Strange times: Histories and mysteries of the mayoral race

How did Chicago end up with these candidates...and do U-Highers think they can do the job?

Nicholas Phalen
Associate editor

Through the recent turmoil in the Chicago mayor’s race, students and teachers say they have remained focused on the city’s future.

Following Mayor Richard M. Daley’s announcement that he would not run for re-election after 21 years in office, more than 10 hopefuls announced their candidacy for the February 22 election.

Since then, two prominent African-American candidates have dropped out of the race, leaving Former White House Chief of Staff Rahm Emanuel and Former U.S. Senator Carol Moseley Braun as front-runners.

The two garnered the support of 44 and 22 percent of Chicagoans, respectively, in a Chicago Tribune poll conducted last month.

Mr. Emanuel, though, suffered a major blow to his campaign last week when the Illinois Appellate court ruled that he did not satisfy the one-year residency requirement for candidates.

When Emanuel moved to Washington, D.C. in 2009 to become President Barack Obama’s chief-of-staff he abandoned his Chicago residency, the Court ruled.

Emanuel quickly appealed the Appellate Court’s ruling to the Illinois Supreme Court last week. The justices agreed to hear the case and ruled last Thursday that Emanuel could run.

Ms. Braun, too, has faced criticism. Her 2010 tax return shows that she has amassed about $2 million of debt and her business, Ambassador Organics, is struggling to pay back loans as well.

She has also met new ethics scrutiny of her time as a U.S. Senator and Ambassador to New Zealand. During her tenure, Ms. Braun faced allegations including misuse of campaign funds and travel violations.

Focused on the city’s expanding budget deficit and Chicago Public Schools, many U-Highers believe solving the city’s problems should be the new mayor’s first task.

The state of Chicago Public Schools is the biggest problem facing the city right now, Junior Josh Koenig believes.

“The REAL truth is that as long...” (continues on page 7)

Winter Formal to sparkle

Annette Cochran
Midway reporter

Streamers, sparkles, and soda. Shimmering 2011 signs will adorn the International House’s walls to celebrate the graduating class and the New Year for Winter Formal 8-11 p.m., Saturday February 5.

Tickets are available outside Dean of Students Larry McFarlane’s office and at the door for $10. Guest passes must be completed by February 2, and each U-Higher and guest must present a student ID at the door, according to Mr. McFarlane. Doors will close 9:30 p.m.

D.J. Jamal Small will play student-selected music including the immensely popular Waka Flocka Flame.

“Each C.U. representative compiled a list of top songs, based on their grade’s preferences,” said Sophomore C.U. representative Charlie Green.

“We combined all these lists and will present them to our D.J. as recommended music. Now people know that songs they like will be played.”

“The dress code isn’t too formal,” Charlie added. “For girls I would recommend a form fitting dress or skirt, and hair ties are very classy for guys.”

As the dance winds down, royalty will be crowned near the end of the night.

“The all-school king and queen was a huge success at Homecoming,” said Cultural Union President Tara Rajan, senior. Previously, people got excited to vote for their own grade’s king and queen, but the all-school royalty is something everyone got excited about.

“As opposed to paper ballots, we’ve initiated a voting system through LabNet, is easier for everyone. It saves a lot of paper and is available at all times of the day. Some students did not have the chance to vote before previous dances because their free periods didn’t correspond with voting times. LabNet will make voting accessible to everyone.”

Soft drinks and water will be available, and coat check will cost $1, Tara said.

“Coat check will be handled differently at Formal, because it was crazy after our last dance,” she added.

“We will keep it more organized by calling grades up individually. People who come together can also buy hangers as a group.”

“WE ARE TIED in a single garment of destiny,” read the cover of the program for the Dr. Martin Luther King Jr. Memorial assembly January 14 in Rockefeller Chapel. Sponsored by the Black Students’ Association, the annual event has grown into a major event in which a broad range of student groups participate. The U of C Multicultural Student Affairs Office and U of C Medical Center joined in sponsoring this year’s program, highlighted by the appearance of the legendary dancer and choreographer Judith Jamison as featured guest speaker.

EMOTING THE POEM (photos from top left) "Cantos Nuevos" by Federico Garcia Lorca, Crystal Maciel and Veronica Ramirez represent Latinos Unidos.

CONCERT CHOIR, Chamber Ensemble and Orchestra impressively join to presentsU2’s hit song “Pride.”

BACKED BY Wolfgang Foulkes, Maria Conlon belts “What’s Going on” by Marvin Gaye.

DECORATED WITH honors from the NAACP to Actors’ Equity Association, Ms. Jamison, reflects on her childhood. Photos by Anisha Sidodia.
Dance-off to kick off active Artsfest

Lindsay Aronson
Midway reporter

A competitive dance-off complete with a fusion of pop songs will open Artsfest 9 p.m. Thursday, February 24 in Upper Kowler Gym, featuring performances by Glee Club, Bhangra Team and Dance Troupe.

The closing assembly, 2:40 p.m., Thursday, February 24 in Upper Kowler Gym, featuring performances by Glee Club, Bhangra Team and Dance Troupe.

The evening will feature performances by Glee Club, Bhangra Team and Dance Troupe.
Drug abuse expert tells parents to stay involved

Duncan Weinstein

“Visualize your child’s graduations. Nothing can mess that up more than drug abuse.”

