



## Features

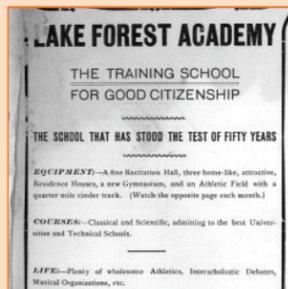
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# New Covid policies: A positive trend

By Richard Zhang & Max Ma  
*Managing Editor of Digital & Photo Editor*

Since the beginning of 2020, Covid-19 has fundamentally altered policies and physical accommodations at Lake Forest Academy. Although LFA's learning environment returned to relative normalcy this year, the school year still started with short-term Covid protocols, focused on dining, boarding, and athletic life. On September 26th, these short-term Covid policies had a major update that represented a huge step forward towards a sense of normalcy. Updates in Covid policy include: full capacity vans for athletic transportation and weekend activities, opportunities for Spring Break trips, no limitation on the capacity for taxi and student-driven cars, and no restriction on boarding students signing out to indoor dining, indoor malls, and movie theaters. Jon Freeman, Director of Residential Life and Assistant Dean of Students, discussed these new boarding developments saying, "It's great to have the vans back at full capacity since we can take twice the number of students on trips, and now there's less waiting for something like a Target run. It also opens up space for more van runs during that Sunday time slot." Freeman also said, "Another great development is that we can now also open up trips to farther locations, such as Michigan Avenue or a Chicago

Sky game because it would have been unfeasible with just four or seven people in a van going to Chicago. The updated Covid policies have helped us offer events at the places we used to, and has really gotten the boarding community excited to check the weekend schedule each week."

This advancement was accomplished due to the success of the vaccination rollout. According to Anna Kliner, Director of Health

transportation, the risk doesn't outweigh the benefit of being able to increase activity options, given that we have such a strong vaccination rate within our internal community." In addition, one of the reasons that we didn't have full transportation capacity last year is because of the six-foot distance. Kliner continued, "Given that everybody isn't fully vaccinated, if there was a positive case anywhere on the van,

masking indoors and on buses, and limiting contact with sick people still remain. Masking policies still remain in campus buildings because of Governor Pritzker's executive order 2021-20, which dictates that people need to be masked in all public spaces, including schools. According to Kliner, "As long as that's in place, our hands are tight in terms of changing any kind of mask mandate options."

cautious. According to Chris Tennyson, Associate Head of School & Dean of Students & Academic Affairs, there are two things that we as a community have to be aware of. First, "The pool tables are difficult to set up", and second, "As the weather gets colder, we are more indoors." However, even though we have to be cautious, Tennyson did talk about one long-awaited return as a real possibility. "Our hope is that if we can make changes in the dining hall... this would also open up the opportunity for more space downstairs and the possibility of pool tables being put back," he said.

The main cause of concern and hesitancy towards these decisions for the Student Union is that there have been eight positive cases on campus this year, with a number of them being breakthrough cases. According to Tennyson, "Just because we are fully vaccinated doesn't mean that we can't get it. So, we still have to be cautious." In addition to this, Tennyson still views the new policy updates as a victory for the LFA community, "in terms of the weekend activities, and the van runs... it helps a lot. Knowing that people can go to Target, or Mitsuwa, or Michigan Avenue... We will keep monitoring it, and always ask ourselves and consult with our medical teams, what we can do next to progress back to normal."



Photo courtesy of LFA Communications

A haystack at the fall fest gathering, back from a Covid hiatus.

Services, the LFA vaccination rate has reached a 97% boarding student vaccination rate and a 94% entire-school vaccination rate as of September 29th. This high boarding student vaccination rate serves as an extra layer of protection and gives the school opportunities to offer more freedom in the residential life. Kliner stated, "We feel that as long as people continue to layer other protective measures such as wearing their masks in

anyone within the six-foot radius of that person would have been considered a close contact. This year, because everyone has the opportunity to become vaccinated, we feel that now is kind of a more level playing field, and we are more able to extend those options to people."

However, even though the community has reached such a high vaccination rate, some baseline protection strategies including maintaining distance,

One of the biggest questions surrounding these new developments has been on the potential changes to the Student Union and its possible return to the pre-covid era. Students and teachers alike have been waiting for the comeback of the long, connected dining tables, the pool and ping pong tables, and just the overall ability to communicate and sit with each other. It is a tricky balance for the school between resuming normalcy and being

# LFA's haunted house and spooky stories

By Ambika Gupta

Managing Editor of Global

The haunted house run by Tyler Madeley, an LFA English teacher, came back to scare students on October 29th. Previously, this Halloween event had been cancelled due to Covid concerns. As an adjustment due to the virus, only groups of two or three were allowed in, and these groups were planned to be “broken up this year,” according to Madeley. The haunted house was loved by the LFA community and, as Madeley attested, it was the “perfect amount of scary.”

Each year, scary stories about LFA creep up around Halloween season. Myths of a mysterious man in a top hat smoking a cigar around the Formal Gardens spread around campus alongside stories detailing the ghost of a young boy who was chopped in half while running around campus late at night. Only adding to the mystique is the fact that LFA's Formal Gardens were actually the setting for the 1978 horror movie *Damien: Omen II*.

Some tales stem from the Armour House's history. Many claim to have seen a beautiful woman wearing a white dress floating standstill on the baseball field. It is believed that this is the ghost of Lolita Armour, daughter of the mansion's original owner, Jonathon Ogden Armour. Her frozen stature coincides with her diagnosis of congenital dislocation of both hips. Perhaps most common is the fable that Jonathon Armour was a satanic worshipper, and evidence of this is scattered around campus.

This satanic worship fable has traces on campus, where garyolges and ram's heads can be found. Another possible source of the myth is the broken down structure near



Pavilion in the Armour Estate Gardens circa 1910 from the LFA Archives; Courtesy of the Elsa Parker Fitzgerald Family. The covered structure's original use for the the Armour family was a sitting area, and each Greek goddess statue represented a season.

the cross country field, which appears to look like an altar. Originally, this structure was used as a sitting spot decorated with statues of Greek goddesses, each representing different seasons. Some, however, claim that this altar's use was for animal sacrifice. According to Rita MacAyeal,



The same structure as it currently stands in 2021.

LFA's Archivist & Director of the Library, these features were merely “the architecture designs of the time.” Another aspect of these myths is Jonathan Armour's conspicuous source of wealth, as his fortune was based upon the meat packing industry in Chicago—notorious for its unsani-



LFA student dressed for Halloween, 1980; image from LFA Archives

LFA student in 1980 dresses up for Halloween. LFA student in 1980 dresses up for Halloween. LFA student in 1980 dresses up for Halloween.

Overall, these tales are a byproduct of Lake Forest's Academy's 164 years of establishment, as well as the campus's even longer history. These spooky stories are simply one element of the riveting, mysterious history of Lake Forest Academy.



Flyers around campus advertise the event.

## Current vaccine rates at Lake Forest Academy

By Maya Mitkess

Editor of Blogging

The community at Lake Forest Academy has proven resilient over the pandemic with low infection rates thanks to everyone coming together to adhere to the difficult but necessary protocols. Now it has once again demonstrated that it is a community that wants to make the effort as people have come together once again to have a very high vaccination rate on campus that has let them have more freedom.

As of now, the overall vaccination rate at LFA is 94%, and specifically, the boarding population stands at a vaccination rate of 97%. More than just a round of on-campus vaccinations contributed to the positive trend of vaccination rates. Emails of encouragement to get vaccinated were sent around, proving very effective in getting the LFA community informed. On the subject of actual vaccination, Anna Kliner, Director of Health Services, said, “We also vaccinated 50 more kids this year on campus who weren't able to be vaccinated in their own countries.” Kliner also stated that kids were taken in vans off campus as well to get

vaccinated. About the process of gaining access to vaccinations, Kliner said, “There was a lot of coordinating with our team. We just decided it was something we wanted to do and had logistical conversations with our partners about how to get it done.”

These high rates have a lot to do with the accessibility of having vaccines on campus. Beatrix Leffingwell '22 said, “The amount of people that are willing to get vaccinated and have been really open about it, I think is really important.” Getting vaccinated on campus herself, Leffingwell described an efficient and quality distribution process of the vaccine on LFA campus, with the actual shot only taking 30 minutes, which contributed to the success.

On the adult end of the community, there were many who got vaccinated early on due to their status as frontline workers, being that they are faculty and staff at a school. Kliner stated, “We vaccinated 75 to 100 adults in February and March of last school year.” Chris Tennyson, Associate Head of School & Dean of Students, was part of this group, saying “I was not vaccinated on campus. I was part of the crew that did the All-Vax, which was up at

the Lake County Fairgrounds last spring.” Adults at LFA paved the way to high vaccination rates at Lake Forest Academy and made it a safe space for students to decide whether to get vaccinated or not.

The hard work that the LFA community has put into keeping each other safe has not gone unrewarded. With the vaccination rate being so high, the school has been able to remove some restrictions, such as the ability for full capacity in Caxy Vans, as well as having opportunities for travel during Spring Break once again.



LFA's vaccine rate grows due to offered on-campus vaccinations.

# Remembering Lynne Kulieke

By Beverly Fishman  
Senior Copy Editor

On September 16th, 2021, the Lake Forest Academy community lost a remarkable member, Lynne Kulieke. She was an exceptional woman with an array of accomplishments in and outside of LFA. In 1966, directly after achieving her B.A. at Lake Forest College and her M.A. at Middlebury College, she began teaching Spanish at Ferry Hall. In 1974, following the merger of Ferry Hall to LFA, Kulieke taught a variety of English courses and supervised the school's literary magazine. She was an incredible and influential teacher to many students. She went on to earn her M.A.T. from Northwestern University and became the Chair of the Modern and Classical Languages Department at LFA. She held this position for twenty years.

In addition to being a welcoming member of the community and a great teacher, she also participated in LFA's extracurricular activities. She was involved in school committees, active with student affairs, and was considered a leader within her department. In 2004, her engagement and expertise in the Language Department earned her a "Mints Grant" to further her French education in France. Her continued teaching efforts and drive for knowledge are inspiring to students and teachers alike. She received many LFA awards for her

excellence as a teacher and a leader in the academic community. These honors and awards include the Alumni Award for Teaching Excellence (2009) and the school's Faculty Award (1984). She was inducted into the school's Hall of Fame in 1994 and was named a Ferry Hall Woman of Distinction in 2012. She retired from Lake Forest Academy in 2014 after 48 years of service to the community.

Steve Ryder, Modern and Classical Language Teacher at LFA, was a close friend of Lynne Kulieke. They had known each other for 38 years, and she was his first interviewer when applying for a job at LFA. Ryder said, "She not only hired me but was my mentor, a dear friend. She really helped me through my first years at LFA and steadied the boat that was the Language Department." After his first few years at LFA, he learned to admire her teaching and influence. Ryder said, "She was a stickler for punctuation; it drove me crazy. But after about six years, I learned to love and admire her teaching ways. She definitely influenced me as a teacher along with the rest of the department." Her influence was amplified by holding the longest teaching position at LFA over the school's long history.

