ommendation from the Illinois Board of Education recommendation to not allow grades to drop, and internal conversations within the school, LFA decided to implement a policy that student grades could not get worse, but only improve- provided that students continued to turn in work sufficient enough to earn credit.

“Much of the research was indicating that in order to remove anxiety, schools should change their grading policy. The State of Illinois advocated for a pass/incomplete system,” said Chris Tennyson, the Dean of Students, when asked how the school came to this decision. “Lots of students had worked really hard for the first half of the term. We wanted that to be reflected; however, we wanted to remove some of the stress and anxiety of going to a distance learning model. Additionally, we have students that live in different time zones and also have different levels of access and connectivity, and so we felt that placing a floor on the students’ grades was the most inclusive, stress-reducing thing we could do.”

“We needed to take into consideration the more challenging learning and studying scenarios our students are facing here in Illinois and all over the world. We certainly didn’t want anyone to feel punished by situations completely beyond their control. We want to help our students continue to learn and improve their skills across disciplines. I really hope our students see the value in that and do their best,” said Dean of Curriculum & Innovation, Kristine Von Ogden.

Some students are also worried now that, with less emphasis on graded assignments (including finals), it will be difficult for

students to move their grades up, an issue especially important for students on Academic Watch.

“Students’ grades can still go up and so that is a positive thing. The support system that we built is quite robust, and Mrs. Gilbertson, Mrs. Norman, Mrs. Madeley, Mrs. Collins, and the advisors have all really stepped up to make sure that students don’t fall through the cracks in our virtual world,” said Tennyson.

With a new set of unprecedented issues and school guidelines, it seems that the school will be taking a very collaborative approach with students, fixing any issues that may arise from this new policy and working towards solutions as problems arise.

Overwhelmingly, students have been supportive of this decision. “By not allowing grades to drop, they accounted for the struggles of e-learning and reduced stress about e-learning negatively impacting grades. It also allows for grades to be raised, which keeps people motivated to do well,” said Noah Sebolt ‘21.

As for Putzel, who was one of the most vocal supporters of implementing a new grading system, she said, “I am satisfied with the policy LFA chose because I think it allows students to learn without worrying about any consequences from doing poorly. I also like the fact that it does not just throw away the hard work students put in before break.”

With LFA’s new grading policy, students are being given a chance to pay less attention to grading and more attention to navigating our new reality during these troubling times.

▼ Past Assignments	
	<b>HW #33 MT</b> Available until May 29   Due Apr 23 at 11:59pm   -2 pts   Not Yet Graded
	<b>POD 4/22</b> Available until May 29   Due Apr 22 at 11:59pm   1/1 pts
	<b>HW #32 MT</b> Available until May 29   Due Apr 21 at 11:59pm   2/2 pts   Complete
	<b>POD 4/21</b> Available until May 29   Due Apr 21 at 11:59pm   1/1 pts
	<b>POD 4/20</b> Available until May 29   Due Apr 20 at 11:59pm   1/1 pts

Photo courtesy of Canvas

With more assignments being online, students are receiving more grades through Canvas.

# Spring season cut short, leaving Caxy seniors in utter dismay

By Jared Felitto  
Managing Editor of Sports

With COVID-19 reeking havoc around the globe, everybody across the planet has been affected in some magnitude. Regardless of how big or small, everyone has felt the impacts of the Coronavirus. While some people are dealing with serious health issues or other life altering problems with the recent economic decimation that has plagued small businesses and workers across the country, I'm fortunate enough to be only affected by this devastating virus by having my senior year of high school cut short. Is it upsetting? Sure. But in the grand scheme of things, I'd take having my senior year cut short over lots of problems to be having at the moment.

Out of all the great moments I was ready to cherish my senior year at Lake Forest Academy (LFA), nothing topped having one final rack season. Especially since I'm not playing any sports at the collegiate level, having one final sports season was something I was really looking forward to. I had a blast during my senior cross country season in the fall. The coaches, teammates, and just the camaraderie made the season so special; however, I've always been a competitive person and expect the very

best out of myself. Coming off a successful cross country season my junior year, I was ready to improve my senior year. Unfortunately, that didn't happen. Letting down your teammates and coaches is hard enough to accept, but letting yourself down is an even tougher pill to swallow.