So said Drug Expert Jeff Wolfsberg, December 10 at an education and teen drug abuse meeting sponsored by the Parents’ Association, addressing about 150 parents in Judd 126.

INVITED TO SPEAK by the Parents’ Association, Mr. Wolfsberg also met with Peer Leaders, faculty and students the next day.

Mr. Wolfsberg advised parents to supervise their children, give them more freedom as they grow older and stay involved in their children’s lives.

He then addressed questions such as “What is salvia?” “How much video game time should I allow my child?” “What is a nice ideal that’s kind of hokey. I simply want to speak to students the way I needed someone to speak to me as a high schooler.”

“Does faith prevent drug use?” “What is a homeless addict at the age of 23.” “I HAD my own troubles and people assume that’s why I do this but that’s not true,” Mr. Wolfsberg said. “I’m not doing it to save kids. While that’s a nice idea that’s kind of hokey. I simply want to speak to students the way I needed someone to speak to me as a high schooler.”

“Drug knowledge at Lab was pretty typical of what I see in independent schools. Also, parents tend to be very involved in middle school, going to lots of workshops. In high school, kids become more independent and that sends the deceiving message that everything is okay. They still need as much parent supervision as ever.”

First hearing of Mr. Wolfsberg through Bixby, who worked with Peer Leaders, faculty and students the way I needed someone to speak to me as a high schooler. Mr. Wolfsberg possesses a unique ability to connect with people.

“PEOPLE IN this field have a lot of different approaches,” Ms. Baughn-Cunningham said. “Some have the standard ‘just say no’ abstinence position but his approach is more realistic.

“It’s about reducing harm, being able to appropriately answer questions from kids and have a real discussion. He is a leader in that perspective.

“I would say he’s very warm and engaging. He’s funny. He welcomes questions so that no question seems bad or stupid.”

PRINCIPAL MATT HORVAT hopes parents were able to pull out the serious message from Mr. Wolfsberg’s frequent humor.

“As the principal, I’m thrilled he was able to offer helpful advice to so many parents,” Mr. Horvat said. “But personally, I have a math mind, and statistics really make more sense to me. I really latch on to numbers and facts and his talk was very anecdotal.”

FROM MAGIC TO stand up comedy, the Variety Show took place December 10 in Judd 126. The show was planned and emceed by Junior Danny Byun.

“I WOULD DEFINITELY want to plan another show next year,” Danny said. “It provides students with a great opportunity to learn what their fellow classmates can do. Everyone doesn’t know that, say, ‘John Doe,’ for example, is good at dancing. It was also nice to have people new to performing participate. It allows everyone to come together and have fun.”

APPLAUDING (photos from left) the previous act, Danny introduces the next performance.

ACTING AS telemarketer, Joe Martin (left) calls Wolfgang Foulkes in a skit written by Danny.

EXPERIENCED pianist and singer Marissa Guiang debuted her composition “Tell Me Why.”

Other acts included Robert Radway performing magic tricks; Malvika Joly eating an onion; Edouard Brooks, Marie Spak and Maria Conlon singing Crystalized by XX; Elena Skosie chinese dancing; Victoria Bills and Layla Allev singing “Why” by Ayakza; Wolfgang Foulkes singing “Young Lias” by TV. on the Radio; Ana Orvcharova playing “Paparazzi” by Lady Gaga on the piano; Dylan Lambert-Gilliam doing stand up comedy; Glee Club singing “Stand By Me” by Ben E. King and People’s Republic of Funk band members Sam Frampton, Henry Harboe, Yael Litwin and Isaac Nichols playing music between the acts. Photos by Remy Lewis.

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CULINARY AFICIONADO Bozi Johnson gives Shira Fishbach a taste of the sweetness that awaits her on Valentine’s Day.

Photo by Nathaniel Green.

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**New English course focuses on literature of comic books**

Alex Barber
Military reporter

D

on’t underestimate the power of comics. "That’s the message of English Teacher Carrie Koenen’s new elective, "The Comic Impulse;" offered this quarter in three periods to 31 juniors and seniors.

MRS. KOENEN said she has taught comic books in some of her other classes.

“I taught the graphic novel ‘Maus,’ an inmates’ memoir of his father’s experience of hiding from Nazis, in my Analysis and Composition class,” she explained.

“Teaching ‘Maus’ showed me the power of comics as a story-telling medium. But I came up with the idea for the course after finding Scott McCloud’s ‘Understanding Comics’ on amazon.com.”

“The BOOK really developed my appreciation of comic books. It showed me that a comic book is almost like a comic textbook on comics. McCloud’s book teaches how comic book artists add layers to text with imagery.

“In regular books, layers are added through the use of figurative language. One thing you have to do when you read comics is to look for the depth in the story, to take time to appreciate the art work, and the way it relates to the text.”

A comic book uses more tools than a novel does, Koenen explained. They require you to participate. You need to step into the story and fill in what meets the eye. Mrs. Koenen explained,

“A COMIC artist has lots of control over his reader. Comics are engaging; they require you to participate. You need to step in and fill in what happens between the panels.

’Comic art can use tools such as color, transitions between panels, and the obvious word-picture combination to conjure specific emotions from the reader, or to illustrate an idea in many different ways.”

“To understand comics, you have to play with them. During class students experiment with drawing cartoons of themselves, or collaborate with another to make a comic.