"It's impossible to put her influence into words. She changed the lives of generations of students and colleagues."



Photo courtesy of LFA Communications

Lynne Kulieke was inducted into the school's Hall of Fame in 1994 and named Ferry Hall Woman of Distinction in 2012. The Spanish award now bears her name.

A question was once posed to Kulieke, "What more do you want from life?" She then responded with, "I'm a teacher; what else more could you want?"

Ms. Kulieke's legacy is everlasting. Her renowned skills as a teacher have set

a precedent for all educators at Lake Forest Academy to come. Her success as a scholar and dedication to furthering the education of students are inspiring. She will be severely missed, but the memory of Lynne Kulieke will stand forever.

## LGBT+ History Month

By Anusha Srivastava

Asst. Managing Editor of Production

Every June, since 1970, is celebrated with LGBT+ pride month: dedicated to recognizing and celebrating those who identify as Lesbian, Gay, Bisexual, Transgender, and any other genders or sexuality. The established Pride Month commemorates the Stonewall uprising in New York on June 28, 1969—a protest by gay individuals in response to police raids. The Stonewall protest highlights the first real change, which shortly led to the gay rights movement and exposing of the injustices

the LGBT+ community face. In 1970, the first annual Pride Parade took place in New York; this parade brought awareness to the communities' issues and, since then, there has been an increasingly more accepting view. At Lake Forest Academy, the wide range of cultures, ethnicities, economic statuses, religions, sexual preferences, and gender are all more than welcome.

As a diverse and yet close-knit community, it is important to recognize the milestones and major celebrations within these communities, whilst learning how we can support and create a safe commu-

nity for members of these various groups.

According to Valerie Sorenson, the advisor to the GSA (Gay Straight Alliance) since 2013, there are four steps—found in studies done by GLSEN (Gay, Lesbian & Straight Education Network)—that schools could use to make safer environments for LGBT+ students. The first step is to have comprehensive anti-bullying and anti-discrimination policies; the second step is to have a gender and sexuality alliance for students to join; the third is to hire teachers and staff members who are supportive of LGBTQ+ students; and finally have an LGBT+ inclusive curriculum.

LFA, for the most part, accomplishes these steps to create a safe and supportive environment for students. In order to fully achieve the goal of having a supportive and secure environment for the LGBT+ community, it is essential to see how individuals within the LFA community can support these members. Sorenson explained that, "in order to fully support these members, we as allies have to affirm student's identities and support them as is. This means accepting their pronouns, thinking about how we can make our language more inclusive, and being explicit about being an ally, whether it is wearing a pin or showing up to one of the GSA talks, events,

or taking the time to educate yourself."

Head of the GSA, Sarah Daly '21, gave numerous examples of celebrations that are important in this community that individuals can research in order to learn more. She included, "Celebrating Visibility Day (for each of the sub-communities), National Coming Out Day, and Day of Silence, as well as the different months dedicated to different parts of the community." She went on to talk about the significance of media in creating a safe or unsafe presence. In order to support a community, one must understand all of its aspects.

Daly described the various ways we as a community can actively acknowledge and support our LGBT+ members through different activities, saying, "We have various opportunities of different activities, including the annual faculty and staff vs. student basketball game, where benefits are used to support different LGBT+ organizations based on the year."

Having a community that takes the time to learn about what makes our community diverse and becoming an ally generates a protective environment where students are able to more confidently be themselves, because as DaShanne Stokes once said, "Love should never mean having to live in fear."



Photo courtesy of Creative Commons

# LFA's dogs: The fluffiest and friendliest on campus

By Angie Cotton  
Managing Editor of Production



Izzy

**Owner:** Ms. Pugliese  
**Breed:** Long haired dachshund  
**Age:** 7.5 years old  
**Special talents:** Dribble a ball with her face.



Matilda

**Owner:** Mr. Freeman  
**Breed:** Mutt  
**Age:** 2 years old  
**Special talents:** Bending herself into a "U" when she's excited to see you.

Tsar

**Owner:** Golota family  
**Breed:** Great Dane  
**Age:** 4 years old  
**Special talents:** Other than being extremely large, none.



Franklin Delano Roosevelt

**Owner:** Koenig family  
**Breed:** English Bulldog  
**Age:** 1 year old  
**Special talents:** Viciously attacking soccer balls and sleeping with his tongue out.



Moose & Muggsy

**Owner:** David Atas  
**Breed:** Biewer terriers  
**Age:** 1 year old & 3 years old  
**Special talents:** Moose eats a lot. Muggsy can sit, paw, spin, and jump.



Ellie

**Owner:** Bateman family  
**Breed:** Golden retriever  
**Age:** 8 years old  
**Special talents:** Retrieves anything, high fives, and she knows when someone is sick or emotionally down.

Penny

**Owner:** Ms. Wagner  
**Breed:** Mini Goldendoodle  
**Age:** 3 years old  
**Special talents:** She received her Canine Good Citizen Certificate and knows all of her basic commands plus roll over and twirl.



Samantha "Sammie"

**Owner:** Dozois family  
**Breed:** Golden-Doodle  
**Age:** 8 months old  
**Special talents:** Ripping things of value apart.



# Bubble tea shops review

By Angie Cotton & Maya Mitkess  
Managing Editor of Production & Editor of Blogging

## Liquid Fusion

This franchise's Lincolnshire location is truly an LFA staple. If you've never been here, then I'm not sure what you've been doing at LFA this entire time. They have a reasonable price range, and they tend to not be busy early on in the day; however, it looks like a completely different place at night with people lining up outside. Their regular sized cups are actually pretty big, so you get your money's worth. I ordered a fruit freeze with cherry, kiwi, and banana, and it is by far one of the best fruit concoctions I have tried in my life. It's not artificially flavored, so it feels like you're putting nutritious stuff into your body. I got mine with tapioca, which was a really nice addition to it. 5/5



Photo by Angie Cotton

Liquid Fusion's cherry, kiwi, and banana fruit freeze pictured on left-hand side.



Photo by Angie Cotton

Milkcow's Brown Sugar Boba Milk Tea.  
**Milkcow**

Located in Vernon Hills, Milkcow offers a variety of fruity teas and milk teas, as well as macaroons and soft serve (both of which I highly recommend). They are usually not busy, and the average wait for your order is about two minutes, or you can also place an order ahead. I ordered their Brown Sugar Boba Milk Tea, and although their regular size is pretty small for the price, the drink makes up for it. It is the perfect combination of cold refreshing milk tea with freshly cooked brown sugar boba. While this beverage may be overly-sweet for some, it is rich in flavor. For a \$6 drink, it is entirely worth it. 4.5/5

## Umbrella Tea House

Established in Schaumburg, Popping boba flavors were plentiful on the menu and made pairings to be a long list of choices. I got the "umbrella fruit tea" (a jasmine mixed fruit tea) and lychee

popping boba that paired deliciously together with the jasmine tea flavor sticking out, and the lychee boba adding the extra sweetness it needed. The fruit and tea mix was just right. If you like your boba tea to have a strong tea flavor, and if you want plenty of boba tea to choose from at reasonable prices, then Umbrella Tea House is a place you need to go. 5/5



## Bearology

Located in Schaumburg, their commitment to sustainability is commendable as they put their drinks in glass jars and give 10% off to those who bring their jars back. I ordered a strawberry green tea with tapioca; the tea was a nice mix of fruit and tea, but the boba was a little too chewy. The amount of ice and sweetness was customiz-

able at their smart kiosks. Their only fault was their pricing being high as \$7-8. With a diverse menu, Bearology has something for everyone if you have the money for it. 4/5



Photo by Angie Cotton

Bubble tea lab's Brown Sugar Boba Milk Tea.  
**Bubble Tea Lab**

This compact establishment in Libertyville offers extremely quick service, and it's normally not busy. I ordered their Brown Sugar Boba Milk Tea, and it seemed pretty fit for the price. For around \$4-5, this drink is what you'd expect from it: it's not overwhelmingly sweet, the boba texture is pretty average. It's not chewy but not quite a snap of a bite either. The milk tea was a little too close to room-temperature for my liking. Also, their sealing lids on their cups rips easily, as I brutally had to learn while I was in my car and spilled it all over myself. 3.5/5

# Yearbook changes from class to club

By Nghi Doan and Avery Martin

Managing Editors of News

In the past, Yearbook has been offered as a class, but this year the program was changed into a club. The reason for this change was a lack of students signing up for the class. Emily Kalis, Assistant Dean of Admissions and Yearbook faculty advisor, said that “last year, we had five awesome students in the Yearbook class. Over the summer, when we asked for the class roster, we had no one sign up because it did not fit into their schedules.”

Even when there was a lack of students, a yearbook still needed to be done. To tackle this issue, Kalis and David Atas, Head Athletic Trainer and Yearbook faculty advisor, talked to Chris Tennyson, Associate Head of School & Dean of Students, to figure out a solution. They came up with a solution to make year-

book a club and independent study instead of a class. Kalis also commented that the solution they came up with is great because “it’s not stressing the students out as much, they are still getting credit, and we have a yearbook at the end of the day.”

When asked about whether or not students would still get credit if they signed up for the yearbook club, Atas said, “Credit only counts when you are doing the independent study.” Unless choosing to take Yearbook as an independent study, students would not get credit for it, and would only be put as participants in making the yearbook if they are in the club.

The new yearbook club has been seen as a positive change. When asked about how they feel about the changes, Kalis mentioned, “Students who were considering doing the class last year now have the opportunity to do it—especially seniors.” The changes bring in more new students,



Photo by Nghi Doan

A photo of the recent yearbooks editions, thus also helping with the workload. Jason Koenig, Fine & Performing Arts Department Chair, commented that “Making it a club made more sense; there is more time in the cycle for clubs to meet. There’s more opportunity for students to get involved.”

Moreover, having the yearbook class turn into a club and independent study allows students to take it as something fun rather

than having to fill up credit. Not only that, the yearbook-making process itself is a student-led thing. Koenig pointed out that even with the change from a class to a club, it would not make a difference because “so far we have ten students who really want to make a great yearbook, just like any other club, these students will make it happen.”

# The founding of LFA’s houses

By Nicholas Bisulca

Managing Editor of Photography

Lake Forest Academy’s school spirit thrives through House Cup competitions. Upon beginning their time at LFA, every student is assigned to one of the four houses: Bird, Lewis, Welch, or Sargent. Over the duration of the school year, students compete with one another to earn points for their houses. House points are rewarded for things such as being on the honor roll, acts of kindness, going to pack the house events, and competing in house competitions. Competitions vary greatly—from

morning meeting trivia to frisbee-throwing across LFA’s courtyard. Director of Residential Life Jonathan Freeman said, “The creation of the house was for school spirit, and it gave students another way of interacting with people across great boundaries.”

Lake Forest Academy’s house system originated from the 1912 Orange and Black clubs, which would compete in various athletic competitions. The clubs ended in 1936, but the idea was once again revived at LFA in the 1950s.

