
THE CHRONICLE

STUDENT NEWS MAGAZINE



the Chronicle

LETTER FROM THE EDITOR

Here it is: the end of the year. As another year closes, we look back at all the memories of the past year — or the past four if you're a senior. For the Chronicle, this time is about looking ahead to what's next. What's next on campus, what's next for students, what's next for activism. And there's a lot to look forward to ... unless you're a senior and still jobless three weeks before graduation.

I'm not supposed to be sappy in this, but it's my last one so let me just take a quick moment to say thank you to the team here at the Chronicle for making this year amazing. You've all played a huge part in the new magazine and I cannot thank you enough for your dedication to the Chronicle and journalism as a whole. I'll be looking on with pride to see how much further you take this thing next year. And I'll always be there if you have a question about whether or not punctuation goes inside the quotation marks. (Hint: it does.) TYSM.

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ABOUT

The North Central College Chronicle is published once a term by students of North Central College as a forum for providing news, opinion and information of interest to the campus and the greater community.

The views expressed do not necessarily reflect the opinions of The Chronicle editorial board or of North Central College.



ON THE COVER

Photo by
Noah Cordoba
Graphic and Illustration
by **Gillian Young**

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#NCCToo

MADISON MILLER - CONTRIBUTING WRITER

GRAPHIC BY GILLIAN YOUNG

SOMEONE NEEDS TO GET ANGRY.

Dr. Mara Berkland, professor of communication and sociolinguistic studies, surrounded by posters exclaiming "resist" and "no hate is welcome here," talked about the importance of becoming angry because not enough people are, she said, and it's time to be.

The #MeToo movement has been surging through Hollywood recently, where directors, actors and the common people are exposing injustice regarding sexual assault and misconduct.

From Harvey Weinstein to Louis C.K. to Kevin Spacey to Larry Nassar, everyday people have been shown example after example of misconduct and are creating their own narratives and their own platforms to talk about these issues.

Lauren Migas, '18, is working on a research project in which she talks about women's representation in film and how women in the industry are approaching it now after this movement.

"The industry is pretty bad because women are disrespected and taken advantage of to get in the roles that they want," Migas said. "If you only see women as prostitutes, or wearing short skirts, or being the supporting role to a man, that's how you're going to think in real life."

According to Migas, the issue of sexual assault and the recent increase in conversation regarding women's rights in the media is not something she sees diminishing.

So what could the #MeToo movement do to college campuses and students?

According to Berkland, who is also a Title IX officer, she has

always been active in the conversation about topics such as sexual assault and domestic violence.

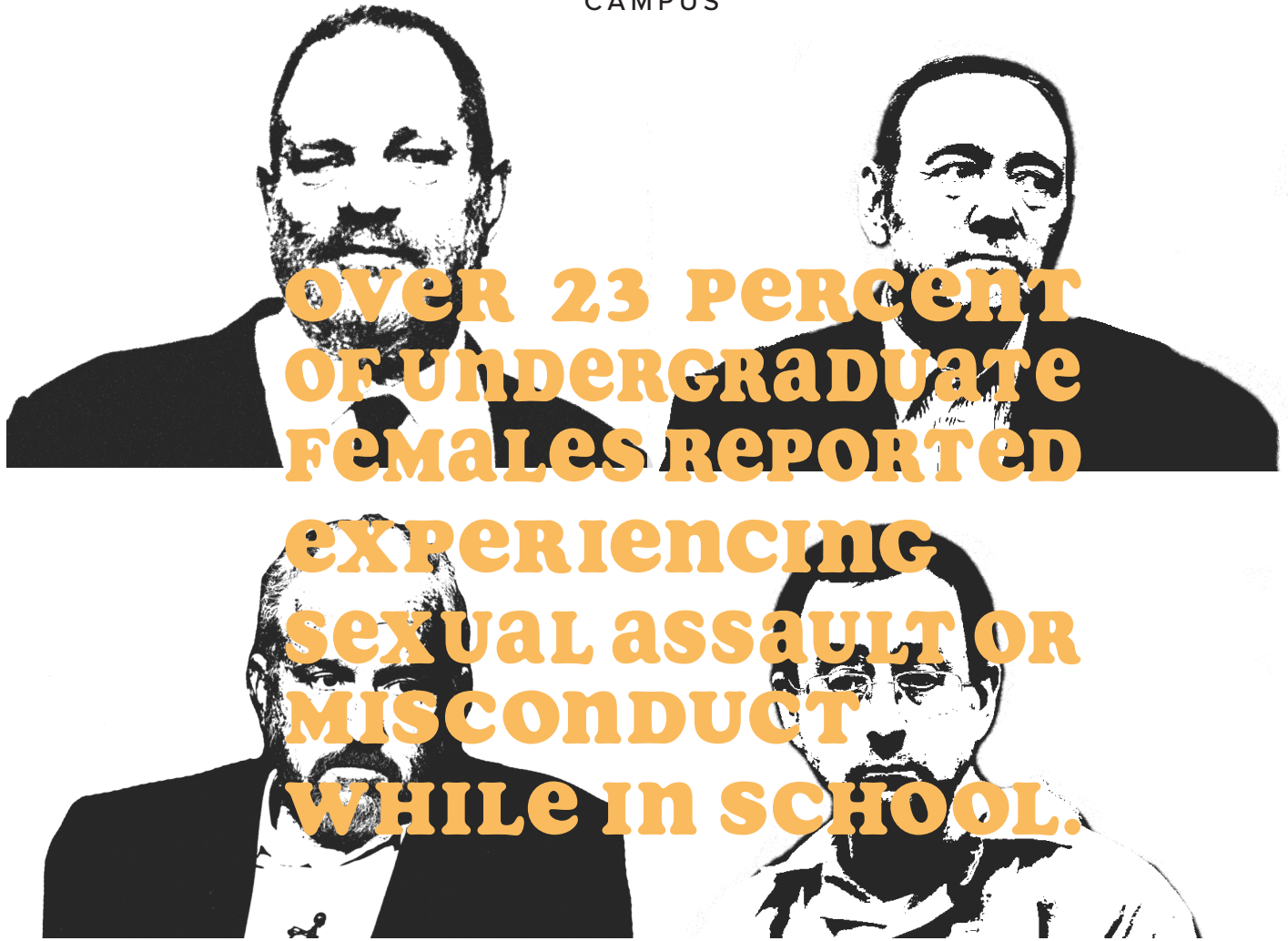
When it comes to students, Berkland says that in order to change the rates at which sexual assault is occurring on college campuses, there needs to be a change in the norms that have led to an amplified rape culture.

"In one of my intro to gender studies classes, we were reading this article where a woman describes her sexual assault," Berkland said. "A woman in the front row was sitting very nonchalant. She said to me, 'Dr. Berkland, you just don't get it. That's just what happens. Sometimes you go out and party, and you have your look on and you have to have sex with people you don't want to.' I don't know how we got there. I do not know how we got there."

A report from the 2015 Association of American Universities found that over 23 percent of undergraduate females reported experiencing sexual assault or misconduct while in school. Since the college environment is about exploring new things and opportunities, it is at this age we often see an alarming rate of people coming forward with sexual assault reports.

"Hopefully, we will report sexual assault more. I don't want the numbers to go up more, but I think it will draw the needed attention to it," Migas said. "In Sweden, they have a high percentage of sexual assault. This is because people report it, not because it happens more."

According to Berkland, part of what students and even faculty at North Central can do to be more present and impactful in the #MeToo movement is for them to recognize where they are.



**OVER 23 PERCENT
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"I happen to be a very educated white woman of the upper class. I could easily talk about gender issues from the comfort of my class. But I can't do that. What we learned from the #MeToo movement is that these white women create a shadow under which women who have less privilege are protected," Berkland said.

The Women's March in Naperville on Jan. 21 was scheduled and then subsequently cancelled. For Berkland, this was a huge disappointment and a bit worrisome regarding Naperville's urgency on the matter.

Perhaps the most important parts of the #MeToo Movement is unity and conversation, which are often the foundation of any great social change.

Beyond the barrier of North Central, some campuses are taking the recent #MeToo movement as a way to take action against sexual misconduct in schools. According to "Universities Face #MeToo Movement" by Maria Danilova, vulnerability and change are happening worldwide.

"Brett Sokolow, who heads an association of sexual harassment investigators on campuses, estimates that the number of reported complaints has risen about 10 percent since the accusations against Hollywood mogul Harvey Weinstein surfaced... the increase is mostly from women complaining of harassment by faculty members who are their superiors," Danilova said.

According to Migas, college campuses need to address the issue of sexual assault and misconduct because it is clearly a huge issue. Colleges could benefit from creating support groups for people suffering from assault, she said.

"I hope the #MeToo movement can become a safety net for people to talk about their experiences," Migas said. "I think camaraderie is a positive thing from this moment. It isn't an isolated thing. The phrase "me too" is more together, instead of me or her, it's us. It makes people feel less alone."