This left me with two options: dwell on the past, or put myself in the best position I can possibly be in for track season. Knowing that this was my final time playing sports (competitively), I wanted to leave track season having no regrets. I wanted to use this season as a form of redemption for my subpar cross country performance. So that's what I did. I put in the work necessary and was entering track season confident and ready to go. However, I would never get that chance.

Having no track season for my senior year was upsetting. I was heartbroken knowing all the practices, meets, and spending time with peers wasn't going to happen. I was even more infuriated knowing I'd never get that chance to redeem myself and get some closure with running.

Running track for four years and cross country for three, I always was able to look towards the next season. If I ran poorly, I was used to saying, "Hey, there's always next meet" or, "There's next season." Well, now there is no next season, and here I am

dwelling over what I should've done. My biggest takeaway from all of this is you never really realize how much you appreciate something until it's gone. I took my athletic seasons at LFA for granted, and that's something that's on me.

Even though I wish I valued and appreci-

ated my athletic experience at LFA more, I still am so thankful for all the great coaches and teammates I had during track and cross country. Some of the best memories I made during high school were out on the track and the cross country course--and I'll always have them.



Photo by Jared Felitto

A racing bib for the Latin Prep Classic, an annual meet attended by the LFA Cross Country Team.

## Keeping up with fitness during isolation: The TeamBuilder App, workout videos from LFA's trainers, and the drive to stay in shape

By Garrison Sloan  
Staff Writer

For the last month or so, we've all been forced to stay inside, and this has likely led



Photo by Darrin Madeley

The weight room may be empty, but there are still plenty of ways to stay active.

to a lot of us being on our couches a lot more than usual. While the typical amenities of LFA's gym, weight room, and practice fields may be off limits for the foreseeable future, it is important that we all find a

way to get some physical activity at home. Because spring sports have been canceled, the LFA Athletic Department has now mandated that all students download the TeamBuilder app. What you do, however, is completely up to you, so let's go over some ideas on how to stay active.

It's important to always make sure to get in some cardio, anything that gets your body moving and blood pumping. Thankfully, there are several great ways to get some. If you want to take it light, going for a walk is fine. Use the opportunity to maybe explore a new nature trail in or near your neighborhood (while adhering to social distancing guidelines as well, of course). Personally, with a lot of time on my hands, I've enjoyed taking my dogs for long walks around the neighborhood. However, just walking every single day is probably not going to cut it. Try and maybe increase your pace, or even run or bike some days. Or, if the weather doesn't cooperate, you can always use exercise equipment at home if you have that available, such as a treadmill, exercise bike, or rower. However, always remember, if you're going to exercise outside, make sure to maintain at least six feet of social distance to other people, or wear a mask or bandanna if you don't think that's possible.

Beyond that, just getting some simple

strength training in every day can go a long way. I know that sounds intense, but really, all I mean is try to do maybe a dozen sit-ups or push-ups when you have a free moment. Little things like this do add up, and it's much better than just doing nothing.

If you're looking for inspiration on how to stay active, there's multiple sources available from the school. Weight room Trainer Eric Ball has been uploading workout videos on the LFA Instagram account weekly. His workouts are simple and can be done without the use of any weights or exercise equipment. Trainer Dave Atas has been offering "Flexibility Friday" videos, and students have been invited to utilize other opportunities as well, like Michele Vacca's Zuba classes, screencasted by means of Zoom from her house. And, of course, there are plenty of other options when it comes to fitness apps. There's a variety of different options available on the App Store or Android Store that can give you methods to work out and stay healthy.

No matter what you do, it's important to find something to do in the first place. With many of us having a ton of free time on our hands, let's not just sit around all day to wait this quarantine out. Get up, and get moving! You won't regret it.