During the 1900s, Ferry Hall had a similar program. The first official Ferry Hall Field

Day was hosted in 1903, where students would compete against one another in athletic competitions. In 1905, a Lake Forest community member donated the Westleigh Cup, which became the official Field Day trophy. This idea expanded during the 1930s, and in 1938 Ferry Hall had their first Yellow and White competitions. The winner of these competitions would get their names on a trophy along with Monty the Bear on display, wearing their ribbon.

When house competitions were revived at LFA in 2004, a student committee chose the names of new houses and used inspiration from the previous clubs for house colors. The results were Bird, Welch, Lewis, and Sargent house.

The name Welch comes from Alfred Gardner Welch, who was LFA’s Headmaster from 1897 to 1900. He admitted the first two black students into LFA in 1899. Welch was young, business-oriented, and very popular among the student body. He is known for conducting a search team to save students who floated out on an iced-over Lake Michigan.

Sargent House is named after Sabra L. Sargent, who served as Ferry Hall’s prin-

icipal from 1894 to 1904. Sargent led the school during what was considered a progressive era, and held ties to the Hull house in Chicago. She is known as the founder of the Ferry Hall Missionary Society.

Bird House is named after John A. Bird, who was the Ferry Hall principal from 1970 to 1974. Bird was known for being incredibly involved in the merge of Ferry Hall and Lake Forest Academy. Without him, it is likely that LFA would still be separate from Ferry Hall, and our school would be drastically changed from what we know it as now.

The inspiration for Lewis House came from William Mather Lewis, LFA’s Headmaster from 1905 to 1913. Lewis was interested in building an international community, and was very critical of isolationism. He preached the importance of a global mindset, and even became the mayor of Lake Forest in 1915 after his time at Lake Forest Academy. His legacy is evident in many of LFA’s existing values, including the school’s slogan, “Midwestern heart, global mind.”

Ultimately, the houses serve as tributes to the leaders who helped form the LFA community as we know it today.



A photo of the 1967 yellow team wins Field Day.

Photo Courtesy of LFA Archives

# Frighteningly festive: Halloween is the best holiday

By Mimi Osborne  
Sports Director

As someone who enters into “Halloween Havoc” on October 1st—which, by definition from my friends, is an inevitable state of “frantic nature unless surrounded by skeletons and gore”—it goes without saying that October 31st is the best day of the year. However, my love for this holiday extends beyond the utter happiness of pumpkins and candy corn; I wholeheartedly believe that Halloween is crucial, if not necessary, for children.

Death is widely considered to be one of the most sensitive topics one can discuss and, in a recent survey conducted by *Psychology Today*, is the number one fear among 36% of adults in the United States, (only falling short to spiders and public speaking). I believe that this percentage is vastly resultant from a lack of Halloween celebration as a kid. For those unaware of the phrase “memento mori”, it is defined by *Miriam Webster Dictionary* as “a reminder of mortality” and, personally, as a symbol of the inevitability of death. Similar to the Mexican holiday Dia de los Muertos—which celebrates the lives of the dead—Halloween

also acts as a memento mori, designed to make the concept of death less intimidating. As the holiday is also widely associated with suspenseful films that have plotlines of horror and death, Halloween also reminds us to be grateful for every aspect of life.

In addition to the unspoken discussions of death, Halloween also allows us to dress up. Because in a society where freshmen in high school already determined what their life course is, Halloween lets us be a child again—at least for one night. If my father, who worked as a 9-5 business man growing up, can full-send in a Mad-Eye Moody costume to complete my family’s Harry Potter themed Halloween, it shows, at least to me, that adults need Halloween too. (Refer to the photos to see LFA faculty members dressed up as their own costumes)

A quote from American author Steve Almond’s book *Candyfreak: A Journey through the Chocolate Underbelly of America*, reads “There’s something incredibly liberating about a holiday that encourages children to take candy from strangers.” As a self-proclaimed “candyfreak”, I entirely agree with Almond’s writings. It has been scientifically



Photo courtesy of Lake Forest Academy Communications

The Lake Forest Academy community puts on their annual haunted house.

proven that one ounce of dark chocolate has vast health benefits: it can diminish risk for cardiovascular disease, improve brain function, and release neurotransmitters such as endorphins and serotonin into the brain. According to *Business Insider*, between October 24-31, an average 90 million pounds of candy are consumed by Americans alone. Now this may be a stretch, but think of all the people that are being saved from cardiovascular disease on Halloween night alone!

Finally, in a world growing increasingly dependent on technology and reclusion, research conducted by *Business Insider* has shown that just over one fourth of the US population actually know their neighbors—a staggering decline from the 56% in 2012. Trick-or-treating provides an excellent opportunity to connect with the people around you. Social connections are widely known to increase happiness and Halloween provides a perfect platform for new ones to be

formed. Thus, it is not surprising to see an absence of “Halloween griches” during the month of October. (Alluding to Dr. Seuss’ widely known story *How the Grinch Stole Christmas!*, about a misanthropic grump who plots to take Christmas away from Whoville, the neighboring village.)

Above all, Halloween is one of the only secular holidays widely celebrated in the United States. It provides people of all backgrounds an opportunity to let loose, have fun, and enjoy



Photo courtesy of Emily Kalis

Lydia Wells, a member of the English faculty, dressed up as a witch.

## LFA Halloween throwbacks: Faculty and staff costumes



Photo courtesy of Tyler Madeley

Tyler Madeley, English Teacher, dressed up as a cow.



Photo courtesy of Lake Forest Academy Communications

Valerie Sorenson, Modern & Classical Languages Department Chair, as Strawberry Shortcake.



Photo courtesy of Erin English

Erin English, SCGL/GYLI Director of Operations, and younger sister, Meghan, dressed as clowns.

## Editorial: Mental health: The unspoken truth

It's time to talk about the big elephant in the room--mental health. The traumatic consequences of the pandemic, stress, and insurmountable pressure high school students face have been vicious. More specifically, anxiety and depression consume students like a plague. An epidemic has been unfolding for a long time, and we are the victims.

Lake Forest Academy provides students with an unparalleled academic curriculum, athletic program, leadership opportunities, and community. Students are supposed to enjoy taking time out of their day to pursue these activities; however, they are overwhelmed by the constant assault of homework, a crowded sports schedule, and the unyielding pressure to seem perfect.

We never have enough time in a day for homework, family time, sleep, sports, relaxation, and school itself. The most concerning issue is a lack of action being taken by teachers, even though they acknowledge that students are overworked, stressed, and drowning in commitments. The severity of this situation is being downplayed-- there is a message being sent by some teachers that we are expected to prioritize each class, to spend hours on work no matter the time of day, and that extensions or mental breaks are not considerable.

We are scared to ask for help, to drop a class to lighten our schedule, to miss an assignment

in fear of being harshly penalized. Whenever we raise our need to rest, we are shut down, our work ethic misunderstood, and ultimately labeled lazy. Jennifer Madeley, LCSW School Counselor, said, "[Sleep] is one of my bigger concerns; kids are saying that they sleep way fewer hours than they should."

This lack of sleep can often be credited to excessive homework coinciding with an early start to school. One of these needs to change. The LFA handbook states that each regular class is limited to 30 minutes of homework, and AP classes are limited to 45, each night. But if a student takes six classes, that could be almost four hours of work after a seven hour school day and two hours of sports practice. Where is the time for a mental break? For dinner? For a night of at least eight hours of uninterrupted sleep? The answer is that we don't have enough time in the day for all of it, especially when teachers are assigning more than 30 minutes of homework, which is a common occurrence.

Students desperately need time to be kids. We aren't adults, and we have concealed problems that are going on outside of school. It seems that many adults at LFA think students' lives revolve around academics, with completing hours of homework-- even after an extremely demanding school day-- their only priority. We are not robots.

When asked what one thing LFA can do to make students

less stressed, many students said they need their teachers to communicate with each other. This year, students have complained of taking several tests from different classes on the same day and a lack of effort from teachers to space these out throughout the week. A test calendar has been put in place, but only recently.

The biggest question is: what can we do about this as a community, and what can adults do to support their students? In response to this question, Madeley had a lot of meaningful insight. "In order to help our community, we need to acknowledge what everyone is going through," said Madeley. She also stressed the importance of teachers reaching out to students and doing check-ins with each other. "We shouldn't feel that we're alone. We need to build bridges and support one another in this community, students and adults alike," Madeley said.

This is an outcry for help. Students need relief and assistance but feel alone and ignored, abandoned and neglected. To ask for help is already a struggle, but to then to feel unheard? All we ask is that LFA makes itself a safe and comfortable home for students. But, lately, it seems that the lively and bright aura that LFA once had is circling the drain. It's essential that this problem is addressed by every member of the LFA community. Together, we can create change.

The Lake Forest

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### PUBLICATION

*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

### 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.

### QUOTE OF THE MONTH

"I chose journalism because I wanted to be in the places where history was being made."  
-Jorge Ramos

## Advisory Pumpkin Contest!

Here's a smattering of this years winners: Best Traditional-- Gorowski/Rogers, Scariest--Ward, Funniest--Madeley/Tennyson, & Most Creative--Wells/Kalis



# The hundredth volume of the L

By Kirstin Palasz and Mimi Osborne  
Editor-in-Chief and Director of Sports

Over the last century, the United States has experienced the “Roaring 20s,” filled with flapper dancers and smooth jazz at every corner, the US landed a man on the moon, stormed the beaches of Normandy, and began making great strides towards racial equality through individuals such as Martin Luther King Jr, Rosa Parks, and Malcolm X. Though these events may seem polar on all ends, there is one major constant amongst them all—press. Journalism has survived through all major events in modern history and is a major component in the history of the United States. Lake Forest Academy is celebrating its 100th volume of its own newspaper, *The Spectator*, and its dedication to local news throughout its existence.

The first paper on record was from 1896 entitled *The Weekly Bulletin*. At this time, Lake Forest Academy was near Lake Forest College, and much of the news was combined between the campuses. Stories such as “Students of the University celebrate at the Art Institute” and “Ferry Hall is Favored” allowed students to have a sense of the cur-



*The Weekly Bulletin* was Lake Forest Academy's original paper that had news from both LFA and Lake Forest College.

rent events while keeping the stories brief.