According to Berkland, her first year at NCC was characterized by sexist comments from her male colleagues, such as calling her a little lady and saying she should be grateful her husband lets her travel. When this discrimination was called out, things began to change.

"Students come in and tell me their experiences with faculty, administrators and classmates; people are finally comfortable talking about it and I hope that moment doesn't pass," she said.

While the #MeToo movement surges through society, many may be struggling to keep the movement burning bright. It is no longer a time to show up, but a time to really speak and that is perhaps the greatest role college students can have. "Students need to be loud. They need to show up. They need to show up in droves. They need to speak loudly in their classes. They need to speak loud to friends," Berkland said.

STUDENT GUN ACTIVISM ONLY GROWING LOUDER

PETER MEDLIN - NEWS EDITOR
PHOTO BY NOAH CORDOBA



JUST TWO WEEKS AFTER STONEMAN DOUGLAS, a GROUP OF NCC STUDENTS GATHERED IN NEW HALL TO PARTICIPATE IN AN ACTIVE-SHOOTER RESPONSE TRAINING PRESENTATION.

For high school and college students, weekends are typically a time to decompress, to cut loose a bit from the onslaught of obligation that is the school week. Some people play sports, some play video games.

But, in 2018, after a barrage of mass shootings, including the tragedy that claimed 17 lives at Stoneman Douglas High School on Feb. 14, more students are spending their off-time fighting for their safety in the form of walkouts, rallies and protests that call for expanded gun reform.

On March 24, hundreds of thousands flocked to Washington, DC for the "March for Our Lives" to call Congress to action, and countless other students came out to protest around the nation at the 800-some other rallies that were planned for that day.

Although North Central College's campus lies over 1,300 miles from Parkland, Florida, no school in America is immune to the shooting's impact. Just two weeks after Stoneman Douglas, a group of NCC students gathered in New Hall to participate in an active shooter response training presentation.

But the action in Naperville has not just been reactive. Recently, North Central students along with students from local high schools organized a rally to "demand action on gun violence," where members of the community came out to hear students give speeches, hold signs and, most importantly, sign petitions to send to their elected officials in regard to specific gun-related legislation. "On the high school end, it wasn't necessarily about specific legislation for them, it was more about that emotional, I want to feel safe in school," said Students for Social Innovation member and College Democrats president Andrea Heiden, '19.

"On our end, on the college end, it's more about evidence-based policy. We want to make sure if there is policy enacted it comes from a place of science and facts," she said.

For SSI president Reese Richardson, '19, a double major in physics and applied-mathematics, advocating for gun reform policy that is grounded in hard evidence makes it difficult to ignore, even when, in their case, it's presented by young people. "Traditionally young has been almost synonymous with uneducated, inexperienced and unworthy of having a belief or having an opinion," said Richardson.

But in 2018, when new voters are coming to the polls for the first time equipped with access to more information than anyone before them, it's very possible for the youth to be as informed on the issues as anyone.

In fact, while it was SSI's gun rally that got them their first meeting with state Rep. Grant Wehrli (R), it was their commitment to evidence-based policy that made him take the students seriously. By presenting the Republican representative with facts and research in regard to the now recently-vetoed Gun Dealer Licensing Act, "we may not have been able to sway his vote, but we certainly gained his attention," said Richardson.

With Richardson at the helm, SSI has been trying to teach students how to take action on the social change they crave whether it be gathering petitions or attending marches and protests. Students like Heiden have found these group events to be particularly empowering. "It's a way to talk about issues and feel united," she said, "and feel like you're not alone."

However, one of the club's tougher tasks has been at home on campus, trying to continue the conversation on heated topics like gun control at North Central. The group hosts weekly meetings in part as an open forum for discussion of diverse ideas and opinions on social issues. "Nobody wants to be labeled as x," Heiden said. "Maybe we have differences of opinion, but we can talk about why that is or why you feel the way you do. I think students feel scared sometimes." Put plainly, Richardson said: "Yeah, it's pretty difficult, but I think that's the point."

The recent tragedies have yet to make national policy any easier, and congressional inaction will likely only ramp up the conversation; especially when bills proposing tightening the background check system fizzled out weeks after the Feb. 14 shooting, despite a Quinnipiac poll showing 97 percent support among Americans.

The gun debate is not going away anytime soon; and, it appears, neither are the students leading the charge, including many from Parkland who have stepped onto the national stage since 17 of their friends were killed only a few months ago. And in the past months, with the National School Walkout events all over the country on April 20, including 10 that were scheduled in the Chicagoland area. Their message will only grow louder.



MAYA BRYANT - CONTRIBUTING WRITER

PHOTO BY NOAH CORDOBA

GRAPHIC BY AUSTIN CLARK

A woman kneels at her first lacrosse game because she wants others to understand the African-American experience on her college campus, and the experience of those who have faced injustice because of racism. A man raises his fist in the air as a sign that he and his people are here to show others that prejudice and discrimination do not affect their progress.

Both are powerful, and both are Black Positivism.

But what exactly is Black Positivism?

Nancy Musinguzi, a photojournalist and social media activist, says that it was "grown from the post-Black Power movement in the late '60s, and has continued to evolve not just in our politics, but entertainment, television, cinema, education and other areas that shape culture."

But this doesn't answer the question of what Black Positivism is. Encyclopaedia Britannica describes the philosophical term, "positivism," as a form of enlightenment or knowledge through study and examination.

Simply put, Black Positivism is the understanding of one's own Blackness through the study and examination of other African-American representation and success. However, this enlightenment is rooted in both mental and physical positivity.

Strong social awareness and an understanding of socialization within a culture raise the likelihood of having a high self-esteem, according to a 2015 study in the *Journal of Primary Prevention*.

The study also explains that minorities that participate in "a va-

riety of activities designed to promote positive development in a warm, supportive, entertaining group experience" can then become more confident about their own identities.

The Black Student Association on North Central's campus does just that, according to Mynk Richardson-Clerk, '20.

"They understand being a student of color on a predominantly white campus. There are just so many things that I don't have to explain because they just get it already," she said.

Self-esteem plays a role in how African-Americans perceive themselves, and in today's world, representation is even more necessary. With more and more black artists becoming mainstream, the increased amount of melanated people using social media positively, and the winter 2018 release of the film "Black Panther," Black Positivism is making its way back into the limelight.

Richardson-Clerk goes on to explain how ever-growing black success is integral to furthering positivism onto African American youth: "It helps with bringing in that intersectional quality into black culture which I think is really great for (media). It gives the youth people to look up to and understand that their experiences are shared and valid."

The 2015 study agrees that "...cultural pride messages are associated with positive youth academic and cognitive outcomes."

In other words, black children who intake more positive information about people who look and behave like them will view themselves more positively. Musinguzi affirms this as well.

CAMPUS

"I think we're seeing more of that now in how Blackness is represented on screen, finally seeing narratives we can relate to beyond the static framing of oppression, poverty and violence that limits understandings of a culture," she said.

Online, young African-Americans can visit websites that promote Black Positivism, like Afropunk, or engage in hashtag activism like #BlackGirlMagic, #melanin and #afro. They now have tools to expand their knowledge of current black culture. Musinguzi shared her take on how websites and social media pages aid modern Black Positivism:

So much of our identity is rooted in this thing called cultural memory, how we remember ourselves based on what is left behind for the world to interpret and reflect back into everyday reality... today's Black Positivism movement is led by those marginal from spaces of decision-making and influence, rooted in those same principles that challenge conventional knowledge about Black culture.

Black culture is evolving because of the online presence of black empowerment. Take for instance, the hashtag #BlackGirlMagic. Julee Wilson from Huffington Post describes it as "a term used to illustrate the universal awesomeness of black women. It's about celebrating anything we deem particularly dope, inspiring, or mind-blowing about ourselves."

This hashtag can be found all over Instagram and Twitter, with millions of users tagging it onto their posts. Richardson-Clerk is one of them. She says that using it is an important way to "take

care of our young black girls because no one else is gonna do it."

Online images that promote the beauty and can subtly eroticize black skin is very helpful for young black women in this society, according to Musinguzi. These types of influences can and will continue to move toward "a more inclusive movement that is holistic in the way it celebrates and embraces the multifacetedness of Blackness."

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FREEDOM OF SPEECH ON CAMPUS

JACK PLEWA - ASSISTANT NEWS EDITOR

GRAPHIC BY ANGELA ANDERSON

Freedom of speech is defined as the right to express any opinions without censorship or restraint. It comes from the First Amendment of the United States Constitution and is stated as follows: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." Unfortunately, James Madison did not know that this simple statement would turn into so many unnecessary problems in the United States today, especially on college campuses.