## The effect of social isolation on how we relate as people

By Nate Koh

Managing Editor of Op-Ed

Social distancing has changed people's lives in dramatic and major ways, especially students. No longer do we sit in class and learn; instead we sit in our rooms. There has certainly also been an economic impact as well for LFA students and their families, but many of the issues for students arise due to the social isolation that they are somewhat confined to. Staying six feet apart is critical in these times, and the fact that boarding students are now at home gives rise to new issues.

Without lunch, it's harder to interact with your friends, especially those in different time zones. Time differences play a large role in making friendships hard to maintain, especially if a day student wants to stay in touch with an international friend in Asia.

According to junior Eden Kalaj-Rice, there are many challenges that she has had to adjust to. "Since I live in a major city, which also happens to be a hotspot, I can't really go out much. Part of this is to do with the stay-at-home order, but the

majority is my own fear about the world around me. It can be pretty isolating and lonely sometimes, since it's just me and my mom, but we get through it. I keep myself busy to keep my spirits up because I know it's the right thing for my mental health."

While this is just one student, it's a common feeling among many. Part of the issue is that with so much spare time at home, it's difficult to keep busy all of the time, which can make it difficult to keep personal morale high. Without sports to practice for and many gyms closed, even physical activity is limited. Professional sports are also a major point of interest for many people, both in the LFA community and outside of it; a great many seasons have been cancelled, leading to sadness for many and the loss of yet another distraction from the situation. For hardcore fans of the MLB, the NBA, college sports, or the NHL, quarantine is not only isolating us--it's isolating us from our and distractions.

The closure of public areas, such as beaches, also limits what students can do to pass the time on the weekends. Even when the temperatures do warm up, most of the time students are essentially confined to



Photo by Nate Koh

People begin to take up new hobbies while their worlds are altered, both externally and internally.

their neighborhoods. Not only does this lead to a feeling of monotony—there are only so many times one can run around one's block—but it also means that students feel restricted.

However, this doesn't mean that students

should lose hope. There's a great many options for those who want to get out of the house, from running or biking to even sitting at home and playing a board game with family.

## Social isolation and its effects on the environment

By Biana Murphy

Managing Editor of Production

Quarantine has been a roller coaster of emotions and has had its ups and downs: travel is limited, and fear regarding the coronavirus is rising daily. On the other hand, social distancing and self-isolation are helping to lessen the dire effects of one of the earth's biggest problems: pollution.

Pollution became a significant problem back in the early twentieth century, resulting in declining air quality and the further contamination of water. The demand for products rose, and manufacturers during the industrial revolution began to use large factories to rapidly produce items for the masses, resulting in an overwhelming increase in waste and an unnecessary amount

of gas filling the air.

Pollution is a pressing, global issue; it affects every living being. Despite only inhabiting 10% of the world's land area, humans are responsible for most of the Earth's pollution. This is due to the constant use of fossil fuels, multiple factories, large scale trash production, fast fashion, and countless everyday processes that contribute to the tarnishing of our planet. In order to create a solution, the world has to team up and agree on specific terms that would improve the environment's condition.

In recent years, despite the efforts of several countries, activists, and everyday people, pollution has barely decreased. Trying to reverse the effects of pollution appeared to be a losing battle. The improvements seemed small compared to the scale and

complicated nature of the issue.

However, despite the negative reasoning behind it, the recent lockdown of several countries, and the myriads of people taking social distancing seriously, the numbers are dropping dramatically. People have been staying inside their homes, avoiding travel unless it is necessary, and staying away from crowded places. The dramatic change in the amount of daily activity has led to a dramatic drop in air and water pollution. Cities like Los Angeles, San Paulo, and Mumbai with the worst air pollution have seen the toxic irritants within the air drop down by more than 25% (Regan, 2020).

The levels of nitrogen dioxide in the air, the primary irritant, have dropped all over the globe. The air quality and overall quality of life have improved in many places. In some cities, Wildlife has begun to stray

from its usual borders and explore the cities because of the limited number of people out and about. There will be less smog and more clear skies in the near future, considering the shelter in place in America is susceptible to change and some states will likely extend their stay at home orders.