“ONCE YOU try and make your own comic, you realize the amount of purpose, intent, and planning that goes behind designing a comic book.

Demonstrating the rarely seen story-telling capability of a comic book, “The Watchmen,” by Alan Moore and Dave Gibbons, was ranked 94th of the 100 Comicon in its first year.

“I picked ‘The Watchmen’ as a comic book because it is felt by a lot of critics to be a turning point in the history of graphic novels, taking them to a more sophisticated level, with quite complex characters,” Mrs. Koenen said.

“NOW PEOPLE can step back after 40 or 60 years of comic book history and point to this book as marking the change from superheroes to sophistication in comic book history.”

Mrs. Koenen was introduced to the super hero through a different medium.

“As a kid, I never really thought about comics. I used to want to be Batgirl,” Mrs. Koenen said. “I was more a comic enthusiast, said of his class experiences so far, “I’ve been buying comics my entire life. But I started seriously collecting in 8th grade.

“MY FAVORITE COMIC is The Punisher, because he doesn’t have any super powers, and always gets into these complex moral quandrums that are interesting to read about."

“I met him, a lot more now while reading comic books after being in this class, especially the transitions between panel and text, and the different tools an artist uses to enhance the writing with another layer of meaning.

“Taking this class has made me appreciate the comics in my collection even more than I already have.”

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**Monday Staff Promotions**

Journalism history was made at U-High last month, not once but twice.

Senior Jeremy Woo became the first staff member, and the different tools an artist uses to enhance the writing with another layer of meaning.

“Taking this class has made me appreciate the comics in my collection even more than I already have.”

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**REVIEW: Two soph pianists strike gold in festival competition**

They got the gold! Sophomores Danny Zhang and Rex Gu each received a gold medal in the Piano Section of the Frosh-Delco December 4, at Roosevelt University.

The Chicago Area Music Teachers Association, comprised of independent music teachers in Chicago who promote high standards of teaching and music, sponsors the annual program.

“Teaching students into the competition are required to be of CAMTA and have a record of the student’s piano playing history,” Danny explained. “Scoring above 95 out of 100 makes you a Gold Medalist. The results are based on two judges’ scores of a student’s piece.

“After winning, you’re invited to an honorees’ tea. It’s always a very intense process, but it gets easier as time goes on.

“I used to want to be Batgirl. Having sons opened up a whole new world to me,” Mrs. Koenen said.

“Another layer of meaning,” Mrs. Koenen added. “They require you to participate. You need to step in and fill in what happens between the panels.

“Comic art can use tools such as color, transitions between panels, and the obvious word-picture combination to conjure specific emotions from the reader, or to illustrate an idea in many different ways.”

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**GOING GRAPHIC**

New English course focuses on literature of comic books

Tina Unamisky and Mike Turner are among 51 students. Photos by Christian Castellanos

Art by Gene Cochrane
Another way for bullies to bully

An internet outlet for fun becomes a medium for harassment, too

Marissa Pope
Midway reporter

Y O U R R E A L L Y U G L Y ! ! ! ! ! ! ! ! ! H A H A H A
You should totally fix ur face, then maybe some actual boys will find you attrac-
tive, because people on the internet are NOT REAL.

A U-High freshman received this com-
ments on Formspring, a social forum where people can post anonymous com-
ments or users’ pages.

“IF MADE ME wonder why I have a Formspring when basically all I get is hate,” said the girl, who like others asked not to be named. “It made me wonder why anyone would have a formspring because it’s unbelievably pointless and hurtful.”

Launched in November, 2009, Form-
spiring allows users to “respod, have fun, and get to know friends better,” its homepage declares.

The website garnered media attention in March, 2010, when a 17-year-old girl from New York committed suicide after dozens of insulting comments had been posted on her Formspring.

BULLIED FOR A year, a U-High fresh-
man girl believes cyberbullies feel protect-
ed behind the anonymity that Formspring offers.

“The difference between cyberbullying by sending an anonymous e-mail to some-
and posting on Formspring is huge. E-mail is a common form of communica-
tion that everyone uses to get in contact while Formspring, on the other hand, is basically made for cyberbullying.”

Another victim of cyberbullying, a U-
High senior was unprepared for the hos-
tility she encountered on her Formspring.

“I’VE HAD many things said to me,” she said. “However, it was most hurtful when someone posted that I should commit sui-
icide. I think of myself as a person that gets along with everyone. I’m very accepting of other people and I’m always making an
effort to be nice and forgiving.

“I would have never imagined my mind that someone thought the world would be better without me, until I got that Form-
spiring post.”

On the other side of the screen, a sophomore girl admits to cyberbullying through Formspring even after being bul-
lied herself.

“I HAD a Formspring, and I got some pretty mean comments,” she said. “But I also got some really nice ones. The pur-
pose of Formspring is for people to post what they really think about you. You can’t pick and choose what people say about you, and you shouldn’t pick and choose what comments you reply to.”

Formspring isn’t the only outlet for on-
line bullying.

In the December 5 issue of the New York Times, a front-page story titled “As Bullies Go Digital, Parents Play Catch-Up” de-
tailed information about parent initiatives to shield their children from cyberbullying through Facebook and texts.

INCLUDED IN the article was the story of a boy nicknamed D.C. His identity was safeguarded by three classmates, one of whom was a friend of his since preschool. They harassed D.C.’s classmates over Facebook and isolated him from his peers.