With more and more people feeling offended by what others have to say, there is this censorship cloud that has impacted freedom of speech. However, at North Central, students have the right and are even encouraged to voice their opinions and beliefs on campus. According to the student handbook, the College refers to this topic as "free expression" and states the following:

The College affirms its belief in the importance of free expression and the right of all members of the College community to speak in favor of issues that they support, and to criticize issues with which they disagree. At the same time, students share with the College a responsibility to help insure a campus climate of civility — one where intimidation, hostility, or demeaning actions directed toward a specific individual or group are not tolerated.

Students have the right to express their opinions, as long as their opinions are civil. However, this concept of civility, something that is determined by different standards, can be seen as a limitation to one's right of free speech. If someone has the right to say what they want, then they shouldn't have to make sure that what they say is civil, right? Well, in this case, students can still say whatever they want; North Central just asks that students aren't intimidating, hostile or demeaning. Students

can still freely express themselves while also being respectful, and that is the responsibility of the student.

It is important that students are actively using, while not abusing, their right to express their opinions, on and off campus. Free expression is beneficial to both individual students and the wider community of college campuses, especially at North Central.

"We've created an environment where people are willing to have tough conversations and learn from one another's perspectives," Connor McGury, '18, said. "This leads to lots of students feeling comfortable expressing their own opinions."

"Academic institutions are nothing without free expression and the free exchange of ideas," communication department chair Dr. Steve Macek said.

While there is an open environment on campus, or so people think, the issue of censorship still floats around.

First, there's the issue of censoring freedom of speech: should freedom of speech be censored on campus? "College is supposed to be a time where you are exposed to new ideas and beliefs," McGury said. "Censoring student voices, or opinions, is counterproductive to getting outside of your comfort zone and learning new things."

In contrast, Kaya Goodwin, '20, said, "While I firmly believe that everyone has a right to express their own opinions, beliefs, thoughts, etc., I don't believe anyone has a right to make other people feel unsafe or unwelcome, especially within the college context."

While it's not OK to feel unsafe or unwelcome in conver-



sation, it is OK to feel uncomfortable and disagree with what others have to say, especially when it's political.

"Being intellectually uncomfortable is an essential part of the higher education experience," dean of the College of Arts and Sciences Stephen Caliendo said. "In essence, it's what you're paying for." Listening to conversations that you don't necessarily agree with is important for continued academic growth and allows students to understand different perspectives.

Second, there's the discussion of whether colleges should have "safe spaces" on campus. Safe spaces are defined as places where people can go where they won't be exposed to uncomfortable topics or viewpoints, where they are "safe" from opinions that would otherwise harm their mental state. It is important for students to feel safe on campus, yet listening to controversial issues can also broaden students' perspectives or even assist in making students' own beliefs stronger.

Students need to be able to embrace conversations that question their beliefs so that they can learn from them. "Safe spaces, in my opinion, create an environment that contradicts what the goal of a collegiate institution should be," Tanner James, '18, said. "At the same time, it is important to have places where people can go and be surrounded by people who share similar beliefs and they can have discussions about them."

"It's important to encourage others to respectfully have discussions and better understand others' viewpoints," Christine Seitz, '19, OUTreach co-president, said.

That being said, it is important to note that, according to Dr. Macek, "the entire campus cannot be a safe space. That would in some ways destroy the idea of a public forum." Not only would it destroy the idea of a public forum, but it would potentially infringe on people's freedom of speech. There is a time and a place for certain viewpoints and opinions to be discussed, and students must understand when those appropriate times are.

There has been discussion of whether controversial speakers, such as Milo Yiannopoulos, should be allowed to speak on campus. Controversial speakers can be both helpful and harmful to students and college communities in that they can further expand one's own beliefs and broaden your perspective, yet they can also be verbally abusive if what they say discriminates against any sort of person or group of people, whether it is based on gender, race, religious beliefs or social class.

When it comes to North Central hosting speakers on campus, the school wants the event to be welcoming to many different ideas and perspectives. "Denying a speaker, however, is not the same as prohibiting the message from occurring on our

campus," Dr. Caliendo said. Unfortunately, the school does not have unlimited resources to allow everyone to speak on campus, so they decide what they feel is the best way to spend students' tuition dollars.

In a way, attending an event with a controversial speaker can be a good learning experience for students. "Controversial speakers should be allowed on campus for the same reason that free speech should be actively exercised on campus," James said. "It's important to respectfully listen to ideas, understand them and scrutinize them (and) it is up to us to either defend or criticize those ideas."

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However, if a controversial speaker is on campus "simply to promote hatred, intolerance or mistrust of certain groups of people, I'm not really sure why they would need to have a platform in the first place," Goodwin said.

Students can freely express themselves in any way on campus, if it is done in a respectful way. Some students feel that they don't need to censor what they say on campus because they are comfortable with it. "Personally, I feel comfortable talking about my opinions on campus, and am always willing to talk to someone who may disagree with me," McGury said.

Others feel that they have to be a little more careful when expressing their opinions. "Personally, I gauge a situation before I express my opinions. I don't feel that I am censoring what I am saying because of how others may react, but that I am being mindful of others' opinions and perspectives," Seitz said.

Dr. Caliendo mentions that there is concern that conservative students

feel that they cannot freely express their opinions and political viewpoints.

"I'd be surprised if some of our conservative students do not feel similarly, but I know that many faculty work hard to allow for a diverse array of opinions to be expressed during class discussions, so long as classroom policies are followed," he said.

North Central offers many different student organizations on campus where students can freely discuss their opinions, especially their political views, such as College Democrats and College Republicans.

All students have the right of freedom of speech on campus and can express themselves as they please. It is up to students to decide whether they feel their opinions should be censored, but they shouldn't feel like they do need to be censored.

"We owe it to each other to promote diversity of thought and learn whatever we can from each other's experiences," McGury said.

Is democracy dead?

JORDAN BRADLEY - CONTRIBUTING WRITER

GRAPHIC BY ANGELA ANDERSON

PHOTO BY RUDY RUIZ

A traumatized and angry crowd of Stoneman Douglas High School students, teachers and families filled the town hall in Parkland, Florida to confront politicians on the issues of gun control in America. A student who lost his sister in the shooting put his emotions aside to ask the politicians an important question with an answer that he hopes everyone will really consider.

A 46 percent approval rating of our democracy circles the minds of politicians everywhere, according to Pew Research Center, and even though the people shout their needs and demands for things like gun control through votes and picket signs, little seems to change.

This brings many to ask the important question that the grieving student brought forward: is our democracy broken?

Student Governing Association president Connor McGury, '18, said "I don't think the democracy as a whole is broken, because I think if it was, then we would see less people speaking out against certain things as if they didn't have the power to make a change. However, I think it's disappointing that elected officials aren't doing what the people they represent want them to do."

Republican Madeline Klepec, '18, answered the same question but gave a slightly different view: "I would say yes because each party is so polarized that there's clearly a divide. It's evident through our political parties that it's not cohesive... they're basing their assumptions on things that aren't really political stances like taxes or abortion."

The state and trust in the government has not been positive for decades now, but there are small steps that can be taken to regain the trust in U.S citizens.

Klepec said that the current people in office like President Donald Trump need to be more open-minded with new ideas that aren't his.

"We need someone in power that can actually unify the divide which I don't think (Trump) is doing," she said.

McGury also added, "I think we've gotten into a habit of not listening as much. I think there should be more town halls for people to voice their opinions and not in a city council setting, more of an open dialogue like you saw in Parkland."

The tragedy in Parkland has also brought forward the loud voice of millennials and some say that they are showing a more non-partisan view.

Political science professor Dr. Suzanne Chod explained the truth of millennial views. "While some would like to think millennials are less partisan, I have not observed this to be true. Partisanship is social and psychological. It feels rooted in our DNA. In fact, research suggests Republicans and Democrats think and process information differently. It can, in fact, be biological to some extent. It is hard to break."

THIS BRINGS MANY TO ASK THE IMPORTANT QUESTION THAT THE GRIEVING STUDENT BROUGHT FORWARD: IS OUR DEMOCRACY BROKEN?

COLLEGE PROTESTERS

RUDY RUIZ - CONTRIBUTING WRITER

It was an early evening in late February when the North Central women's lacrosse team played their first game of the season.

After the announcer welcomed the crowd and listed off the players and coaches from the Cardinals and the Aurora Spartans, it was asked that everyone rise toward the flag as the national anthem plays before the game begins.

It is ingrained that we must stand with our hands over our hearts to demonstrate our patriotism. For Mynk Richardson-Clerk, '20, this was her opportunity to demonstrate her stance on race relations in America as she knelt on the field as the anthem played. She was not alone, as members of campus organizations knelt while linking arms that seemingly outnumbered the number of standing crowd members.

Richardson-Clerk's promise to kneel at every one of her games shows her commitment to activism amidst some minor criticism from those standing in the crowd and even from her teammates. However, her effort to bring light to injustices are far from being the only one as student-led activism has been capturing the media's attention.

Data from an article in *The Atlantic* suggests that student protests are nothing new and are actually quite frequent. Over 160 student protests took place in the fall of 2014 alone.