Unfortunately, this dramatic drop in pollution might not last since factories, limited flights and car travel, and social distancing are only temporary measures enacted to minimize the spread of coronavirus. The decrease in public and private transportation from busses to private jets has greatly affected these numbers. There are many environmental specialists currently searching for ways to sustain this change in pollution rates and continue improving the conditions of the world.



Photo by Biana Murphy

One of the few positive results of the pandemic is how the environment is being allowed to heal from humanity's impact.

# Hardships at home

By Ramya Herman

Mangaing Editor of Global Perspectives

In a time where the world is anticipating and learning to adjust to this new way of living, some members of our society are finding it extremely difficult. Many people who were previously subjected to things like poverty, abusive homes, physical ailments, hindrances from elderly age, and homelessness are now finding themselves in worse positions than ever before.

I'm sure everyone has noticed themselves snacking on a more frequent basis than what they might have consumed during the school year due to boredom or restlessness; however, for some people this isn't an option. According to the Food Research and Action Center, almost 30 million students in the United States are eligible and rely on school lunch for at least two of their daily meals. To put that into perspective roughly 95% of U.S. schools participate in the free lunch program to help provide for students.

To help combat this, some schools are standing outside of their buildings with packed lunches once or twice a week so that families can come by and pick up meals. While this is helpful for many, there are plenty of others who are unable to reach these resources or whose health is compromised by even these minor interactions.

There are also other forms of government assistance which may not be substantial, but are still appreciated, such as the stipends many families have received. The problem with this is that it misses a large demographic who are unable to receive help-- undocumented immigrants. They were not accounted for and therefore did not receive the stipend, extending the strain put on their families.

However, they aren't the only marginalized group experiencing such difficulty. Many Asian Americans, even those with markets and other businesses that would be considered essential, are losing great deals of money due to xenophobia and discrimination.

People of color and impoverished com-

munities (which often have a large overlap that is unrelated to work ethic and integrity and are due to systemic pressures), including the homeless, are facing other strains as well.

On a slightly milder level, many low income families, homeless people, foster kids, and children who have been forced to go into shelters because of their mental health or sexual orientation, are all in very tight spaces with minimal privacy. Not only do many people have to help their families and balance watching their siblings while attempting to attend classes, but the confinement is taking a large toll on them in terms of feeling depressed, feeling unsafe, and not having access to minor therapeutic activities like taking walks let alone the professional help that is often needed. While Ellen DeGeneres may have jokes about feeling as if she is in prison, many people are actually experiencing a prison-like environment at home.

The people who actually are in prison are having a harder time with the tight spaces as well, as the healthcare system within prisons in America is disgustingly poor. There have been several protests (usually held with the safe social-distance practice of a car parade) to insist the release of those being held for minor crimes in order to prevent the overwhelming death toll anticipated to occur in these institutions.

For those who do find themselves lucky enough to be in a home, some are still not safe and really can't be considered lucky.

People who live in homes that experience domestic violence, sexual abuse, and verbal abuse are finding themselves practically locked away with threats to their well-being.

On a more severe note, many people who are part of these communities, especially black and latino people, are dying at a much more alarming rate. Not only do many of them have preexisting health conditions that compromise their respiratory system, but they often have physical ailments that make it hard for them to get around without assistance that is