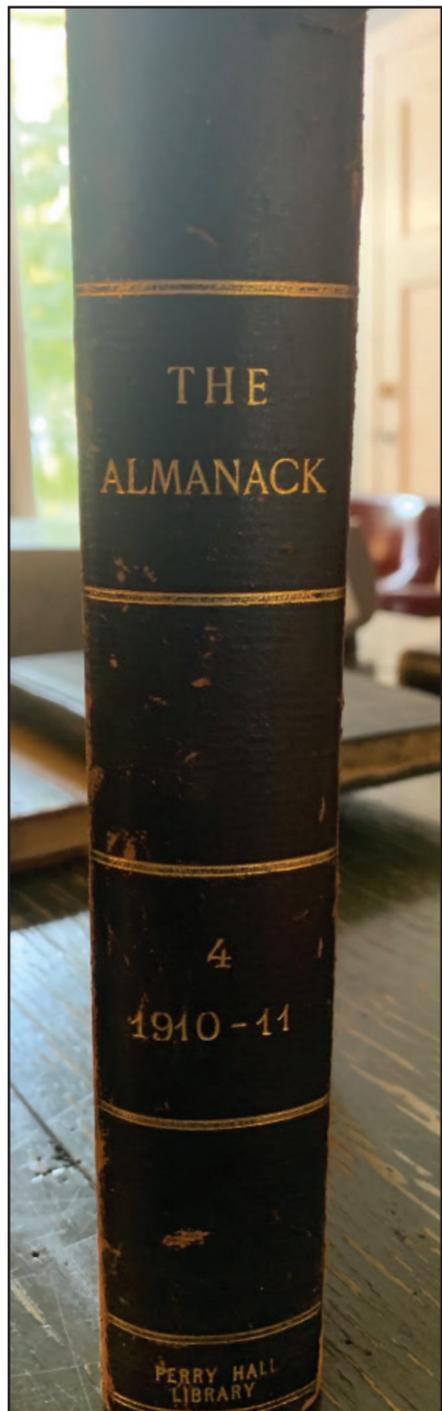
When the paper first began in 1906, under Headmaster William Mather Lewis, it was a male-dominated eight person staff. *The Spectator* was then a hand-printed operation composed of short articles, student-drawn cartoons, and advertisements from local companies. The paper featured a heavy emphasis on Caxy sports—so much so that the captains of each team had their own title in the paper. Priced at one dollar per year, *The Spectator's* first ever article was entitled “Opening Exercises,” and talked about the start of the 50th year at Lake Forest Academy. While Lake Forest Academy had *The Spectator*, Ferry Hall had their own paper, *The Almanack*. Though both papers were similar, *The Almanack* was focused on life at the all-girls school Ferry Hall and the events that progressed there.

Until 1973, *The Spectator* ran in this manner-- a male-lead, athletically focused paper. With the merging of all-girls school Ferry Hall and all-boys school LFA in 1974, the school's paper underwent serious changes.

First, the staff shifted from a strictly male eight-man team to 25 member staff composed of both men and women, featuring new positions such as Political Observer and Community Court. It grew to eight pages and even took on a new name, *Impact*. This title stayed for 11 years, until the reversal back to *The Spectator* again in 1986. By this point, stories were being published with the headlines “New Dress Code Stirs Controversy” and “Old LFA and FH Traditions—Where Are We headed Now?”—sparking stark resemblances to the articles that frequent *The Spectator* today. As the pa-

per continued to grow, so did the program.

When the journalism program was taken over by English Teacher William Murphy in 2006, it was manned by seven students who had been producing an eight page paper. The program only had two branches—Journalism I and Journalism II—dedicated solely to upperclassmen. Within two years, Murphy had grown the paper to 12 pages and founded a Journalism III class for seniors, thereby allowing sophomores to enroll in Journalism I. Eventually, the journalism program grew large enough to support 40 students and produce 20-24 page editions of the paper. This was, according to Murphy, “really amazing,” as “(t)here is no other department in the school that has 24 pages of kids’ work every month being put on display.” Murphy also expanded the paper’s individual sections, such as that of the Opinion Editorial (Op-Ed) which was, “considered to be one of the best in the Midwest.” Furthermore, he even helped create new sections such as “Caxy Rants and Caxy Raves,” which allowed for students to express their opinions on colloquial topics, alongside the establishment of the first centerfold.



*The Almanack* was Ferry Hall's newspaper before merging with Lake Forest Academy.



The newspaper after Ferry Hall and Lake Forest Academy merged into one school; rather than choosing between the two old names, a new one was created: *The Impact*.

Photo by Kirstin Palasz

Photo Courtesy of Rita MacAyeal

# Lake Forest Academy Spectator

During his years leading the program, Murphy helped create a solid foundation for the modern-day format of *The Spectator*—much of which remains today.

In 2018, Amanda Krause, English Teacher and Journalism Program Coordinator, became *The Spectator's* new faculty advisor. Krause merged each section of journalistic media—both digital and print—into

different reasons,” and that students should be “empowered to take on the program.” In 2020, Ramya Herman ‘21 became the first black Editor in Chief of *The Spectator*, and currently, about half of students enrolled in Journalism I are international, which, according to Krause, shows how, “the voice grew organically from everyone feeling that they had a role to play.” In addition

## OPENING EXERCISES

On the afternoon of September 19th the students assembled in Chapel for the opening of the 50th year of the Academy. Beside the faculty and students there were a number of friends of the Academy present. Dr. Boyle, the pastor of the Presbyterian Church welcomed the students to Lake Forest in the name of the Church and assured them that they would be made to feel at home there. He also spoke of the pleasure of every one at the increased attendance in Lake Forest's three institutions.

Dr. Harlan spoke of the bright prospects for the year and told of the large need which the gymnasium is to fill.

Mr. Lewis in his welcome to the students laid particular stress on the fact of the 50th anniversary celebration which comes next June. He said:

“It is my pleasure this afternoon to welcome back to Lake Forest our old students and to assure those who are here for the first time, of our very hearty greeting to them. I thoroughly believe that we are upon the threshold of one of the most successful years in the history of our Academy. I say this not in the general way of one who wishes to appear optimistic upon an occasion of this kind but because of the combination of very important circumstances.

In the first place, our material equipment is being finely added to by the large new gymnasium in course of construction. Our generous friends have increased their contributions until the building which was originally planned to be temporary and cost about \$2500, stands before us a permanent, attractive structure costing in the neighborhood of \$9000. This gymnasium, with its facilities for track work, basket ball, indoor baseball and hand ball, will entirely transform student life during the winter months, and will make the winter just as attractive, from a standpoint of sport as are the summer and spring.

In the second place, we have had, during the past summer, a rallying of Alumni; for us that means more than we can estimate. Sufficient to say now that we are directly indebted to our Alumni

Photo Courtesy of Rita MacAyeal

The Opening Exercises of 1910 edition of *The Spectator* provided a description of the Opening of School ceremony.

one, student-centered program. In addition to recognizing the growing shift to digital media, Krause did this in order to establish a “holistically functioning newsroom that reflected the sense of a real one.” In recent years, *The Spectator* has seen a significant increase in staff diversity — a component that Krause focuses heavily on. In order to accomplish this, Krause has advertised the program's availability to all students in English 9 sections, as well as the ESL and ELL programs. She thinks it is important to realize that, “people take journalism for

to this, Krause helped with the formation of the podcast alongside former students Nicholas Alutto ‘21, Rohan Miglani ‘21, and James Kuhns ‘21. The podcast focuses on reporting school news in a colloquial manner with interviews from individuals such as José De Jesús, Head of School, and Anna Kliner, Director of Health Services. Krause also introduced English 12: Advanced Journalistic Writing & Reporting—a groundbreaking accomplishment in *The Spectator's* history. The program grants a senior English credit to students who have

continued on page 3

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Photo by Kirstin Palasz

The staff credits of the 1986 editor of *The Spectator*.

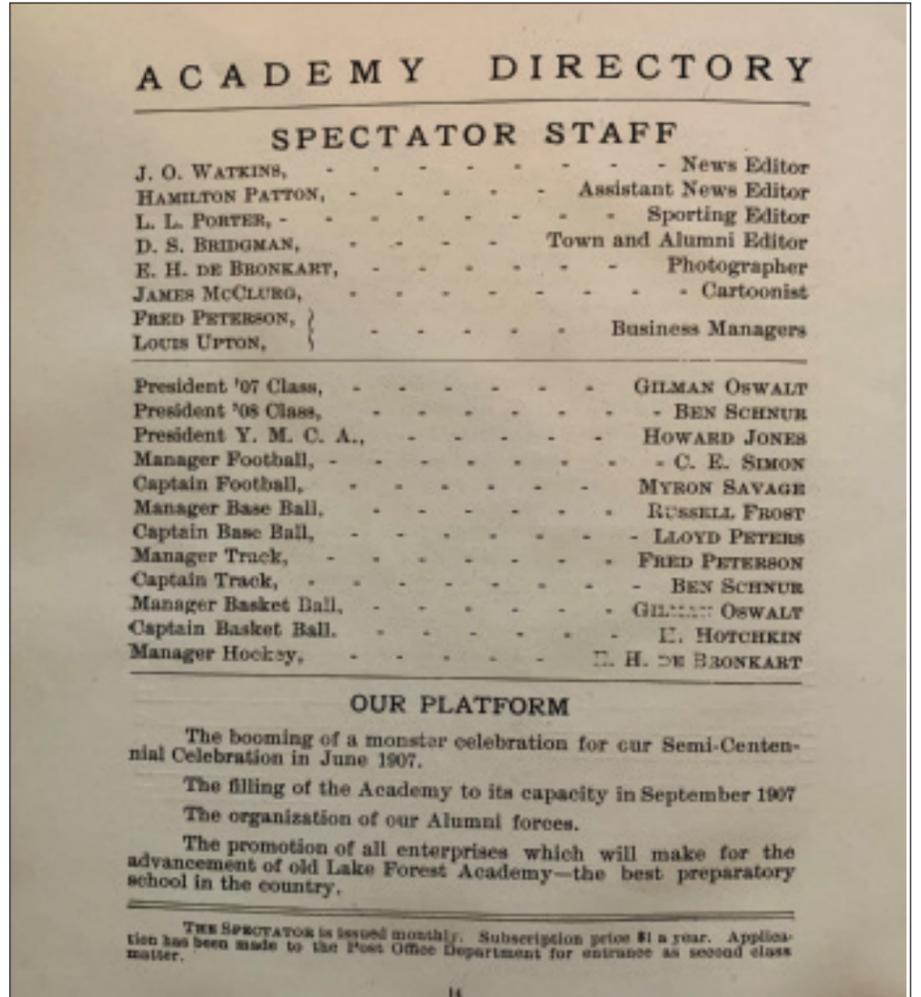


Photo by Kirstin Palasz

The staff credits in the 1910 edition of *The Spectator* that included important leadership roles throughout the school.