Following the mass shooting at Marjory Stoneman Douglas High School, survivors from Parkland, Florida have not gone unseen and their voices have not gone unheard. Emma Gonzalez has led crowds calling out 'bullshit' on President Trump, the NRA and Florida senator Marco Rubio.

Speaking from a student's perspective,

president of Students for Social Innovation Reese Richardson, '19, finds value in students advocating for social change.

"One thing unique to young activists, however, is a wealth of energy," Richardson said. "Some examples of activism which have occurred during my time at North Central are students organizing marches on and around campus, circulating petitions in downtown Naperville to be delivered to our congressmen, starting information and advocacy campaigns on campus about a particular topic like DACA and students beginning organizations to further discussions of a particular topic on campus."

One of the most crucial elements to these movements is social media. These movements are often identified by popular hashtags such as #GunReformNow, #NeverAgain and #ENOUGH as shown on the cover of *Time Magazine* after the March for Our Lives. But as Mosaic president Kaya Goodwin, '20, said social media and activism have a tricky relationship.

"On one hand, it's a powerful tool to reach an incredible amount of people and share knowledge and education," she said. "On the other hand, I have trouble calling people activists when the only stand they take is behind a computer screen. If that is all someone is able to do, that's a completely different situation, but if you are able to take a more active role, social media should just be a supplement to the work you're already doing."

Director of Social Innovation Whitney Roberts echoed the same sentiments on the digital aspect of activism, but also spoke to its potential. "Social media serves as a megaphone for these issues to be brought to light," Roberts said. "It works best when its hyper-local to get the word out and come

together as a community."

Roberts recalled an instance in 2010 when the Westboro Baptist Church planned to visit North Central's campus to protest the screening of "The Anatomy of Hate" documentary. Students responded with the "We Love" march that stretched from Kiekhofler Hall to Meiley-Swallow Hall, which was met with a no-show from the church.

North Central's contribution toward the gun control movement came at the hands of the College Democrats and Students for Social Innovation. However, the focus was kept toward high school students as the two organizations partnered with Naperville North High School for a rally at Moser Tower.

"SSI wanted to support them (Naperville North) and focus on them and we didn't want to overtake their event," Anita Herrera, '20, who helped organize the rally, said. The support came in the form of a banner that read "STUDENTS DEMAND ACTION ON GUN VIOLENCE" which was signed by both college and high school students.

The rally itself attracted mainly parents who watched as speakers from Naperville North and North Central spoke on gun control. Herrera acknowledged that change is slow, but as long as the message got across, that is what matters the most.

One of the survivors from Parkland, Kyra Parrow, best summarized their efforts in a tweet posted two days after the shooting:

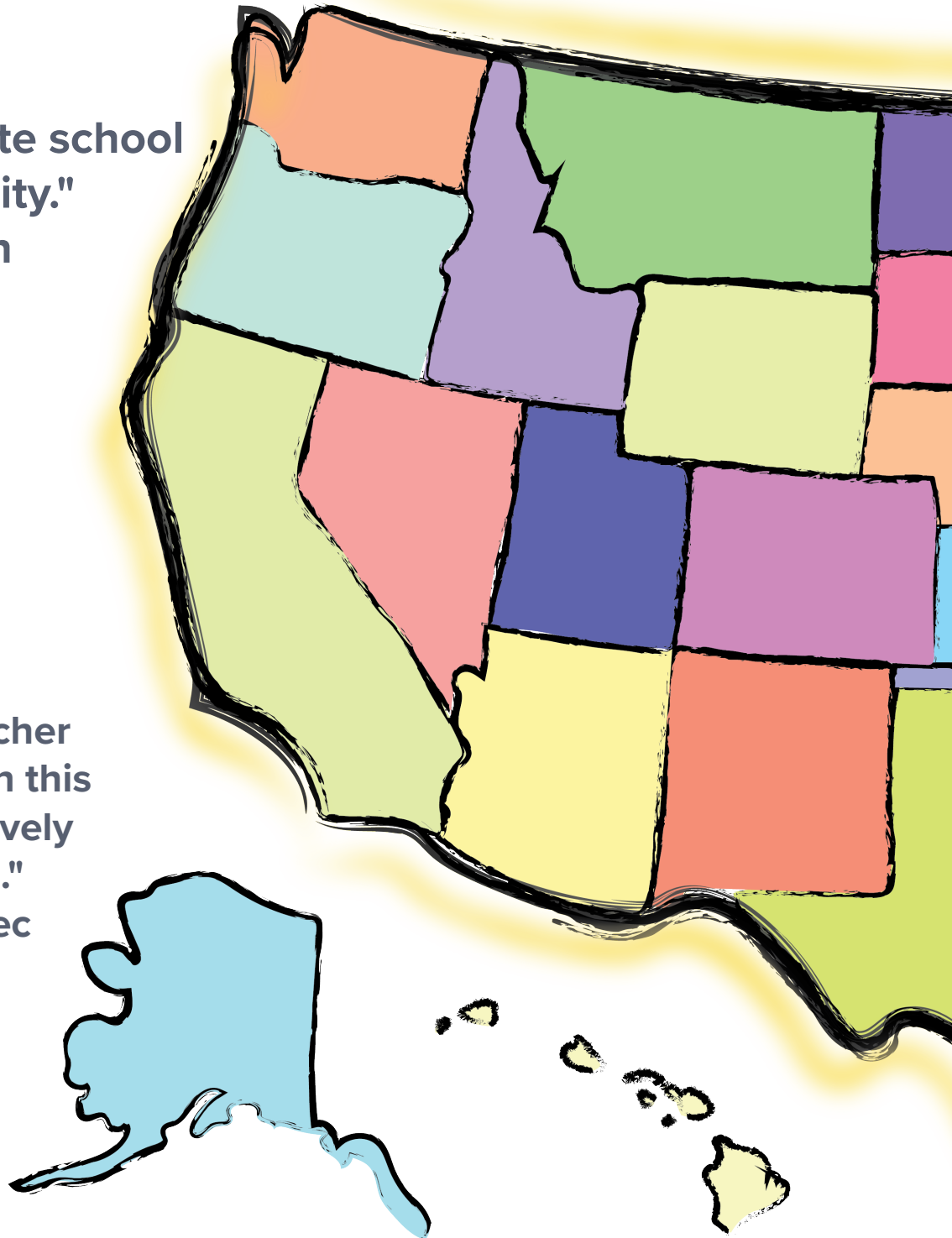
let it be known that cruz messed with the wrong school. We as students are using social media as a platform to have our voices heard. Let it be known that we are and will be in contact with our legislators & politicians. Change is now. & it is starting with the survivors.

Where are you going after college?

We asked the senior staff at the Chronicle where they plan on going after graduation.

**"Going to graduate school at Loyola University."
- Allison Hartman**

**"Taking on a teacher assistant position this summer and actively applying for jobs."
- Madeline Klepec**



"Probably going back to Oregon or California."

- Caleb Lundquist

"Continuing my job search and spending time with my puppy."

- Halle Olson

"Probably going back to my parents' basement."

- Tom Miller



"Moving to Chicago with some friends."

- Kara Kots



IMMIGRATION: A CONTINUING DEBATE

ALEXIS HEINITZ - VISION EDITOR-IN-CHIEF

PHOTOS BY - BRIAN ULTRERAS

Immigration has always been a controversial topic in both the United States and across the globe. However, over the last couple of years there has been an increased interest in issues like Deferred Action for Childhood Arrivals (DACA) and President Donald Trump's proposed border wall. Today, even the average college student is likely to have an informed perspective on the topic.

Whether it be through groups like North Central's Latinx Student Association, or more traditional political groups like the College Democrats and College Republicans, students are finding ways to stay informed.

Grant Tuider, '19, a member of the College Republicans, finds that his conservative views fall in line with President Donald Trump and his administration's views on the issue. "I would say that they definitely follow similar ways that I view immigration in the sense that there is a right way and

a wrong way to immigrate," he said. "I believe that every nation should have secure borders while maintaining a safe, reasonable system that works to benefit its citizens the best."

On the other hand, Brian Ultreras, '20, a member of LSA, does not feel that his views are reflected by Trump's administration. "(Since Trump's presidential campaign) there's just been a lot of anti-immigrant rhetoric and so that's been a big factor on the Hispanic community," he said.

For Cynthia Ramos, '20, president of the LSA and a member of the College Democrats, Trump and his administration's views on immigration do not match her own. Through LSA, Ramos works to bring awareness to issues like DACA and let students affected by the uncertainty of the program's fate know that they are not alone.