Parents and teachers have expressed con-
cern at the potential for harm on websites such as formspring.

Conversations between parents and their children would make young people more cautious of their actions on-line, believes History Teacher Susan Shapiro.

“I THINK that parents should have regular and open discussions with their kids about what is happening on the In-
ternet and encourage them to share their concerns about school, friends, and social

Accessing Her Formspring profile, a senior girl browses her inbox for new anonymous comments and questions. As some U-Highers alive learned, the site is not all fun and games. Photo by Connie He.

Veteran activist, fired
will continue fight for rights

Sydney Scarlata
Editor-in-Chief

Fired and dealing with it.

Though he left December 16 from Equality Illinois (EI), an organization founded to protect and defend equal rights for the lesbian, gay, bisexual and transgender (LGBT) community, founder Rick Garcia still looks to fight for the LGBT community.

AFTER HE FOUND E
founded EI in 1992, Mr. Garcia worked to pass Illinois

rights for the lesbian, gay, bisexual

founded to protect and defend equal
rights. Mr. Garcia felt EI in the past few years, a lot of legislature
was shocked by how they all pointed to
problems with the phrases ‘you’re so gay’
or ‘you’re a fag’. The anti gay sentiment is
rampant in our schools.

“I opposed the Pride Campus,” Mr. Gar-
cia said. “Every student is entitled to being

safe, not just one pride campus.

“Kids should not have to travel from Eng-
glewood to Lakeview to go to school, stu-
dents should go to their respective neigh-

 issues with parents,” Ms. Shapiro said.

“This is generally done best over a long period of time to build a trusting relation-
ship between child and parent, but it is es-
tential to ensure cyber safety. Teachers are not in an ideal position as parents, but their modeling is important. Computer

teachers, in particular, need to listen well and promote healthy use of the internet.”

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A royal-class journalist who’s been there, done that

From U-High, journalist James Reginato set out to conquer the world...and did

“I’ve always liked writing and journalism. When I was younger I thought I’d like to live that life, and I’ve always felt everybody has a story. I like hearing stories and telling them. Capturing and hearing those stories is what inspires the reader.”

MR. REGINATO’S own story began in Beverly, the then largely Irish-Catholic neighborhood on Chicago’s South Side. “Beverly was very different from Hyde Park,” Mr. Reginato said. “It was restricted and limited. Basically everyone I knew was Irish-Catholic. I’d never met anyone who was Jewish or Asian or whose parents were divorced. I went to a Catholic elementary school that had a much more limited point of view than Lab.”

He said U-High proved liberating for him. “THE WHOLE environment was exciting to me. The kids at Lab were amazing. Some of them even had parents who had won the Nobel Prize. It was daunting at first, but I was grateful for the diversity.”

“U-High had so many good teachers. They taught you to think critically and to always have your mind open. There was a value for learning, just for learning’s sake. There was beauty in literature and science. The teachers cared so much about what they taught. They taught you to look at different issues from all sorts of different points of view.”

“I MISS THE strong sense of community and the value of student-teacher relationships, I vividly remember Norman, Mr. Brasler’s high school through his stories. I miss the Medici pizzza. U-High gives as good a preparation as one can have for real life, but you need to find what really interests you.”

It was at U-High that Mr. Reginato discovered journalism. In his sophomore year, a friend gave him a copy of Interview, a pop culture magazine based in New York. Reading the magazine inspired him to become a professional journalist, and drove him to become the U-Highlights editor-in-chief.

“I WAS THINKING about my future careers,” Mr. Reginato said. “I always looked at magazines, I wanted to be user-friendly, to pull the reader in. As the editor, it’s all about finding the best stories. I photographed a lot of the pictures myself. It was a hobby of mine. I printed them in my basement because that’s what you did in those days.”

In his junior year, Mr. Reginato wanted to intern at Leo Burnett, the top global ad agency based in Chicago. He wrote the company president a letter detailing why he wanted to work there. Soon after, he was interviewed and landed a summer internship where he worked in the photo-station room, helping to create ads. He kept the summer internship the following year.

After graduating from U-High, Mr. Reginato went on to study at Columbia University in New York City.

“IT NEVER BEEN to New York before I applied to Columbia University. I always thought I would belong in New York.”

“My freshman year of college we went to a disco studio called Studio 54, which had some of the greatest disco ever, and it was this absolutely mind-blowing experience. It was certainly a big change though, moving from Chicago. It was scary at first but you become accustomed to it. Chicago was more polite and gentle place. In New York you often times find yourself wearing this suit of armor to protect yourself. But it’s a great place to take advantage of opportunities.

“I spoke to Maureen Dowd, which was a privilege because she rarely does interviews, but she was incredibly sharp, a great sense of humor too. David Beckham was charming; he was just how you’d think he’d be. ‘You slowly see characteristics blur between all the people and cultures. Mr. Reginato said that through his work he has also learned a lot about people around the world.

“You slowly see characteristics blur together but you go to different regions and there are so many similarities but so many differences at the same time between all the people and cultures. There are universal characteristics that you will find everybody has.”
undated activist goes straight ahead

(continued from front page)

- As the candidates can help the city, I don’t really think it matters who wins," Josh said. "The biggest issue in Chi-
   cago right now is definitely education, in my opinion, and it has to be solved by the mayor."