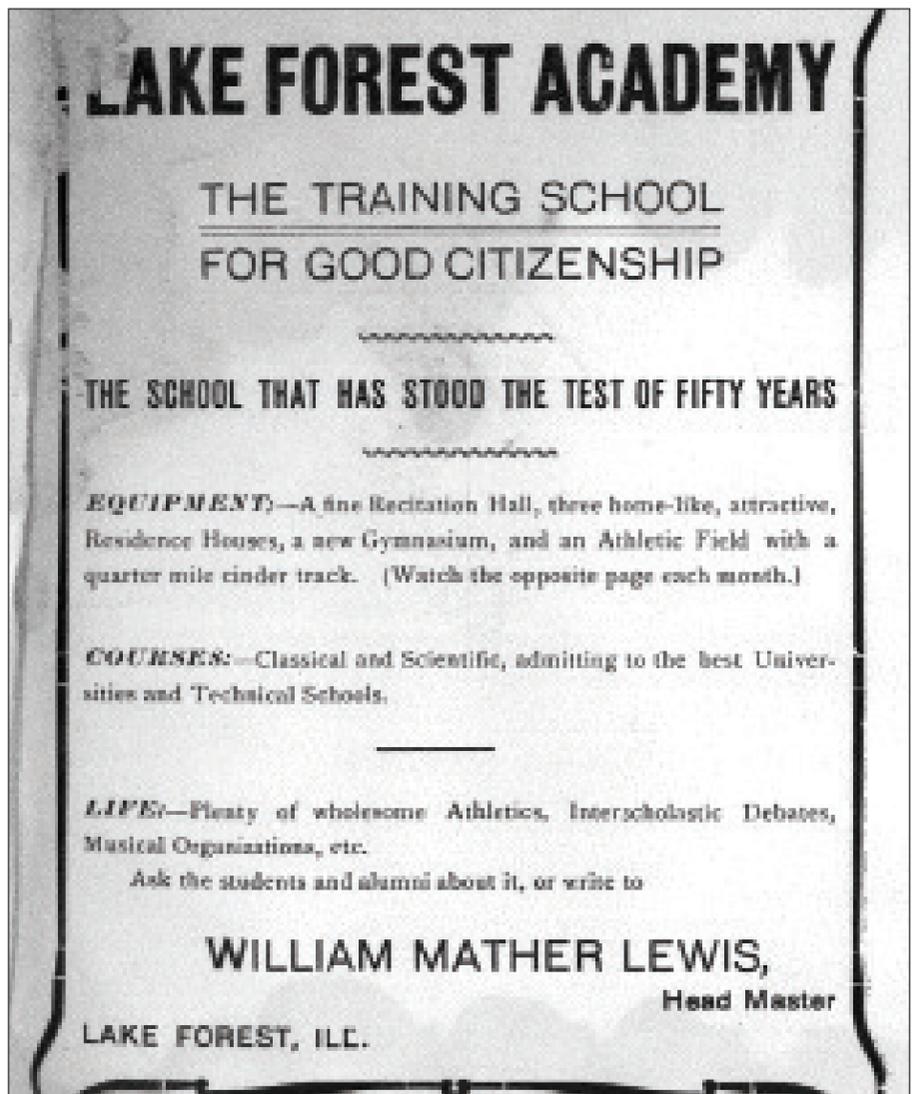


Photo Courtesy of Rita MacAyeal

An advertisement for the school on the first page of the 1910 Edition of *The Spectator*.

completed all three journalism courses at LFA. Overall, Krause feels that, “Whether or not you see yourself pursuing journalism professionally, high school journalism is one of the most student-centered, authentic experiences you can have.” From what started as an eight-member all-white male team to a 40-member, mixed-gender, diverse paper, *The*

*Spectator* has grown tremendously over its history. The program is projected to continue its growth and advancement in years to come. *The Spectator* would like to extend a special thank you to Rita MacAyeal, Archivist and Director of the Library, for her help with understanding the history of the paper.

# Showcase: Mental Health

## Boarders and mental health

By Sage Ye  
Managing Editor of Showcase and Podcasts

It has been two months since school started, and mental health has been a major concern for many students and faculty alike. Across campus, stress levels are high for everyone, but especially boarders, who are often unable to go off campus.

With interim grades, standardized tests, and college applications on the horizon for many students, it's not hard to find reasons behind this surge in stress. For the boarders who don't have a family to go back to, dealing with stress can be especially difficult.

Boarding at LFA is a fun experience, but it also goes hand in hand with feelings of loneliness, homesickness, and cabin fever.

"You do miss family from time to time, you know?" Warner resident Michael Nowak said regarding his family in Poland. "That's why I like to FaceTime them and check in on how they're doing."

Of course, FaceTiming loved ones is one of many ways boarders can destress. In fact, there are many things that students stay-

ing on campus could take advantage of.

For example, with pandemic restrictions loosening up, boarders could take advantage of weekend trips that now allow 14 students per van, giving most people the opportunities to go where they please.

Alternatively, students could also walk around campus, using nature as a way to calm the mind, whilst taking in the aesthetics of autumn in the Midwest.

Of course, there are also many events on campus hosted by dorms, as well as different sporting events to attend.

"Why do you think school schedules, sports games, and acts have breaks or intermissions?" Tameka Carter, Spanish teacher and Warner dorm parent at LFA, asked--"because we all need time to stop, relax, and then regroup."

Students also have many people on campus to talk to. Students should feel comfortable reaching out to the counselors on our campus, Jennifer Madeley and Nirali Dalia, at their offices in upper Reid.

In times of crisis, the LFA community is very supportive. "You are not in this alone

so when you feel lost," Carter said, "remember that your tribe (friends and family) can guide you back to what is most important."

When it comes to mental health on campus, there are a lot of options that can help

deal with high stress levels. As the school year continues, boarders should feel comfortable exploring these options, and give themselves a break from time to time.



Photo by Max Ma

Askar Akhmetkhanov 23', Sunny Hwang 23', Shunta Nambara 23', and Max Ma 23' attend a hockey game at LFA.

# The impossible balance of time

By Tanya Ganesh  
Staff Writer

Throughout high school, the famous concept that "time waits for none" is further emphasized. Though the expectations of a typical high school student seem reasonable, when breaking it down, it is far from the sort. Being expected to be responsible in terms of getting all homework and study-

ing done, participating in clubs and sports, staying true to extra-curricular activities and hobbies, while still having down time, socialization, and enough sleep, is a nearly impossible balance in a merely 24-hour period of time. Through the many controllable factors that students are provided with, such as the freedom to manage their schedule to what works best, the one most

important factor that controls everything else, is the uncontrollable concept of time.

LFA stresses importance in the involvement of sports during most of the school year. This commitment can sacrifice vital time needed for other important subjects, such as homework or studying. For example, after an away game, students can return after 9pm. From there they have to get picked up if they cannot drive, and could potentially get home only after 9:30pm. The LFA student handbook stresses that each class should have only 30-45 minutes of homework, plus studying for any tests or quizzes; however, it typically takes longer. With seven classes, that would add up to around five-and-a-half hours to complete homework, without including studying time. At this rate, a student could only sleep after 2am, without allotting time for basic self care such as eating or taking a shower.

As one activity's time begins to encroach on the next, a schedule simply becomes impossible and unhealthy to manage, unless there is lenience to adjust by setting aside less time for certain things, or rescheduling tests accordingly. For example, after a game, a student could be given the opportunity to take initiative and ask for an extension on an assignment reasonably. However, for this to occur, teachers would have to understand and be willing for this flexibility.

Dr. Sarah Taylor, AP Psychology teacher and Varsity Tennis coach at LFA, explained that she believes that this can teach students to learn to take responsibility and leadership, and manage their

time better, "preparing them to handle adversity in the long run." However, she made clear that the sacrifice of sleep in the process is non negotiable. Taylor stated, "Sleep is remarkably important, and not getting enough sleep affects everything...including academic outcomes."

Taylor shared her tight schedule as a teacher as well, while teaching five sections during the day, going to tennis practice or our game, having meetings, grading work, and still trying to create time for her three daughters, admitting that she too is sleep deprived. "It's hard—getting home late, being on a reset for the next day, getting everything done—it's challenging."

Nalani Hill, a sophomore at LFA, explained how with her daily dance classes and volleyball practice, taking the train to and from, she can only get home around 10pm. By immediately starting her school work, she says that she rarely gets "a few moments to myself." Whether it's due to other activities, clubs, a job, family, or simply sleep deprivation, it is important to be able to manage the balance of a schedule in a way that is reasonable, without sacrificing wellbeing. The only way for such to happen is for leniency to be more commonly established, based on such situations that high school students often find themselves in. With the concept of empathy and understanding in the LFA community, striving for excellence in one's ability rather than toxic perfection can create a healthier school environment for more successful students.

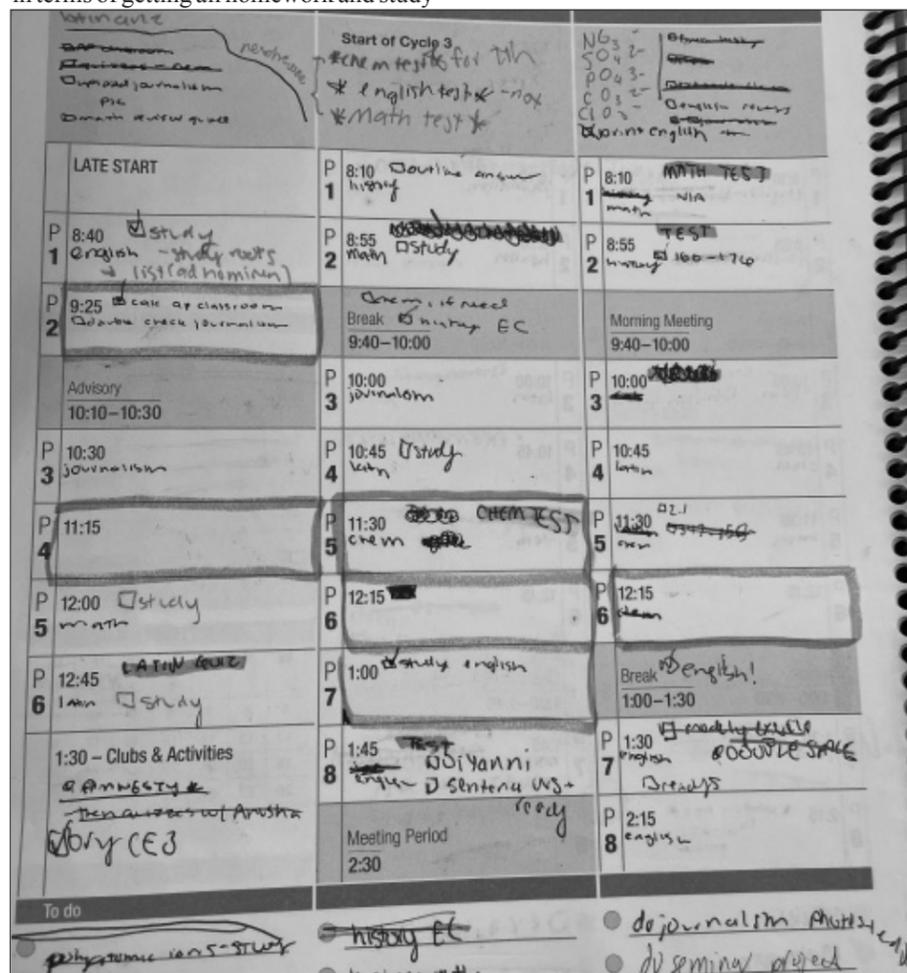


Photo by Max Ma

Ambika Gupta 23' schedules her busy week.

# Names: *Our value, esteem, and identity*

By Riya Kapoor and Djasahn English  
*Managing Editor of Collaborations & Managing Editor of Social Justice*

Names are an essential part of our identity and value. When referenced through our names, there is a sense of respect, self-confidence, and esteem. Many hold cultural or historical significance and can oftentimes help us navigate our place in society. When this part of our identity is disregarded, either through being butchered or confused for another, it takes away a part of the individuality and unique disposition of each student.

This is a common issue at Lake Forest Academy. Students of the same race or with merely similar features are repetitively grouped as one and confused for each other despite identifying as entirely different races and sometimes even genders. In an interview with Saanvi Malkani '23, Malkani expressed her frustrations concerning this ongoing issue.