Because the March 5 deadline for DACA recipients (known as Dreamers) has passed, the status of Dreamers is

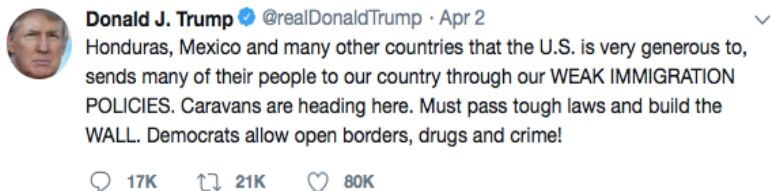
still up in the air. This affects a number of students at the College, who are a part of the roughly 800,000 Dreamers in the United States. The program, which protects immigrants who were brought to the U.S. as children from deportation, allowed Dreamers renewable visas to gain employment and work toward higher education. Despite these benefits, the program did not give immigrants a path to citizenship.

Trump, who called for the end of DACA in September 2017, has confused Americans with his fluctuating approaches on the subject, saying both that he would handle it with "great heart" as well as tweeting "NO MORE DACA DEAL" on Easter morning. Trump's frequent use of social media, Twitter in particular, has been a controversial part of his presidency. "(It) is a bit exaggerated and unprofessional at times, but it keeps people up-to-date with his thoughts and decision making," said Tuider.

"It shows who he really is, too. It's not anything that's filtered and I think that's important," said Ultreras.

POLITICS

Through Twitter, Trump has repeatedly expressed his views on immigration. As a part of his Easter morning tweet spree about migrant caravans, Trump said:



Trump's proposed wall was a staple in his presidential campaign, and he has continued to push for stronger border control in this way. This has been a divisive concept — some see it as a way to secure the border between the U.S. and Mexico, while others see it as an expensive, ineffective tool.

"Apart from the symbolism behind that — a literal wall — it would be very expensive, and to me, it seems inconceivable just with the length of the border and all the ecology you would be harming," said Ramos.

Ultreras believes that the idea of the wall is talked about too much in the national discussion about immigration. "If they really want to combat immigration, I don't think a focus on the wall or on the border is the way to go," he said.

Ultreras attended the College's spring break "Sankofa" trip to San Diego where students learned about immigration issues, spoke with a border patrol agent and did a water drop for immigrants who were crossing the border.

"I was like 'this sucks, the terrain sucks.' It was raining and it was cold," Ultreras said. "Nobody would do this unless they had to."

Rather than focusing on the wall, Ramos wants to focus on the immigrants who are already living in the U.S. "I wish there was more talk about something that would benefit the 11 million undocumented immigrants (here) because, yes, we do have a lot of undocumented people, but there are a lot who are here paying taxes, contributing to our society and they don't have a path at all for any sort of legal status," she said.

Where Ultreras and Ramos are hesitant to say that the border will ever come to fruition, Tuider believes that funding will eventually come along.

"I hope we do tighten up immigration and pass reform, but definitely within reason," said Tuider.

However, all three agree that a change is needed in order for an agreement to be made — even if that change is uncertain. "I think it would be more beneficial if people came together so it wouldn't be 'us versus them,'" Ramos said. "If people came together we could have a better consensus, and if people did come together, the general public opinion would shift and people would be more accepting."

Working together is something Tuider also mentioned. "I hope Trump and the Democrats can come to an agreement that can have some satisfaction within both parties," he said. "No one will get everything they want in these types of situations and it is foolish to believe you will. These types of deals require compromise in order to ensure a reasonable decision is made."

For Ultreras, the question of 'what's next?' does not have a clear-cut answer. He said that "we just don't even know. That's a huge problem, we don't know where immigration is going, we don't know what the status of immigrants is going to be. We don't know."



Professor Jack Shindler bids farewell to North Central

SAMANTHA LOVELAND - ASSISTANT ARTS EDITOR
PHOTO BY KARA KOTS

Professor Jack Shindler has pursued a career —both personal and professional—in international education for the past 30 years. Shindler completed his bachelor's at Williams College in 1968, studying English but retaining a love of the French language and forming an itch for international travel early on.

"I needed to get out of the country," he said of his initial urge to get out and during his young adult years. Participating in the USAID program, a program no longer running, but which allowed college students to spend a summer abroad living and working in exchange for expenses paid. Shindler worked as a bellhop in a high-end Swiss hotel during the summer of 1966 when he was abroad.

The Swiss Alps were a sight Shindler spoke fondly of seeing for the first time through railway windows, and though the job itself was full of its own aches and pains, it was the ride to Paris that he would take as often as he could that reminded him why it was worth it.

(I would get) on the train to Paris after a day's work... (riding back) until midnight of the next night," Shindler said.

He later completed a Fulbright assistantship in France, traveling back to his linguistic roots and affinity for the culture. After considering a graduate program in comparative literature at Rutgers University, Shindler rounded out his earlier studies with a Ph.D. in English.

Up until this point, Shindler's interest in the international was contained to his own active experiences. But it was a 10-week course at Princeton University, taken after his time at Rutgers, that sparked Shindler's interest in intercultural curriculum. The course focused on teaching English as a second language and would prove to be a turning point in his subsequent involvement in international education.

"I lapped (the course) up and put it in my pocket for future use," he said, before turning to his involvement at Texas Southern University, where he found himself developing what was at the time the largest English as a second language (ESL) program in the nation.

Upon seeing an ad for an ESL program director for a college in Naperville, Shindler accepted the offer to both develop and create the ESL program at North Central College in 1981. This he did for several years before the rest of academia caught up with Shindler's desire to continue expanding the intercultural curriculum.

"In 1989, 'international' was a new word... I investigated and in '93, the Office of International Programs (opened)," Shindler said. He later completed an additional master's in applied linguistics at the University of Illinois at Chicago. The rest is, as they say, still unclear.

Shindler's presence within the Center for Global Education (previously the Office of International Programs), a department that consistently turns out globalized student after globalized student,



is far-reaching and not easily pierced. Yet with a background as diverse and internationally focused as his, the question must be asked as to why Shindler remained mined nestled in the quiet nook of this Midwestern college.

The question is received with a laugh and a meditative pause that precedes Dr. Shindler's answer. But the pause is not brief.

"The colleagues," he replies. "This is a warm environment," and then, with a touch of mischief, "No one (at North Central) ever said 'no' (to my ideas). I just kept doing things...(I had) the ability to create and get out of (one) corner. Maybe it's the Sagittarian in me... I like eclecticism."

Upon retiring, Shindler plans to continue traversing those lands not yet visited, potentially circling back to adult education, a sect of ESL teaching especially important to him.

When the inevitable is asked of him —namely, which part of the globe holds the most significance for him — the professor's eyes raise and alight on several landscapes bordering the ceiling of his office: stretches of land on the Isle of Skye.

"There's a magic there that's nowhere else," Shindler said.

But the musings turn back to Paris, where Shindler retains vivid remembrances of his time there during his college years.

"Part of it was youth... (but) sitting on a bench and reali-

zing I was in Paris," Shindler began, seemingly looking for the words, "it was like food."

Looking ahead, Shindler hopes North Central will continue to build upon the intercultural and international courses developed during his time here, expanding study abroad programs during the proposed May term and even developing new intercultural experiences in the backyards of Chicago and other U.S. cities.

Mounted on the far wall of his office in a heavy frame, Vermeer's "Officer and Laughing Girl" sits, depicting the young lady sitting across from a man in the foreground, a large linen map spread out behind her.

"I like to think she's meeting with her study abroad adviser," Shindler said about the painting with a smile.

Vermeer as an artist notably depicted maps as an emblem of culture in his paintings, using light and a knowledge of culture to saturate his works.

Its presence in the office of Dr. Jack Shindler cannot be more fitting.



However, the job market can also be tricky to navigate, no matter how prepared they are to face it. One of the major issues graduating seniors face while applying for jobs is the lack of entry-level positions. The openings may be labeled as so, but the qualifications occasionally look for candidates with a couple years of experience or an internship.

Now Hiring

Min. 5 years experience



NOW HIRING

MADELINE KLEPEC - ARTS EDITOR
GRAPHIC BY ANGELA ANDERSON

As graduation draws near for seniors, they are faced with the world of job hunting and finding a job that fits their experiences and personal preferences. It is a difficult and worrisome feat for some, and more often than not, hundreds of resumes are being sent out. In our current job market, it is becoming more difficult for newly-graduated students to find an entry level job in their major. Nevertheless, upcoming and recent graduates are more determined than ever to begin their careers.

English professor Zachary Jack says that students are more eager and better prepared during the job search. He believes part of the reason being that "colleges and universities now regard job placement for graduates as a major selling point, so more resources are being put into career development, job fairs, practice interviews, internships and corporate and community partnerships than they were a generation ago."

However, the job market can also be tricky to navigate, no matter how prepared graduates are to face it. One of the major issues graduating seniors face while applying for jobs is the lack of entry-level positions. The openings may be labeled as so, but the qualifications occasionally look for candidates with a couple years of experience or an internship. "It makes it tough to pinpoint what positions are being advertised for recent grads or young professionals with limited experience," said Connor McGury, '18, a senior entrepreneurship and small business management major.

USA Today reports that "career-ready grads don't often know which job openings fit their skills, and employers don't often hire for skill; they hire only for experience."