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Josh

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To improve school security, adminis-
trators are floating ideas of installing cam-
eras monitoring entryways and locker
rooms, hiring more security guards and
requiring that students wear lanyards and
I.D. cards. In November, administrators
invited the University of Chicago’s Senior Di-
rector of Emergency Communications & Se-
curity Technology Daniel Pas to discuss secu-

How about I.D. badges, lanyards for students, too? It’s an idea!

Rash Khan

Editor-in-Chief

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curity Technology Daniel Pas to discuss security with Student
Council officers.

Administrators have also talked to parents and faculty about discourag-
ing intruders and make them easier to
identify, says Director of Business Affairs Christopher Jones.

"The increased security isn’t tied to any particular incident," Mr. Jones
explained. "But looking at national security trends, the new Early Child-
hood Center just blocks from the main building and how we rely completely
on a few security guards to identify who belongs in the building and who
doesn’t, the administrators feel security
improvements would benefit the community.

"We’re continuing to look at the im-
plementation of security protocols at the
Lab Schools and expect to be in a position to utilize security technolo-
gies, including cameras at entrances, in the near term. As far as wearing
I.D. cards, additional security guards
and visitor entrance protocols are
concerned, we’ll continue to look at
them as part of the overall assessment of the Lab Schools security.

"And we’ll have to come up with effec-
tive locations for cameras, like by
locker room entrances, and make sure they actually cannot see into
the locker rooms themselves.

"It’s just due diligence to review se-
curity, and it’s also part of the U. of C. security enhancement initiative."

Though Student Council President
Emmy Ehrmann supports using I.D.
cards, she feels certain questions must
be resolved before students begin
wearing them.

Question like, what’s their exact purpose, how will instructors use
them, what will they look like, all
have to be specified. Emily says that
the problem that showing I.D. cards
is addressing is theft within the school.
I.D. cards won’t eliminate pure
peer theft. It’s reasonable that that’s
what happening, not people from
outside school coming in and stealing things.

"Using I.D. cards and having cam-
eras is not a huge adjustment, and
not all that inconvenient. If the cards
and cameras served their purpose,
I would support that. It depends on
what they are intended to do.

In terms of security, though, I’m
more worried about what would happen
if a teacher a Regenstein I’ll get jumped, instead of
theft within the school."
T he goal: Help researchers find possible cor
-relationships between certain teaching practices and high student achievement.

The product: Evaluate teachers through video.

At MANY U.S. schools, including U-High, ad
-ministrators visit classrooms, sit in on classes, and fill out forms to rate teacher performance. In some schools, administrators also conduct teacher interviews.

Now, multi-billionaire Bill Gates has invested $335 million to improve the personnel departments of seven school systems and finance research to de
velop a more effective system for evaluating class-
room instruction.

AFTER USING VIDEO review only as a means of professional development at his first school, Principal Matt Horvat thinks evaluating teach-
ers through video could work at U-High, only if agreed upon by the faculty.

"The current evaluation system here works well with administrators and teachers visiting class-
rooms, and faculty also receiving individual stu-
dent evaluations at the end of each course," Mr. Horvat said. "When we have had this current procedure in place for a while now, a committee of teachers and administrators met over the summer to discuss our teacher evaluation process."

HEADED BY Associate Director of Educational Programs Jason Lopez, the faculty committee this summer reviewed the evaluation tool administra-
tors use.

"When administrators evaluate teachers, a docu-
ment is videotaped. Watching a particular instru-
ment in a while," Mr. Lopez said. "However, we only reviewed this tool in a study group format and never discussed the concept of videotaping teachers at Lab.

"The most talked about component of education right now is teacher evaluation, with the most pressing question being, 'How do you maintain teacher quality?' College, graduate school, and professional research has found that the number one factor in student success at any school is teacher quality. Class size, school quality, and any other aspects are all not as important."

DURING HIS graduate school years, Mr. Lopez was videotaped once by a teacher and found the experience invaluable.

"When one sees themselves, they become more critical, more reflective, and more aware," Mr. Lo-
pez said. "In that setting, I learned more about where I was in my teaching development than in any other evaluation process.

"The most important thing for us to do here at Lab is find the best way to teach a subject, and John Devey, our school's founder, repeatedly stressed the importance of reflection throughout his writ-
ing."

THOUGH SCIENCE TEACHER Daniel West doesn't know if U-High can improve through evaluation procedure, he sees videotaping teachers as something different and definitely worth a try.

"Every kid is different or sooner or later got a not-so-great experience with a teacher, which shows we're not currently perfect in sorting out teacher talent," Mr. West said. "Videotaping a class and then showing the video to the teacher makes it seem as if there's a mirror in the room.

"When you are teaching, there are at least six things going on in your head at one time. You are trying to remember all the material you need to cover, while also seeing if your students are absorbing the information, while also remember-
ing what went well and what did not go so well in the previous class period, in addition to numerous other things.

"AS A RESULT, you sometimes don't notice something about your teaching style or how ex-
actly your class is responding to your lesson," Mr. West explained. "Using videos, teachers could self-evaluate and see what worked last time. It would be even better if we could have two angles for the videos, one showing the teacher and one showing the students. Watching other teachers teach could also be beneficial but the reality is that all teachers have eyes.

"I think a teacher at this school would be more open to watching an exemplary teacher at a Cali-
ifornia school teaching their subject as opposed to watching another teacher from this school."