"It's frustrating when teachers, specifically, mix you up because you have nearly the same skin color and culture as another student. What is even more defeating is when a teacher mixes up a boy and a girl of the same race." When discussing experiences that people have had with teachers, Malkani expressed her understanding that "they have a lot on their plate, but it is disheartening to see a school that prides itself on culture and diversity" yield experiences that are "blatantly racist."

"It is disheartening to see this kind of thing repeatedly happen. It really disappoints me to see these patterns in students;

these are people who got accepted into the school for their appreciation of culture and diversity and inclusivity, students who were carefully picked out of a large application pool," concluded Malkani.

Other students have expressed similar disappointments with the repetitive mistakes regarding their identities, as well as the attitude taken towards large groups of students of color. Ariana Rashid '23 said, "It's seen as not normal for there to be a surplus of students or color, and especially when they spend time together, they are seen as a cult—which is not applicable to non-POC". Rashid expanded on her frustrations by saying, "I feel as if my only identity is being a brown girl, not my accomplishments or achievements, just my race."

Names carry history, legacy, and value. Yaelle Ortiz '23 explained the significance of her name and how mistakes and mispronunciations dilute the magnitude of it. "Yaelle means to ascend, and it's a Hebrew name from my mom's side of the family. When missaid, it feels like the value of my identity is taken away. As for getting me mixed up with other students, it creates a level of comparison to the outside world between me and my friends, which is not needed," stated Ortiz.

With the large diaspora of communities that the current demographic of LFA is made up of, it is important to acknowledge each of them for their differences in order to avoid harboring a culture that erases identity. Allowing for these mistakes to repeat unchecked leads our community down that path. Nirali

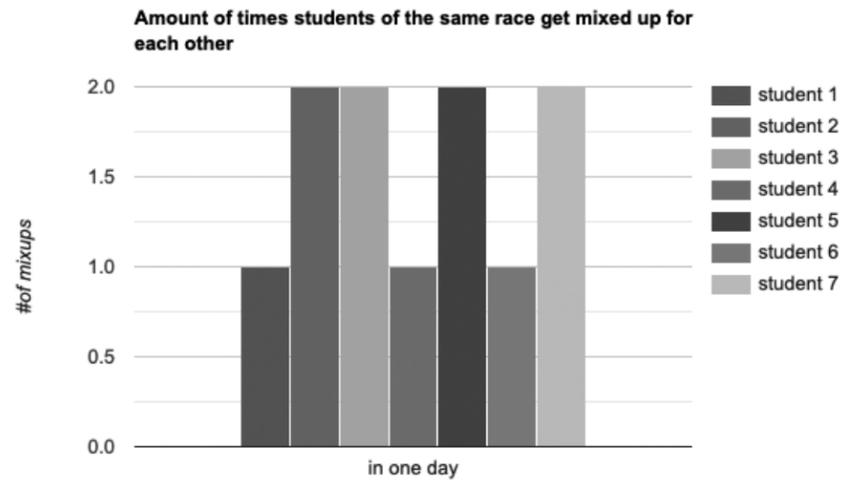


Photo courtesy of Riya Kapoor

Infographic displaying the amount of times students of the same race get mixed up for each other.

Dalia, School Therapist, expressed her thoughts on the dangers of a melting pot that strips others of their right to identity. "We have to get away from that idea where everyone has to be the same, and value and love each other for our differences and the rich cultures from where we come, whether that be generations ago." said Dalia. Being continuously misnamed, mislabeled, or misidentified builds up frustration and anger within students. Each student handles those emotions differently. For some, such as Jayson Harrison '22 and his friends, looking at each other and laughing is enough, for others the failure to distinguish between them from another student is not easily ignored.

Kendall Scales '24 shared that, "I appreciate those teachers and students who try to correct themselves when they catch it, but for the ones who keep misnaming me and confusing me with another student, I make a point to cor-

rect them and say that's not my name."

The effects of the continuing practice of misnaming and misidentifying students, should not be left at the hands of those same students to handle alone. Some actions we can take as a community to resolve these problems are to consistently make conscious efforts to accurately identify students, and to acknowledge mistakes with severity and the serious intention to avoid that mistake again.

Making students feel comfortable in their own skin is oftentimes overlooked at LFA. If we pride ourselves on being accepting and diverse, then we must learn to satisfy the traits of inclusivity. If we state that racism will not be tolerated, we must work together as a community to defy it.

The fact of the matter is, by misidentifying students, racism continues to remain prominent in the school. Names are a large part of our identity and our community needs to begin to make a better effort of valuing them.



Photo by Djasahn English

Students Saanvi Malkani '23, Ariana Rashid '23, Kendall Scales '23, and Yaelle Ortiz '23 standing next to one another with their names on display.

# German leader Angela Merkel steps down



*Courtesy of White House Archives*

President Biden meeting with Chancellor Merkel in the Oval Office, 2021.

**By T.J. Minsky & Finn Harrison**  
*Staff Writer & Senior Copywriter*

For the past sixteen years, Angela Merkel has served as the chancellor of Europe's largest economy, Germany. Her leadership of the German Republic throughout the last decade and a half has even led to her being called the de facto leader of the European Union. However, in October of 2018, Chancellor Merkel announced that 2021 would be her last year at the helm of Germany. Her sixteen years as chancellor have been transformative for Germany and Europe, but one thing is for sure: the Merkel Chancellery will not be forgotten.

Angela Merkel was born in Hamburg, West Germany, but spent most of her childhood in Perleberg, East Germany. Before entering politics, she got a degree in quantum chemistry and for the early part

of her career she was a research scientist. In 1989, long before her chancellery, she began her political career in the wake of the reunification of Germany, briefly becoming the deputy spokeswoman for the government of Lothair de Maizière. In 1990, she won a seat in the Bundestag. In 1998 she was elected the leader of the Christian Democratic Union (CDU), a prominent German political party. In 2005, Merkel became chancellor when her party, the CDU, won the 2005 election, and since then she has won three consecutive elections -- most recent being in 2018.

Merkel came into power during a transformative time for the Germans -- during the post-Soviet unification. Germans had to make a country so long divided by foreign, ideologically opposed powers into one cohesive nation. Secondly, the 1990s

and 2000s were a novel time for many Europeans as a whole, not just Germans. Intergovernmental and economic organizations such as the European Union had been christened to prevent the circumstances that led to Germany's divide in the first place. Merkel had been one of the most enthusiastic supporters of this new "united" Europe. She saw a world where Germany, Europe's new largest economy, could lead the push for European integration. However, Merkel still had to find a way to balance her time with Germany internally. The Great Recession and the European Union debt-crisis were major challenges to Merkel's pro-Europeanist agenda. These unforeseen crises were often scapegoated organizations supported by Merkel such as the European Union and NATO. History and social science

teacher, Dr. Aviral Pathak, said that "Germany certainly did not take a back seat in Europe during this period, even if this meant that the Merkel government's demands for persistent austerity measures, in order to economically and politically discipline what were seen by EU powers as fiscally irresponsible member nations, proved to be quite unpopular..."

While, according to Pathak, Merkel's resignation will have "...no serious and direct impact on our community at LFA," many students with either German roots or nationality have never experienced a world without Merkel at the helm. On a global scale, it is likely that much of Germany's alliance with the United States will remain strong, although it is unclear whether Merkel's successor will hold the same preeminent position that Merkel held for so long over the rest of Europe.

## Haitian migrant crisis: the struggle for asylum

**By Bela De Jesus**  
*Editor in Chief*

A global pandemic, an assassination of a president, massive increase in poverty and gang violence, and a 7.2 magnitude earthquake affected Haiti these past 18 months. As most can imagine, the turmoil and lack of security has led many Haitians to immigrate in order to find better opportunities. Yet the treatment of these migrants at the US-Mexico border has led many to question immigration policy, and how human rights have affected these people for centuries.

At one point, there were more than 10,000 Haitian people at the border. Many of these people were coming from Central and Latin American countries, fleeing insecurity and

seeking asylum in the United States. Why did this influx of migration happen? Haitian migrants were given an 18 month temporary protection status in the United States due to the multiple human rights abuses happening in their homeland. This is why so many people decided to come from all parts of the Americas to try and find refuge.

Yet despite the tribulations these people went through to get to the border, the United States did little to accommodate them. Makeshift camps were made outside of the border while immigration cases were being heard and Haitian migrants waited for refuge. While in these camps, Haitians were treated inhumanely by United States immigration officials. Images show officials on

horseback chasing after migrants, herding them like cattle. This grabbed the attention of the American public, and many started to question how this could have happened.

The Biden administration has dealt with the issue similarly to the preceding administration. The country sent planes to fly Haitians back to Port Au Prince, causing chaos at the airport there. So far, the camp has been almost cleared; While some have been admitted, many have been detained or have fled back to Mexico. Many did not tolerate this treatment, including the United States special envoy to Haiti, who quit to condemn Biden and the way the administration is treating these migrants.

Sam Wold, History and Human Rights

teacher and Amnesty International faculty leader, stated that the treatment of migrants violates many human rights. He stated that, "the conditions that they force these people to live in while they are waiting for those cases are sometimes just as bad as what they are trying to escape." He believes that the government needs more asylum specific judges to make the process more efficient.

The continued struggle for immigration justice is exemplified in this crisis. It is clear the country needs to take steps to better conditions for migrants. It is essential that as residents of this planet and LFA global citizens we continue to pay attention to immigration policy, as it is an international issue that relates to us all.



*Courtesy of Creative Commons*

Haitian migrants near Turks and Caicos Islands, 2011.

# The return of LFA's Cheer team

By Djasahn English

Managing Editor of Social Justice

Lake Forest Academy has been missing a key element of its athletic programs for the past academic year. Talks of transitioning the Cheer team to another sport happened alongside the folding of the Football program.

Basketball games were to be the next location for the Cheer team however this was made difficult, because with COVID-19 no spectators were allowed at indoor sporting events.

Kristin Paisley, Director of HR and Head Coach of Cheer, when asked what obstacles or difficulties were faced in starting the transition, said, "It was more of getting people excited about it, there isn't much of a transition except for figuring out what would need to change and what is best for the school as well. It's just exciting looking at trying something new," and adding that, "it's going to be more of a dance team this year."

Some students at LFA who had the opportunity to participate in the Cheer team two years ago, are anticipating its return and how it will look. Yaelle Ortiz '23 shared, "I'm disappointed there's not going to be any stunting, but it's exciting because a lot of people come out to basketball games."

Honing and maintaining the skills necessary for stunting or throwing has proved difficult for some without a team at LFA.

## Girls Golf exceeds expectations in their inaugural season

By Gemma Fink

Mentorship Coordinator

Lake Forest Academy's 2021 fall sports season has introduced numerous changes to the school's Athletics Department. One of the most notable changes has been the recent introduction of a new fall sport--Girls Golf. The initiative began with students Aylin Tepe '22 and Madeline Cournoyer '23, who had both served as vital players on LFA's Golf Team for the past three years; however, this year, the teams were distinguished



2019-20 LFA Cheer team posing before football game.