The job market is competitive, and companies only want students who have served internships or apprenticeships throughout their four years. Alex Conidi, '18, a senior marketing major, said that the "entire process is extremely frustrating because when you find a job you're interested in, 95 percent of them require three to five years of experience, which automatically puts you at a major disadvantage."

So how are college graduates supposed to land a job right out of college without multiple years of experience? In order to stand above the rest, Jack said "it's true what your professors tell you... employers really do value good critical thinking." He also says good written and oral communication skills are in the

top five attributes employees look for in prospective applicants.

Another tip for students is to appeal to the job they are interested in — communicate that your qualifications fit what they are looking for. Dr. Mara Berkland, professor of communication and sociolinguistic studies, recommends students customizing cover letters to fit the job and company in which they are applying for.

For students, sending out applications throughout the school terms can become frustrating, but it's important to make sure resumes are being sent out.

McGury finds it important to send out resumes to positions that he sees himself succeeding in, despite not having the qualifications for the position. "My view is, it's better to get my resume in front of someone than to simply skip over the position," he said.

However, one main concern plagues recent college graduates. "They get paid less... in real dollars than when I graduated from college, which I find concerning," said Berkland. She also said it is great when jobs look for students who have held internships, but finds the unpaid work abusive to students.

Additionally, involvement on campus, whether it be studying abroad, joining a club or being able to speak another language, can intrigue to an employer, more so than having a minor, according to Berkland.

Involvement goes a long way, but being able to hone in on specific skills is a good way to gain attention during the job search. "It's not always about being involved in as much as you can, but rather being able to walk away with specific examples of how you helped or developed through those experiences," said McGury. Going out and perfecting those skills will help a graduate more than merely listing that they possess such skills.

It is never too early to start sending out resumes and cover letters to businesses that appeal to students. "Build your network as much as possible. Reach out to people in the industry you want to work in and pick their brain," said McGury.

Although it may be frustrating, eventually a job will arise that a student's experiences match up with. A lot of resumes will be sent out; even more rejection letters will be received in email inboxes. Job searching is not supposed to be easy. The more interviews someone goes on, the more prepared they will be for the next one.

Uncertainty and unease for the Americans with Disabilities Act

MEGAN FICKERT - CONTRIBUTING WRITER

On February 15, 2018, The House of Representatives voted 225-192 in favor of H.R.620, or "ADA Education and Reform Act of 2017." On Feb. 26, this bill entered the Senate.

Perhaps the title of this bill doesn't set off an alarm bell in the minds of most people, but the contents of the bill have sparked a great deal of anxiety among disability advocates as it makes its way through Congress.

The bill, in short, would enact into law that "those wishing to sue businesses in federal court over an ADA public-accommodations violation must first deliver a written notice to that business detailing the illegal barrier to access and then give that business 60 days to come up with a plan to address the complaints and an additional 60 days to take action," according to an article in the Washington Post.

At first glance, this may seem like a reasonable and relatively harmless addition, but critics of the bill explain where concerns arise. Deaf author Sara Nović contributed to an NBC News article writing that "Under H.R.620, a business could legally wait a minimum of six months as they "make progress" toward hiring an interpreter, captioning content or installing visual alarm systems — essentially

rendering Deaf people like me powerless in the interim."

Ashley Eisenmenger, '18, is a blind triathlete who was profiled on NCCLinked.com in 2016. She mentioned her unique ways of maneuvering around campus and the accommodations that aid her, using "specialized programs that allow her phone and computer to speak to her, traveling with a white cane and often utilizing sound, and she's become fluent in reading braille."

Although it may not be obvious to non-disabled people, even the smallest addition of braille to the signs for buildings and classrooms can make a huge impact on the equal access students have to the college.

The ACLU agreed in a document made to dispel myths on the proposed act, stating that it weakens the ADA and creates gaps in the rights of disabled people for equal access.

But how might this affect colleges and college students? Many articles cite the bill applying to 'businesses', so would this bill directly affect North Central and similar institutions?

Under Title III of the ADA, places of public accommodation are prohibited from discriminating against people with disabilities and must comply with architectural accommodations. Private schools are included within the

list of businesses or service establishments that are open to the public and therefore are covered under the law. This means that if the bill were to pass as it currently stands, North Central would most likely be included in its regulations.

Regardless of the bill's possible impacts, director of student disability services Sarah Alag assures that North Central is "committed to providing equal opportunity and meaningful access for all our students and employees with physical, psychological, attention or learning-based disabilities."

On March 29, Senator Tammy Duckworth (herself an amputee and advocate for disability rights) along with 42 fellow senators committed to opposing H.R.620 in a letter penned to Senate Majority Leader Mitch McConnell. Since this is enough to filibuster the legislation, it is unlikely that a vote will go to the floor anytime soon.

With the bill's future at a standstill for the moment, Alag said "like others in the disability field and higher education, we are closely watching the decision-making surrounding this bill."

As of April 16, the bill remains in the Senate awaiting review.

The truth about COLLEGE FINANCES

CALEB LUNDQUIST
Multimedia Editor

GRAPHICS BY
GILLIAN YOUNG

Amid the growing conversation of college costs across America, the inevitable burst of the college bubble and the catastrophe it will cause, it seemed fitting to dive into the depths of North Central's tuition and financial reports to see just how the small liberal arts college is doing, where the money is flowing and why it seems to get more expensive every year. The College discloses a complete list of annual costs on their website, which currently states a full-time undergraduate student living on campus can expect to pay \$48,000.

This pricing does not include, but does note, additional costs like textbooks, which the college estimates at \$1,200 per year. With a few odds and ends purchases thrown in, the average student will incur \$50,000 in costs per year at North Central. And it continues to rise.

Students received an email from President Troy Hammond on March 23, informing them of "a 3 percent increase in tuition for the 2018-2019 academic year. This equals the smallest percentage tuition increase in decades." Tuition next year will be \$38,696, and with the increase in standard room and board rates from \$10,650 to \$11,019, cost of books and other academic purchases, students will easily surpass the fifty-grand benchmark. It's a daunting number, and confusing, too, especially when one looks back just 10 years.

The 2008-09 academic year saw full-time Cardinals charged a grand total of \$34,155; that's \$4,000 less than what tuition alone costs today, as shown in the College's public financial statements. Now, cost of attendance doesn't simply rise on its own. A bevy of factors, some beyond control, influence a college's decision-making in regard to their costs, as Hammond explained.

"The costs of running the institution, providing the same opportunities and services, the same faculty and classrooms, that goes up every year... cost of facilities, water, electricity, it goes up every year and we couldn't continue to provide all that if the revenues aren't growing as the costs go," said Hammond.

Hammond is accurate with this statement; the College's public financial statements show a \$3.5 million total increase under expenses, from \$73,360,405

CAMPUS

year	COST OF ATTENDANCE
2008-2009	34,155
2009-2010	35,295
2010-2011	36,687
2011-2012	38,343
2012-2013	39,954
2013-2014	41,940
2014-2015	44,025
2015-2016	45,510
2016-2017	47,010
2017-2018	48,399

to \$76,837,965. It's also important to note that though North Central's tuition continues to rise, the amount of financial aid awarded to students increases as well.

Indeed, North Central's total financial aid amounted to just under 50 percent of their total charged tuition fees (\$46,834,680 of \$94,250,512) and has been going back several years. This is a proud fact of the College's service; they acknowledge their expensive costs and act to assist students in paying it. Hammond also stressed how the College was working to help beyond offering financial aid:

"One of the planks of our strategic plan is being efficient. There's staff working all the time figuring out how to provide better service at less cost. However, that always translates into modest tuition increases as well. I can tell you the tuition increase we've had for the last two to three years have been the smallest on a percentage basis since the 1960s."

No doubt there are committed individuals working toward the goal the president described. The latter end of his statement is more intriguing, however. The quote "smallest on a percentage basis" is ca-

reful wording. Between the 2014-15 and 2015-16 year, tuition increased by \$1,191 according to information provided by the College. This equaled a 3.5 percent increase, undoubtedly touted at the time as "the smallest percentage increase in decades."

The next year, another 3.5 percent increase came along, but this time the dollar figure was \$1,233. See how that works? As the total tuition number grows, the percentage amount will rise, despite being the same percent. In this way, the College will be able to maintain record low percentage increases while still raising tuition by the same amount, if not more, each year.

Where the College drops money, they make it up. Charges to room, board and tuition seem to follow an inverse flow, ensuring that the total amount changed year to year remains relatively the same, which by the way, it has (total increase the past three years have been \$1,485, \$1,500 and \$1,389). So, while tuition may be fancifully phrased as rising by record low amounts, in actuality, students are having their total costs raised by the same amount year to year.

One way the College is not directing its financial resources is toward faculty. While there have been numerous new professors brought on board in recent years, highlighting the expanding academic offerings North Central will have in the future, there's an ugly reality regarding compensation. When asked about North Central's faculty and staff pay, Maryellen Skerik, the vice president for finance, discussed the College's process and mindset.