Despite being in favor of trying video evalua-
tions, Mr. West recognizes teachers might worry who exactly would have access to the videotapes.

"IT'S ALWAYS TRUE that what I will do in class and the methods I use will be beneficial for some kids, but I will not succeed with others," Mr. West said. "Any given day, a parent could call me and talk about how my teaching style isn't working for their child. Videos could provide ammunition for parents to be mad at teachers and show in what ways they are not succeeding in teaching their class.

In addition if the videotapes were widely acces-
sible, certain teachers could worry that some of their proprietary ideas would be available to oth-
ers. Some teachers want to own particular learning experiences they have created, and simply don't want everyone to see these techniques.

Journalism Teacher Wayne Brasler believes vide-
taping teachers, while an interesting idea, shows a misconception of how a great teacher develops.

"Videotaping teachers is like saying 'I will take you to a Barbra Streisand concert. Now watch exactly what Barbra does and watch her sing.' Then afterwards you tell them, 'I've gotten you booked for a concert tour. You've seen her, now you can be her,'" Mr. Brasler ex-
plained.

"Using videos to evaluate teachers shows teachers an understanding of what makes a great teacher.

"We can videotape teachers till kingdom come, but opportunities are some of what we offer. Every great teacher here at U-High is an individual who hasn't imitated a single other person and instead has grown his or her own garden inside.

"BEFORE BECOMING a teacher my-
self, I was fortunate to have nothing but great teachers and professors and I've come to understand that you can't create a great teacher.

"Great teachers are like great singers and artists, and they can't explain to someone else what makes them great.

"Their teaching style is a product of themselves, and what weak-
ens the teaching profession is the notion that you can make a great teacher if that person picks up enough skills and receives enough resources.

"THE REASON why our fac-
ulty here is so outstanding is because we have found people who are obsessed with the subject they teach.

"We created an environment to help evaluate teaching style in Model U.S., Junior Rose Cunliffe teacher of English, evalu-
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"Speaking from expe-
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As ever, Dewey’s school looks at it all organically

Slannon O’Muircheartaigh
Midway Reporter

Test scores aren’t everything. At least at the Lab Schools. After 15-year-old American students placed 32nd of 65 countries in math on the Program of International Student Learning’s (PISA) standardized test two years ago, U.S. policy-makers felt America’s standing as a top economic competitor was ruined. If American test scores could improve, they said, its position could be raised.

But SOME ARGUE these scores alone do not provide a complete picture of student learning.

In a press release December 7, 2010, U.S. Secretary of Education Arne Duncan, U-High class of 1982, maintained that the U.S. needs to improve test performance. Mr. Duncan believes American students are falling behind and will be beaten economically by countries with more successful education programs.

“The big picture from PISA is one of educational stagnation, at a time of fast-rising demand for highly-educated workers,” Mr. Duncan said in the press release. “The mediocre performance of America’s students is a problem we cannot afford to accept and cannot afford to ignore.”

Before becoming Secretary of Education in January, 2009, Mr. Duncan served as Chicago Public Schools chief executive officer beginning in 2001, and Chicago high school graduation rates, teacher applications, and standardized test scores all increased.

At U-High, standardized test scores are used to identify strengths and weaknesses in students and curriculum, rather than a grading tool, according to Lab Schools Director David Magill.

“The Lab Schools’ assessment approach begins with a program of studies and end objectives for each course we offer,” Mr. Magill said. “In the end whether you have learned depends on whether you have met the objectives, which is determined by combining test scores, performances on papers, and oral participation.”

“LAB SCHOOLS’ AIM is to produce students who can think for themselves, engage in educated dialogue with each other, and consider all points of view to develop deeper understanding. We know we’ve succeeded if we teach kids to read critically, to learn, and to think.”

“A move to standardized test scores as the main form of assessment would turn students off to learning in depth. All they would care about are the tests, whereas we want a greater emphasis on self-determination and knowledge of yourself. The Lab Schools have de-emphasized rote scores in favor of teaching our students how to think. As long as I’m here, we’ll down-play the numbers.”

In biology Teacher Daniel West’s class, test scores make up 50 percent of a student’s final grade. He believes these tests can reveal error patterns, enhance student understanding, and help students make informed choices about their futures.

“We teachers may underestimate how much our general opinion of particular students affect the score we put on a student’s paper,” Mr. West said. “We might be surprised how different some scores would be if we eliminated any possibility of knowing which student wrote the paper. The sheer objectivity of outside input is a great benefit of using national standards and multiple choice tests, which are unaffected by bias.”

Math Teacher Rosa McCullagh believes testing should be used as a learning tool.

“It is valuable to challenge students to solve problems without outside resources,” Ms. McCullagh said. “The hope is that doing so helps them internalize methods and concepts learned in class and points out areas of misunderstanding or weakness.”

Yet I WONDER if we are providing enough problem-solving opportunities in which the student has to really get inside the problem, which they may not get the chance to do on tests.”

Like teachers, students are concerned with the negative consequences of overemphasizing tests, according to Senior Emmy Ehrmann.

“Bailing people down to a pure number makes the school atmosphere competitive and uncomfortable,” Emmy said. “I know hardworking, diligent people who get poor test scores because they don’t test well. Multiple-choice tests just don’t account for all the exceptions to the standards. And that means in the end there are smart kids left behind because they performed badly on a few tests.”