Photo Courtesy of Kristin Paisley

Paisley shared that, "serious cheerleading is a full year around sport that's extremely dangerous that requires a full year around conditioning and practice... we can't really do that here, so we're going to have to be more of a dance team."

The issue of where and when the Cheer team will be active has been on the mind of some, including Varsity Basketball player Darius Duff '22, who said, "It could be a safety hazard, we have a small gym and if your going full speed it could be hard to stop and you could hurt somebody."

In previous years, LFA's golf program had been a co-ed operation, with the majority of players being male. This was due to a lack of interest in the sport among the student population, prompting the athletic department to combine girls and boys golf out of practicality.

After careful planning and countless meetings with LFA's Athletic Director, Darrin Madeley, Tepe and Cournoyer finally got their idea approved, and established the new Girls Golf Team.

It's a justifiable concern; the size of the basketball court will be a limiting factor for what the Cheer team can do. To clear confusion, Paisley explained a few of the many ideas in the works, including hip-hop and pom routines, and even halftime shows.

Paisley said, "I'm especially excited to help the Athletic Department, House Cup, and student council with any halftime programs to build up school spirit... cheerleaders will be instrumental in helping facilitate that"

Finally, reflecting the students' excitement for the return of the Cheer team, Duff '22 said, "I'm definitely excited, it's going to give the games more energy, playing in that is going to be fun."

In June, Madeley reached out to LFA math teacher Mike Hall and offered him the opportunity to coach the new team. Hall, having only joined LFA's faculty in March, was uncertain as to what sport he would be asked to coach. Upon receiving the email, he was thrilled, saying that he "immediately jumped at the opportunity."

The biggest challenge in starting the Girls' Golf program, Cournoyer remarked, was "worrying if there would be enough interest in Girls Golf." The Athletics Department initially anticipated that Girls Golf

would be a non-cut sport consisting of five or six players. However, the team surprised many as they began their season with nine members, all of whom were eager to carve out the legacy of Girls Golf at LFA.

When asked about the level of skill that the girls had coming in, Hall remarked, "We had five that could really play golf and four beginners." Yet, by the end of the season, the beginners had gone from not knowing how to play golf to playing nine holes.

Throughout their season, the Girls Golf Team continued to exceed expectations as they won match after match. One of the most notable was the Blue Devil Invitational, in which Tepe placed first, Almira Tepe '25 followed closely in second, and Cournoyer placed fourth -- thus putting LFA's Girls Golf team in first place overall.

Ultimately, the team ended their season with an undefeated record, and both the girls and their coach eagerly await as the future of Girls Golf at LFA continues to improve. As Tepe remarked, "Madeline and I are glad to have set down a foundation as the two upperclassmen of the team for all future Girls Golf members."

It is clear that the girls' success in this past season will grant them new opportunities next fall, as their reputation continues to garner respect among their competitors. The LFA community looks forward to watching the Girls Golf program continue to evolve.

Photo Courtesy of Aylin Tepe



Girls Golf team waiting for Caxy Van prior to practice.

# School spirit is back and very alive!

By Connor Drobny and Jake Powers  
Asst. Managing Editor of Sports and  
Staff Writer

Amidst the lifting of COVID-19 restrictions, LFA has been able to host and partake in sporting events once again. From hockey to volleyball to soccer, students and teachers alike have made it of personal importance to pack the stands, circulate each of the Academy's sporting fields, and cheer. Due to last year's lack of scheduled sporting events, this year's school spirit has been at an all-time high.

During the 2020-2021 school year, LFA students had little to watch. The pandemic ultimately hindered the schools' ability to partake in athletics. Students and athletes forgot what sports games were like, the cheers and chants, feeling supported by your school. However, with the pandemic slowly fading out, LFA students have flooded games. All school president, Ferdoss Ibrahim, said, "School spirit is slowly progressing as we come back from a school year of very limited athletic culture." LFA students are excited to watch sports games again, with athletes taking full advantage of the cheering crowds.

Students have hit the ground running this year. Ned Koh stated how "school spirit has been at an all-time high this



Photo courtesy of Twitter

The LFA caxy mascot waves at the camera. year, even since the beginning." From the first volleyball games, LFA students have shown up. LFA has become a stronger community through sports games, united with one goal in mind: winning.

Thomas Enrietto stated, "The spirit at the games captures LFA's community and culture, embracing the unity of the school." More students are wearing LFA sweatshirts than ever,

embodying the spirit of the school.

One of the more rowdy games of the year was LFA's hockey home opener. In attendance was more than half of the school, giving students a fantastic experience. Mazin Awada attended the game and said, "LFA's home hockey games are the main thing I think about when it comes to school spirit.

Being part of the crowd at the rink is

truly a great experience and is something I will never forget." Loud chants rang from the crowd, likely able to be heard from outside the ice rink.

Do not forget about other sports, however. Every LFA student should attend every game they can because it helps their athletes. If one argues that LFA students do not get an authentic high school experience, point to our spirit.

## New strength and athletic coaches on campus

By T.J. Minsky and Richard Zhang  
Staff Writer and Managing Editor of  
Digital

At the beginning of the 2021-2022 school year, Lake Forest Academy brought in two new athletic development and strength coaches: Mar'Quone Edmonds, who also goes by Coach Q, and Malcolm Tobias. Both Coach Q and Malcolm are determined to provide a new source of help for people of the LFA community that want to train and develop athletically.

Coach Q's roots start close to the LFA community as he was raised in Waukegan and attended Waukegan High School. Edmonds was a star on the football field, leading him to play collegiate football at the University of Indianapolis as a wide

receiver. After graduating with a bachelor's degree in Community Health Education in 2012, Edmonds realized that he "wanted to learn what it takes for young athletes to achieve what I wanted." Having this realization led him to get into the health and training business. He worked for Orangetheory Fitness for four years before deciding that he wanted to start his own business with the large following that he had gained on social media through Quest Performance Training.

Quest Performance Training is a small group based classroom fitness setting that focuses on HIIT style and strength training, and continues to grow as a fitness gym. Eventually, all of this led Coach Q to a job at LFA, saying, "It was a sudden change for me, but I'm big into community

and I'm big into helping others." Thankfully for Edmonds, he already had connections to LFA, as he knew the Madeley family. He said, "They needed help, and if I had resources to help, I wanted to make sure that I could step in." Coach Q's unparalleled energy and impact on LFA has already been made evident and it will certainly continue to grow as time goes on.

Malcolm also hails from Waukegan and attended Waukegan High School, where he began lifting weights his freshman year and fell in love with strength training. His time in high school also helped shape his love for helping others train for their respective sports, because his high school's strength program was "not the greatest". He believes that "seeing kids dominate and

have fun with their sport is so enjoyable since that's the whole point of it, and being a part of that process really makes me happy". After his graduation from Waukegan High School, Malcolm went to Butler University in Indianapolis, Indiana and received his bachelor's degree in Secondary Education in 2019. Just after obtaining his college degree, the pandemic hit and Malcolm found it as the "perfect opportunity to get my certification". So, Malcolm got his training certification and CSCS, and began working a short stint at Bears Fit. After this, he interned at Evanston Township High School and also spent time talking to strength coaches from Marian University, also in Indianapolis, Indiana. It was at this point when Malcolm decided to shadow Quest Performance Training and met Coach Q. When Coach Q was offered the job at LFA, he brought Malcolm along and gave him an opportunity to train young athletes and get to continue to pursue what he loves.

Malcolm himself said, "I wouldn't have had this opportunity without Q opening the doors for me here." The additions of Coach Q and Coach Malcolm have already greatly benefited the LFA community. They help students grow athletically, saying, "I'm big into community and I'm big into helping others..." said Coach Q. In just a few months, both Edmonds and Tobias have brought enthusiasm, leadership, and hard work to the weight room. Their energy helps make for a lively environment.



Photo by Richard Zhang

Trainer Malcom Tobias helping a LFA athlete lift.

# The “fashionably-late” Met Gala 2021

By Ella Gartz  
Managing Editor of A&E

The Met Gala of 2021 came fashionably late this year due to the pandemic. Yet it proved to be worth-the-wait as one of the most photographed events of the year. This event historically has taken place on the first Monday of each May. However, due to the pandemic, the Met Gala was rescheduled for September 13th of 2021. The theme was “In America: A Lexicon of Fashion” which Andrew Bolton, the museum curator, named to be “undergoing a Renaissance” in an interview with Vogue.

The customary purpose of the Met Gala is to fundraise for the Metropolitan Museum of Art’s Costume Institute. It also marks the annual opening of the Institute’s fashion exhibit in New York City. Tickets are upwards of \$30,000 a seat and name brands usually secure full tables for their invitees — approved by Anna Wintour, of course! This year’s attendance had classic celebrities, premier debuts, and even political activism.

The lights, camera, and action of the event seemed almost movie-like as the credits rolled-in. Photos and headlines plastered as those of us without the golden ticket were left to ravage the tabloids for the who, what, and wear.

Dressed to the nines, fan-favorites included: Billie Eilish, Kim Kardashian, Gigi Hadid, Jennifer Hudson, Megan

Thee Stallion, Karlie Kloss, Iman, Zoe Kravitz, Dan Levy, Kendall Jenner, Rihanna, Kaia Gerber, Normani, Lil Nas X, Timothee Chalamet, and Steph Curry.

These iconic celebrities were expected to be in-attendance and reliably delivered. However, there were some other surprises in-store. Audiences were divided in the debuts of Emma Chamberlain, Addison Rae, and others amongst the tried-and-true famous crew. Since the pandemic, a new generation of internet-celebrities has proliferated. The pop-culture community is still impending their follow requests as audiences are divided in who qualifies as a “real celebrity”. While these celebrities may seem more authentic, they are similarly culminated through the means of beauty crews and photoshop.

Another unique element to the Met Gala this year was the political statements made. Alexandria Ocasio-Cortez, US representative for New York’s 14th congressional district, captured the public eye fiercely with her one-of-a-kind look. She wore an ivory off-the-shoulder, button-down, fish-tail dress with ‘Tax The Rich’ scrawled across the back in red print.