"The College maintains a compensation program designed to attract, retain and reward the best faculty and staff to support student learning and success. Initial faculty salaries, promotion increments and long-term merit increments are set at levels to facilitate maintaining competitive salaries within the market," said Skerik.

Its cookie-cutter nature aside, Skerik's statement appears to be directly contradicted by data comparisons of North Central with national college averages. According to Chronicle Data, a database that compiles faculty and staff pay from the U.S. Department of Education, North Central's average salary pay for full-time professors is approximately \$27,000 be-

CAMPUS

low the national private institution average. Even within Illinois alone, North Central is still approximately \$23,000 below average and has maintained that gap for more than a decade. Based on this, North Central faculty are paid approximately 22 percent below the national market average, which hardly seems competitive. The gap shrinks when comparing associate and assistant professors, but the College still falls below average. This comparison holds true with men and women, showing an institutional failure to compensate adequately. As well, the College shows a consistent pay gap between male and female professors, with men paid \$5,805 more on average than their women colleagues in 2016. Interestingly, Skerik also commented on the pay of upper-level administration, namely the president and his cabinet.

"Wages for administrative staff, inclusive of the president and his cabinet are reviewed on a regular basis to ensure market competitiveness," said Skerik.

Now this statement appears to hold water. Per North Central's own IRS 990 filings for 2017, Hammond earned \$526,850, made up by his base compensation (\$307,890), bonus and incentive pay (\$70,000), other reportable compensation (\$18,000), retirement and deferred compensation (\$22,525) and nontaxable benefits (\$108,435). In comparison, the Cleveland Federal Reserve reports the average national pay of private college presidents, including bonus pay, is \$377,261. With the same parameters, base and bonus pay, Hammond makes \$377,890, a few hun-

dred dollars above average. So, in a way, Skerik is right; there is market competitiveness in North Central's compensation. Our president is paid above market average. Our faculty? Not even close.

There isn't a grand conspiracy unfolding here. There is no Cardinal Gate, no money-laundering scheme. What we have is what colleges across the nation have: a costs problem that is quickly coming to a head. How North Central plans to respond, how the College will work to help students with affording their education, that's what students are looking to find out.

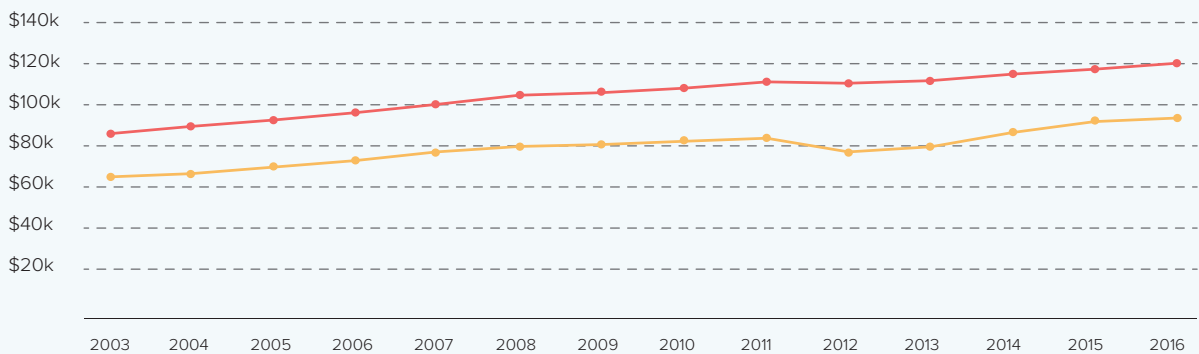
In 2007, the housing bubble burst and sank America into an economic recession second only to 1929. For decades, the college bubble has been growing, threatening to burst under the weight of rising tuition and subsequent student debt. Is North Central part of this inevitable burst or fighting against it? As of now, with carefully worded emails, moderate tuition increases and questionable spending habits, the former, unfortunately, appears more likely.

ONE WAY THE COLLEGE IS NOT DIRECTING ITS FINANCIAL RESOURCES IS TOWARD FACULTY. WHILE THERE HAVE BEEN NUMEROUS NEW PROFESSORS BROUGHT ON BOARD IN RECENT YEARS, HIGHLIGHTING THE EXPANDING ACADEMIC OFFERINGS NORTH CENTRAL WILL HAVE IN THE FUTURE, THERE'S AN UGLY REALITY REGARDING COMPENSATION.

FACULTY SALARIES BY RANK

Professors

4-year private Illinois



JANE'S STORY

ADAM POKLOP - EDITOR

GRAPHIC BY GILLIAN YOUNG

Editor's note: the following account was given by a North Central undergraduate who was sexually assaulted as a freshman in high school. The current #metoo atmosphere warrants its retelling. All names were changed to protect identities.

Jane felt paralyzed when it was happening, yet her senses never failed her. She could still feel, God could she feel. Her whimpers weren't enough to make her boyfriend John stop his assault, no different than when she explicitly told him to stop. She heard him callously tell her to quit her crying because "it was just going to hurt more if she didn't accept it." But her ears weren't trained on John, they were focused on the knocking at the door. It was Lacey, John's much younger sister.

That was the nail in the coffin for Jane. At that moment she decided to protect Lacey's innocence, who was far too young for boyfriends and girlfriends, let alone the horrors on the other side of the door. More than that, Jane couldn't let Lacey find out about her brother's true character. Lacey wasn't the only one home, though. John's mom was upstairs sitting in the kitchen, unaware of what was transpiring in her son's bedroom. But Jane knew his mom wasn't particularly fond of her, to the point that she questioned whether his mom would even believe her if Jane tried yelling for help.

When it was over, John went to the bathroom to clean the blood off himself, which Jane used as a chance to try and get out of there. John and his family are going out to dinner soon, can you come pick me up? She texted her mom, giving no indication that anything had happened. Jane was oddly quiet on that mid-December car ride, but she had no intention of revealing what had just transpired.

There were two questions that kept running through Jane's mind: should she report the assault to the police, and was she pregnant? As far as going to the police, she quickly decided against it.

For one, she didn't want to make it any bigger of a deal than it already was, at least for her. Moreover, Jane always looked for the good in people. While John's actions may have destroyed much of Jane's innocence that day, it failed to alter that philosophy.

Before that day, John was not a bad person and had never hurt her, so she didn't want that one mistake, no matter how significant, to define the way people looked at him.

John hadn't bothered with protection, and Jane had no idea of knowing whether she was pregnant. She couldn't imagine carrying his child, especially under those circumstances.

Shortly thereafter, Jane told two of her closest friends what happened. She told her best male friend that night, who was unsure of what to say. A couple months later she told Anna, who also had dated John. But she indicated John had never done anything like that to her while the pair were dating, which only made Jane feel more alone and solidified her decision not to go to the police.

It was March before anyone from Jane's family found out. If Jane had it her way, no one would have ever known what happened, besides a couple of trusted friends. Not her classmates, not her teammates and certainly not her family. She had no desire to make it a bigger deal than it already was to her. Her priority was maintaining her privacy, which meant keeping that day a secret.

But when she ended things with John, he set out to make sure people knew what happened — or at least his version of it. He spread rumors about her, which basically amounted to a smear campaign. Perhaps the floodgates were open and he was showing his true colors, no longer concerned with appearances. But more likely, John did it out of fear, worried about the consequences if Jane's story got around. So he took the initiative by trying to tarnish her reputation, turning Jane's life into a living hell.

He told his friends in the most vivid ways possible that Jane was gross, and that she had every sexually transmitted disease known to

man. It became impossible for her to walk to her classes without getting "chlamydia" yelled at her. Under better circumstances, maybe those sorts of things would have come off as a little amusing considering John was Jane's first, meaning any disease she contracted could only have come from him; but being bullied like that was a miserable experience.

Jane did have at least one friend stick up for her. One day, while they were in the men's locker room changing for gym class, Jane's friend Alex overheard John talking about how loose Jane was among other vulgar things, and snapped. He went after him and teachers had to separate the two. Jane only learned of the incident after seeing Alex leave the school in handcuffs. John, on the other hand, was sent home without any disciplinary action.

The secret's out

Jane found it increasingly difficult to keep the assault a secret, no matter how desperately she tried. Elsewhere, Jane's friends began to take notice of the treatment she was getting and texted her one night, asking what was going on. It was a well-intentioned act but one that pushed her over the edge as she realized she could no longer hold her secret inside. Tears streaming down her face, she walked into her older brother Jay's room and told him everything. Ultimately, he would probably prove the most helpful in her family.