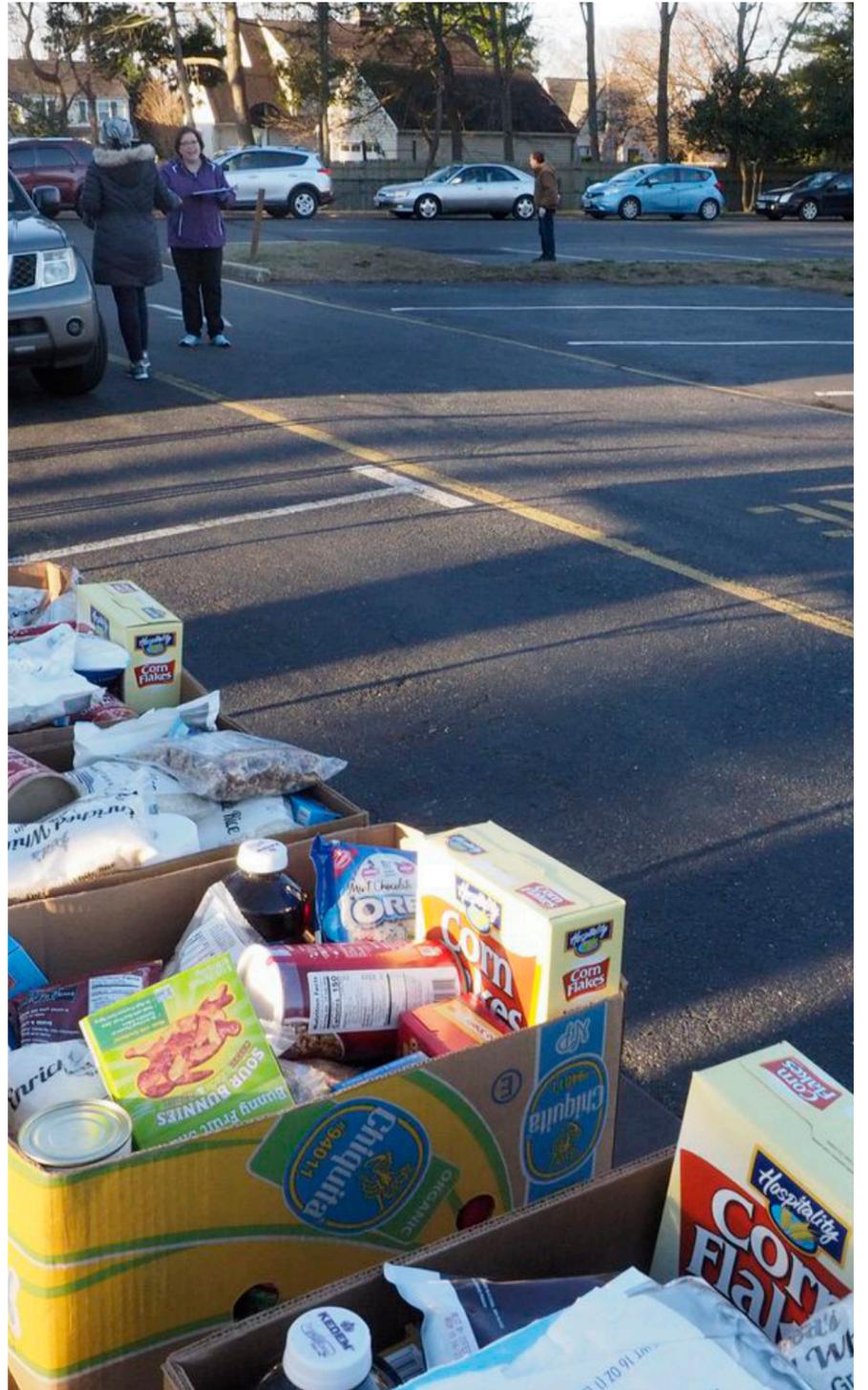


Photo courtesy of NJ.com

Volunteer nationwide try to meet the needs of food banks to help those most affected by the pandemic.

currently unavailable. For those who are able to maneuver around, the food desert crisis that these communities face makes it hard for them to find sustainable food at reasonable prices within a mile or two of their home, a large problem for those who are walking to grocery shops. Due to the price change of products that are in demand such as milk, toilet paper, and cleaning supplies, often even if they have

access to those things, they can no longer afford what they were just barely able to buy before the pandemic.

Now, the experiences of others do not invalidate the sadness and frustration that more privileged people are feeling; however, it is important to check whatever privileges you may have and reflect, doing what you can to support and ally with those subjected to worse conditions.



Photo courtesy of Creative Commons.

Advocates fight to help those incarcerated; people literally trapped in breeding grounds for Coronavirus.



Photo courtesy of Civil Eats

Those who depend on school lunches could go without unless major logistical feats are arranged.