Today, Dewey’s school looks at it all organically.

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Midway Mailbox

"Inner city' not a synonym for 'poor"

From Dr. Martin Calleri, science teacher:

"I am confident that every day will be like their escort to look handsome. Apparel, in my opinion, should be an elevated goal, not a barely achieved minimal state. Secondly, pick a style. This is the most complex part of my proposal, yet merely entertaining, not something about how you appear and how you want to appear can be productive. Thirdly, make an effort of finding the right look. Make a day of it. You don’t have to call it shopping if you can’t identify with that. Call it “clothes searching” or perhaps a “thread search.” Either way, take a couple of friends, find some stores and put your outfit together. Then celebrate by roasting a small monkey satiety and having a fabulous time.

Adult males that don’t throw stuff away can be good sources of vintage clothing. In my youth, a cursory search of the attic turned up a hip Nehru jacket that became the best part of my outfit for the junior dance. Damn I looked good.

(Googling Nehru jacket will not get you an image of the fine garment Mr. Calleri is wearing. This is also the only time “dancing” is supposed to refer to a proper side of wearing a tux. And I expect to see you there, looking good,

Five simple ways to ‘make the man’ (no bowtie necessary)

From Dr. Martin West, science teacher:

"Imagine there’s no countries. It isn’t hard to do. If you just shut your eyes, it isn’t hard at all."

Dr. West

Mr. West

The lyrics of a song, the words of Dr. Martin Luther King Jr.

From Mr. Martin West, science teacher:

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**FILM MOIRA DIFFERING**

**New ‘True Grit’ offers different take on classic**

SHOOTING, COWBOY HATS, TESLA, Texas Rangers, and a marshal who drinks whiskey like it’s water. Yes, “True Grit” is a true Western.

A remake of the 1969 classic that won John Wayne his only Oscar, the film is Joel and Ethan Coen’s master- piece. After winning the 2007 Oscar for Best Director for “No Country for Old Men,” this remake marks the brothers’ 5th time di- recting together and their 13th Oscar nomination. In “True Grit,” the film focuses on hard-bargaining 14-year-old Mattie Ross (Oscar nominee Hailee Steinfeld), whose father was recently killed by low-life Tom Chaney (Josh Brolin).

UNABLE TO TRACK Chaney herself, she hires “Rooster” Cogburn (Jeff Bridges), an old marshal notorious for shooting everything that moves, to hunt him down. By chance, they meet Texas Ranger La- Boeuf (Matt Damon), who has searched for Chaney for several months. The three venture into the back country, aiming to arrest Chaney and bring him to town to be hanged.

Speaking in practiced Southern drawls, the characters spend much of the movie adventuring through a series of visually- striking Old West scenery.

Long shadows and desert sunsets abound as the screenwriter’s inexperience comes to the surface in various ways.

Set in 1907 Arkansas, the film closely follows the action of the 1969 classic. The original story was a novel by Charles Portis, and the film adaptation was directed by Henry Hathaway and starring John Wayne as Mattie’s father, Rooster Cogburn, andadmiring remedies of the South American forest.

“Friday Night Lights,” bringing humor and some emotional substance beyond its usual comic relief of Charlie, played by Jonathan Castellanos. While Mina is frequently referred to alphabetically by age, she turns the otherwise minor roles into memorable performances.

Unfortunately, her role is consistently detailed by the obnoxious and imma- ture comic relief of Charlie, played by Matthew Guberman of the “Meryl Streep Dynasty,” whose prowess keeps the reality of life working at an understated and unfunded clinic in the show’s mood.

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A long journey to deliver cheer

I WAKE UP at 7 a.m. and make 30 mini-peanut butter and jelly sandwiches, shuffle outside onto the gravel street and distribute the small breakfasts to the passing hungry Haitians. Holding the sandwich tray, I wait along the way to Doc's creaking, rickety red truck. I pass hungry Haitians.

IN HAITI during Winter Break, Aneesh Kanakamedala helped care for youngsters at an orphanage.

First Person

Aneesh Kanakamedala

C O O K I N G  W I T H  N I C K  C H A S K I N

Try this soup to brave the winter cold

ONE PARTICULARLY COLD morning this January, it occurred to me that this may be the last day to have to endure a Chicago winter. Victory.

My buzz was almost immediately harshed when I realized that I still have a long way to go before I escape the brutal cold. At times like that I turn to one of my favorite comfort foods. POTATO LEAK SOUP, warm, flavorful, smooth and the easiest thing I’ve ever made.

1/4 cup of finely chopped chives.

THIS RECIPE is so easy, it only takes three steps; You chop, you cook, you blend. Eat. Okay, maybe four steps.

Start by pepping your leeks, which are famous for getting dirt trapped in their stems. First, chop off the roots at the bottom, leaving as much of the base intact as possible. Then, cut of the tops just above the stalk so you are left with a four- to six-inch segment of stem. Cut in half length-wise and into thin semi-circle slices. Set your chopped leeks to soak in cold water to wash dirt out.

NEXT, PEEL and chop your potatoes as you did the leeks, set one aside and left with thin semi-circle slices. Then peel and grate the carrot.