After she told Jay, Jane's mom got wind of what happened, but she was missing some of the details — mainly Jane's lack of consent — which meant she failed to grasp the gravity of the situation. First, she assumed it was Jane's ex, not John, who had done this to her, reinforcing her belief that no one would believe her. John came from a well-known, respected family and had built a reputation for being great in every way possible, nothing short of a gift from God. The kid was untouchable. Her mom's only real advice was that she would prefer Jane not to be sexually active given her young age, and if she was going to do that stuff, she should at least use protection. Jane didn't have a say in either matter, of course, but that was beside the point.

Even when Jane filled in the holes of the story, her mom's reaction wasn't what Jane had expected. She first asked why Jane hadn't done more to stop it, which only compounded her feelings of shame. Her mom explained that when she was younger she had experienced a similar assault. But somehow that experience seemed to make Jane's mom downplay the incident, and basically chalked it up as something, albeit something terrible, that many women go through.

The main thing her mom did that Jane appreciated, though, was to take her to see a gynecologist. The visit alleviated her concerns about being pregnant, as well as disproved any rumors about her having STDs. Her mom also tried to help out Jane's situation at school by demanding administration switch John out of the classes, and they kept Jane away from him as much as possible. The two had dated, she explained to an administrator, and he had not been good to her, but left it at that. For their part, the school didn't ask any questions, content with leaving the issue as a bad breakup. Jane met with both the principal and counselor, but neither asked what specifically happened.

The incident occurred at a time when Jane's relationship with her father was already strained. Before that happened, the two talked sparingly and saw each other even less. That proved a tipping point for their relationship. Although he never said it, she

always felt like her dad blamed her for what happened that day, again adding to her own feelings of shame. That's not to say he didn't still love her. When John's parents naively went to her dad's hangout bar for a beer one night, John's dad was told to never come back after a brief scuffle that saw Jane's dad throw him against the wall and tell him if he ever saw him again he'd kill him.

She rarely stayed with him, instead relying on her travel sports team to keep her preoccupied. But that wasn't enough to distance herself from her past: John's family owned a shop not far from the fields, not to mention his siblings played sports there as well. While Jane's aunt proved a valuable asset during those dark days, John lived just a couple streets away. There was no escaping it.

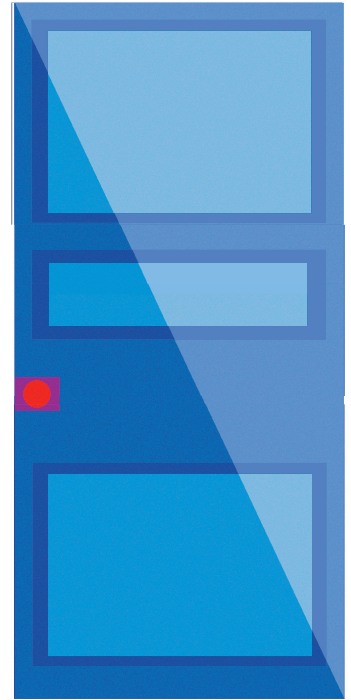
Jane's treatment at school didn't improve until May, just a couple weeks before the end of the school year. She and her friends were hanging out at the carnival that had rolled into town a few days prior when Jay's girlfriend frantically approached her, asking where Jane's parents were. Jay had gone after John. It was a chance encounter, but when he saw John he thought back to all the nights he heard his little sister crying in the next room and he cracked. It took three of his friends to pull him off of John, but he had made his point. After that day, the rumors stopped.

A never-ending legacy

Jane can still vividly picture that day, and even more hauntingly can still hear John's sister outside his bedroom door asking her to come play. She doubts that will ever fade from her memory. When Jane talks about her experience, she is hesitant to use words like sexual assault or rape. Once again, Jane downplays that day, saying that she basically hit the jackpot, in the sense the assault wasn't particularly violent and she emerged physically unscathed.

In the context of #metoo, with victims banding together to bring down perpetrators of sexual assault and harassment, the thought of going public with her story crossed Jane's mind. She wondered what the repercussions would be now, nearly six years after the assault happened. The amount of time that has passed, though, dissuaded her from going public. At this point, what would be the purpose, she reasoned. As far as she knew — and hoped — she was John's sole victim. It wouldn't have ripples like Bill Cosby or Harvey Weinstein. There wouldn't be dozens of women coming out of the woodwork to share their stories. It was just her.

Jane genuinely hopes that those six years have given John a chance to change. On the surface, it seems that might be the case. He spends most of his time raising his child now, but it's impossible to know what he's really like through irregular social media posts. But again, Jane always looks for the good in people.



FACES OF NCC

#FacesofNCC is a movement that showcases the individuality and experiences of students on campus. As graduation approaches, this edition spotlights North Central's class of 2018. Read on to find out some students' post-graduation plans.

Photos by:
Kara Kots
Noah Cordoba
Grace Klooster



"After North Central, I plan on starting my career in marketing and I'll see where that takes me. I am hoping to pursue a career as a marketing researcher or marketing coordinator for a cosmetics company to combine both my passions and interest."



"I plan to get a master's degree in clinical psychology so I can help kids and adolescents with mental illnesses."



"My goal for after graduation is to head to law school. After that, I hope to be a district attorney for a special victims unit, dealing with sexual assault, violence and abuse."



"I plan on moving back home and I hope to get a full-time job as a freshman admissions counselor at a college. If that does not work out, I am going to get my master's in leadership with an emphasis in higher education."



"I am going to pharmacy school at UIC! I am scared but excited."



"I am currently interviewing with companies for a job in my field and plan to further my education within the next couple of years."



"After North Central College, I am excited to begin my career in sports with the Denver Broncos starting in July of 2018. It is my first major opportunity to pursue my passion of working in the professional sport world and I look forward to all the possibilities that it may bring forth."

COMICS

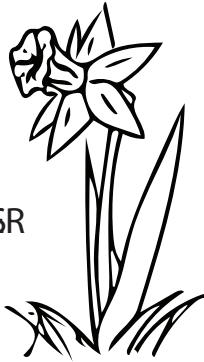
ILLUSTRATIONS BY ABBY MACLACHLAN

NOW WHAT?



Spring brings....

FLOWER



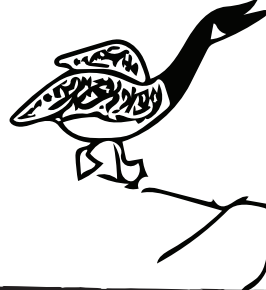
CRITTERS



ANGRY GEESE TO THE
POND BY NEW HALL



SSSSS



The future of the student body

HALLE OLSON - EDITOR-IN-CHIEF

GRAPHIC BY ANGELA ANDERSON

For the last couple of years, the incoming class of students has grown larger and larger. Between more traditional first-year students and transfer students, North Central's enrollment has remained on the up and up... until now.

According to dean of admission Martha Stolze, as of February, enrollment is down for the 2018-19 academic year. "Our applications are down this year overall by about 600 to 700 students," Stolze said. "We have about 300 to 400 fewer accepted students for this upcoming fall as opposed to last fall."

While most people automatically jump to the rising cost of attendance at the College, there are actually other, state-wide factors at play, namely, out-migration.

Stolze said that the "national trends in terms of demographics" are having an effect on applications and enrollment for the coming year. "There's just fewer students in that age range graduating from high school right now coupled with the fact that Illinois, because of its budget issues for a number of years, I think, there has been a steady decline in the number of students wanting to stay in state," she said.

CMAP, the regional planning organization for DuPage, Cook, Kendall, McHenry, Will, Kane and Lake Counties, said that "multiple demographic components are contributing to population decline in the Chicago region. Declining births rates, delayed marriages, and an aging population are slowing natural population growth." This especially affecting the Chicago region where the last census proved a decline in the regional population.

"We really haven't done anything differently, so it's not that we have cut back resources or cut back recruiting... if anything we have done a little bit more this year with some of our recruiting efforts," said Stolze.

Another reason for a decline in enrollment is a shift in the traditional first-year population. More students now are choosing to start with community college — a common option for undecided students or those looking to get general requirements out of the way — to save money. Though the recession was 10 years ago, we're still seeing its effects. "Prior to previous recessions, the gap between these two rates has narrowed, thus every time the two get closer some investors prepare for the worst. But, according to

Bank of America Merrill Lynch, we are not there yet," said CNBC. And the Bank of America doesn't see a turnaround until at least 2021.

On the flipside, transfer admissions remain a strong point for the College. Nicolas DeFalco, director of transfer admissions, said that the numbers don't seem to be lower than normal for the upcoming school year.

"A third of the totality of the incoming class... is comprised of transfer students," said DeFalco, and "close to half of every graduating class is made up of transfer students." DeFalco continued on to say that about two-thirds of the incoming transfer class is usually made up of those coming from community colleges while the remaining third transfer from four-year institutions.

"That's pretty steady, and we hope it will grow year after year with the new strategic plan we have," he said.

Now that the national College Decision Day (May 1) has come and gone, North Central can begin to get a better look at their new student population for the upcoming academic year. But there is sure to be students who decide between now and the first day of fall term that they want to be central.

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North Central College
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