A few things were to come from this bold move. Firstly, memes were made and spread like wildfire, per usual. Especially as her routine Twitter feuds with Donald Trump Jr. revamped. Secondly, fake news circulated and needs to be addressed. New York City representatives are

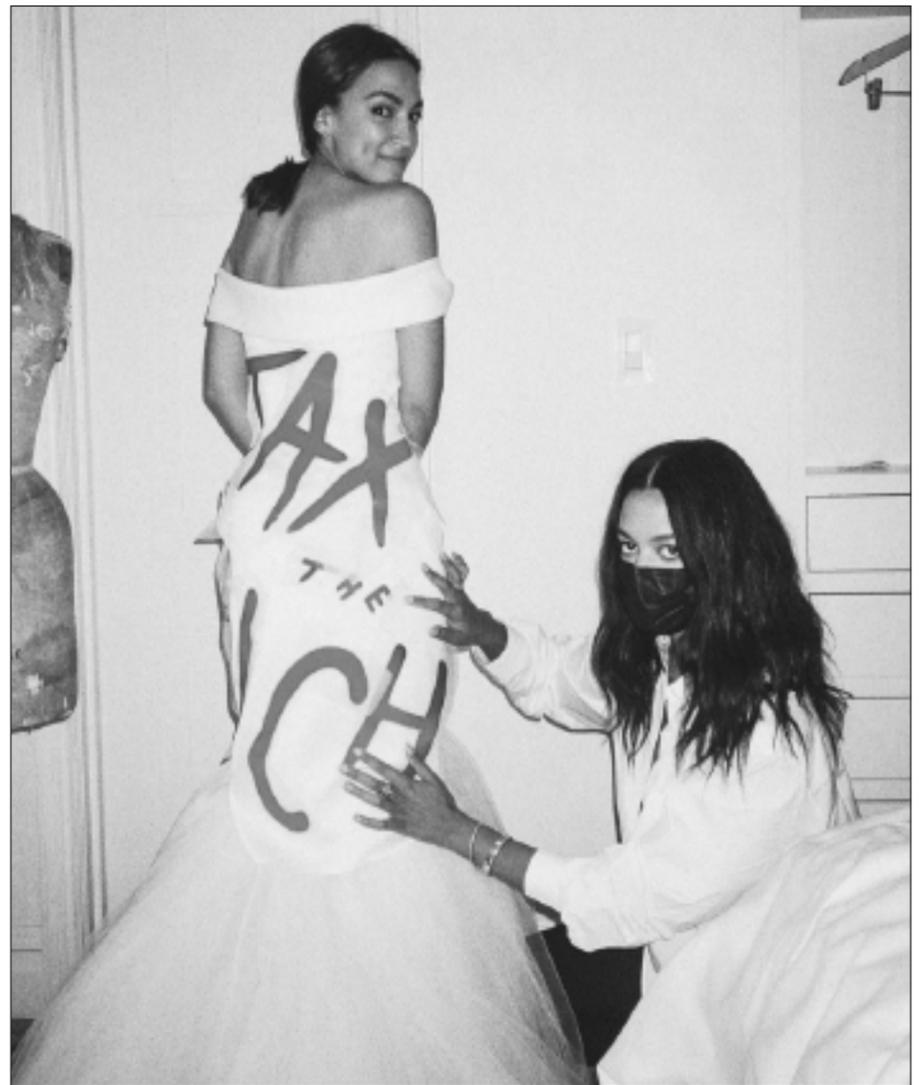


Photo Courtesy of Instagram @aoc

Alexandria Ocasio-Cortez showcases her “Tax the Rich” gown for the Met Gala.

routinely invited to the Met Gala, free of charge, as guests of the museum. Meaning that AOC did not pay the ticket price.

The Met Gala is about setting the

scene and being a fount of fashion for the year to come. All-in-all, over \$16 million dollars was raised and lots of looks were left to be lionized.

## Inspecting the Emmy Nomination controversy

By Bika Gupta  
Managing Editor of Global

The Emmy’s recent nominations have been criticized as performative, attempts to appear politically correct in a society that increasingly welcomes a more diverse media. Before the awards were announced, the Emmy awards received praise as 44% of the performers nominated

were people of color. Yet despite the fact that the 73rd Emmy Awards’s nominees were the most racially diverse, no actors of color were awarded any major trophies.

The Emmys’ actions are simply a symptom of a larger issue within the media. Djasahn English ‘23, BSU’s head of committee, commented that the Emmys actions “just feels performative” and how these performative gestures “happen ev-

erywhere in the media in general.” The Emmys are a chance for people of color to be represented and affirmed from a larger, respected organization from which they have historically been denied.

The media offers a chance for audiences to view cultures separate from their own as well as create narratives that the general public absorbs. The representation within shows, movies, and literature of different

communities can create unconscious bias that can affect how minority groups are treated. In a more personal angle, representation within mainstream media can offer people of color someone they can relate to and identify with. This connection can help foster more pride in their culture.

Furthermore, this year’s Emmys sparked conversation about the media in general and the difference between representation and tokenism. Tokenism is the act of performing only a symbolic effort, without genuine motivations, and it frequently gives the appearance of diversity and acceptance. Within the media, token minority characters can be spotted as characters commonly sidelined, without a romantic plotline, or regulated to a sidekick position.

Overall, the Emmy’s provided an opportunity for more representation. Despite the disappointment many felt due to the Emmys, within the media, representation has grown in recent years. Shows and movies are more conscious of the audience’s desire for more diverse actors and stories and are acting upon it. This shows the power that consumers hold and their ability to change the media. Scrutinizing the media is necessary for change.



Photo Courtesy of emmys.com

The 73rd Emmy Awards recognizes eight nominees for the “Outstanding Comedy Series - 2021” category of the ceremony.

NOVEMBER 8, 2021

# "Alice": An immersive outdoor experience

By Ella Gartz and Finn Harrison  
Managing Editor of A & E  
Senior Copy Editor

The annual Fall Play at Lake Forest Academy has traditionally marked the opening of Cressey Theater events for the year and the debut of a collective cast and crew, made up of new and returning students.

This year, the Fall Play was presented as an immersive adaptation of *Alice's Adventures in Wonderland* by Lewis Carol. The show was titled Alice and was composed, produced, and performed by LFA students. This production was a unique experience for many in the theater department, faculty and students alike. Matt Boresi, the Director of Theater at LFA, said, "We can't be afraid to empower the students and let them explore and make choices."

Cast members had never completely created their own script before, or taken the leadership roles made possible by this rendition. More involved than ever, Lily Ainsley was the Assistant Director and Avani Marner was the Choreographer and Movement Coach. Boresi said, "Every member of the crew was instrumental in the design and execution of the show." LFA's Alice, a rendition of Alice in Wonderland, was written by the cast itself. This gave cast members the opportunity to give input on what the play would look like. In previous Fall Plays at LFA, casts would have to conform to the script and directions of the production nearly verbatim. This new experience gave the cast more fluidity and leniency to create the production that they believed in.

The initial issue in rendering *Alice's Adventures in Wonderland* was that the character of Alice needed to be withdrawn from the script. In order to make the show immersive, the audience took on the role of Alice. To begin, the audience gathered outside the east entrance of Reid Hall, greeted by Matt Boresi, the Director of Theater, and Jason Koenig, the Fine & Performing Arts Chair. Each guest was provided with a pinafore to wear throughout the show. They then were set to go down the rabbit hole! They encountered characters first-hand and cast members expertly buried the fourth wall. Once the cast made this critical decision, they devised more creative liberty. Final edits were primarily focused on dialogue between characters and applicability to the realities of production. Another novel aspect of the production was that the play would be taking place outside. This decision was originally made due to predicaments of the pandemic.

Luckily, LFA is home to what was found to be the perfect outdoor stage for the show: the formal gardens. The antiquated style and white floral landscaping (as the Queen of Hearts likes it) could not have been a better fit for the atmosphere of the book's setting. Ben Arthurs, a cast member and junior at LFA, said, "To perform this show outside in the gardens was a wonderfully immersive experience for the cast, crew, and audience alike." However, staging outside did not come without its challenges. Transitions, costume changes, and blocking had to take place over a greater stage than that of Cressey.

Once the stage was set, it was time for



Photo by Finnian Harrison

**A creative cast member interpretation of the tales' famous red cards**

the casting call. It was decided that 35 key roles of the show needed fulfillment. Such a challenge was enthusiastically faced with success by the make-up of 15 ambitious actors and actresses. Arthurs said, "Learning to adapt to novel challenges and thinking on our feet was part of what made this process special for everyone involved." Costume changes and character exchanges were seamlessly made left and right. The audience was distracted by the chase for the mad hatter, then startled to find that the mysterious cat from earlier had transformed into a dancing lobster! The focus of the audience's attention was constantly being redirected from tea parties to thimble wars. While there were so many moving parts to the production, it ran smoothly.

The opening night of Alice was on Thursday, September 30th. Subsequent performances were scheduled for the following Friday and Sunday. However, due to rain delays and scheduling conflicts with re-

laxation to Reid Hall, it was decided that the performance would be delayed until October 13th and 14th. This further proved the resilience and cooperation of the group. All of this was made possible because, as Boresi said, "We have a special kind of student at LFA: they are particularly bright, they are particularly hard-chargers, and many are extremely creative." The production was also enabled by the low student-to-teacher ratio at LFA. Students were able to collaborate closely and procure advanced feedback in order to elevate the outcome. "I think that Koenig and I are discovering a new and unique way to teach theater on the high school level," Boresi said. "We really proved that we can do theater in a unique way here." The results of the intricate and student-driven process in the 2021 Fall Play were stunningly innovative, thoughtful, and creative.

## The return and redefinment of Paris Fashion Week

By Avery Martin and Nghi Doan  
Managing Editors of News

Haute couture brands are out of their ateliers, and back on the runway with their debut looks for Spring 2022 at Paris Fashion Week. From tweed to chiffon, leather to lace, and A-list celebrities to new talent, Paris Fashion Week brought the comeback of brands like Saint Laurent, and Giambattista Valli, but also saw changes in typical collections from the classic brands, such as Chanel. Saint Laurent, with their cutting edge styles, illuminated underneath the Eiffel Tower, presented a business casual style featuring 80's style blazers, neutrals across the board with hints of vibrant blues and reds, and leather gloves that add the perfect amount of sophistication and prominence to the looks. The abundance of statement gold jewelry pieces, shoulder pads, and hints of masculinity in the collection introduce a sense of androgyny, while still keeping the timeless style of Yves Saint Laurent.

Giambattista Valli graced the runway with a contemporary take on romanticism, in the modern art museum of Paris, and a climate of florals, pastels, and featherweight



Photo by: Alessandro Lucioni

Anna Herrera wearing Saint Laurent dresses. Valli presented his audience with a garden of colors - greens, pinks, reds, blues - found across ruffled dresses, jacquard suits, and tweed mini dresses. This collection was a rendition of beauty that captured the essence of modern femininity directed towards younger fashion fanatics, certainly catching the attention of both consumers and critics as to what Valli will create next.

It wouldn't be Paris Fashion Week without the very epitome of Parisian couture, Coco Chanel. This year's runway saw alterations in

Chanel's classic, timeless style. The collection featured different variations of pastel tweed 1960s inspired mini dresses, black sequined blazers and bikinis, but also a new style: lightweight fabrics decorated with designs of butterflies. The colorful looks completely departed from the brand's previous staple patterns. Chanel redefined itself, drifting from their timeless business chic style, instead favouring a looser, casualistic style completed with small meniscal details

of gold plated jewelry as preservation of its origin. Since the death of Karl Lagerfeld in 2019, the brand's comeback into the world of high fashion continues to showcase the chic effortless Chanel style that we know today. This year, however, fostered a new sense of excitement as to what the future of Chanel looks like. The much anticipated return of Paris Fashion Week showcased Spring 2022 Ready-to-Wear collections, and alterations in brands' typical styles were seen across the board.



Photo by: Filippo Fior

Liv Waters wearing Giambattista Valli



Photo by: Alessandro Lucioni

Rianne van Rompaey wearing Chanel