In a large pot, melt the butter with a touch of oil over medium-high heat. Add all your vegetables with a heavy pinch of salt. Let these sweat for 10 minutes, stirring regularly. When things begin to look soft-down there, it is time to turn the heat down and add the stock. Let everything simmer for about 30 to 45 minutes.

USING A BLENDER or emersion blender, puree everything into the most comforting soup you will ever enjoy. But be careful; if you add too much liquid to the blender, it may splurt out the top, which could ruin the scene. Make sure there is plenty of solid matter in the blender before turning it on, and cover the top with a dish towel to protect you from burns.

When it is as smooth as my writing, strain it in the chives, season to taste, and enjoy a hot meal.

OPINION

Rafi Khan

The dilemma of using a word that can pack a brutal punch

IMAGINE YOU’RE PLAYING “Wheel of Fortune.”

You’ve made it to the Bonus Round and have a mere 10 seconds to guess the hidden word or phrase.

THE BOARD SHOWS “N.G.G.E.R.S.”

Your hint: “People who annoy you.”

Quick. Fill in the blank.

Some people might recognize this scene from the 2007 season premiere of “South Park,” perhaps the most vulgar and intelligent satirical cartoon series ever created. But they’d be unlikely to have guessed, as Randy Marsh and Ashly Architect did, a not-so-socially-acceptable word.

While everyone in “South Park” shunned Randy after his game show appearance, the episode slowly drove home a simple point.

No non-black person is likely ever to understand what it feels like for a black person to be called a “nigger,” by some-one who isn’t black.

True, in the black community, the n-word takes a whole different meaning, often used as a term of friendship or in humor. And when said over a rap beat, it takes another meaning still...that I have yet to understand.

WELL PUT, “South Park.” I whole-heartedly agreed with you, and still do. I thought of that episode because recently, there’s been fervent national discussion about the c-word. This time though, the focus is on something a little different.

Last month, New South Books, an Alabama publisher, announced that in its new edition of Mark Twain’s “Huckleberry Finn,” the word “nigger” would be replaced by the word “slave.” All 219 times.

THE IDEA was spawned by Alan Gribben, an English professor at Auburn University in Montgomery, who told the New York Times that whenever he taught the book, he found himself not wanting to pronounce the word.

Along with avoiding discomfort, he hoped replacing the n-word would remove the literary classic from many schools’ no-read lists, increasing student exposure.

Around the same time, a U-High English teacher began teaching an elective on the use of the “n-word” and black culture.

But our English teacher isn’t teaching a censored version.

Instead, each student in the three sections was offered a choice of whether to say “nig-ger” in class discussion or not.

If a single student in a scene felt uncomfortable, that class would refrain from using it. In each class, somebody didn’t want to use the word.

Personally, I didn’t understand why. No one was saying it with malicious intent and the teacher explained its historical meaning and use in the book. But I had a gut feeling, as many of the students I talked to in those classes said, that using the word could still be incredibly unsettling.

I asked each the students in each class, then, if anyone would be willing to explain to me why they felt uncomfortable.

It seems that though many educators cried foul at Mr. Gribben’s book, pointing out that “nigger” was an integral part of Huck’s dialect and is used, in fact, as commentary denouncing slavery, people will still choose to shy away from saying the word.

Certainly, replacing “nigger” with “slave” dulls Mr. Twain’s point, but Mr. Gribben’s concern with discomfort isn’t folly.

As for people who annoy you? They’re niggers.

Lorem Ipsum

by Gene Cochrane

ON MAN, PHYSICS-IT’S ALL A RUSH/ OH MY GOD, HE’S KISSED ME! I CAN’T STOP THE LEGS, I CAN’T STOP THE HATERS, I CAN’T STOP TELLING HER I LOVE HER.

WANT IT? WHAT IF SHE CAN’T RATION IT? PRODUCTS COME AND GO. YOUR HEART IS THE LAST TO PASS.

ALTHOUGH SHE’S PROBABLY GIVING ME SOME KIND OF SHIT, SHE HATES ME FOR LIKE, WHAT?

SO, WHOEVER DRANK THIS SHIT, THEY PULLED IT RIGHT OUT/out OF MY BAG. THEY TAUGHT ME A LITTLE LESSON.
Arizona restriction on Mexican-America course stirs anger

Spencer Lee
Associate editor
Violence isn’t the only issue stirring strong debate in Arizona these days.

The State of Arizona recently passed a law deeming certain classes, such as those in the Tucson Unified School District’s Mexican-American program at Tucson Magnet High School, illegal.

Tom Horne, Arizona’s attorney general, outlawed certain classes all over Arizona in response to the overabundance of the United States government, promoting resentment towards a certain race, and for being a program designed for “advocating ethnic solidarity instead of individuality.”

Eleven teachers at Tucson Magnet High School have filed a suit contesting the constitutionality of the law passed. Reactions at U-High are strong.

Learning opportunities are threatened, according to Latinos Unidos President Veronica Ramirez, senior, who feels discrimination towards a certain race, and for being a program designed for “advocating ethnic solidarity instead of individuality.”

“I do not know to what extent Loughner’s mental instabilities affected his actions, however I think that most of the blame falls on him. It seems that Loughner’s mental illnesses were not taken care of properly.”

“TI IS HARD to catch a mental illness and to step up and get that person help. It is something that we as a people need to work on.”

Said Freshman Alden Daniel, “It is disturbing that someone with such a mental state could get away with owning and wounding with a gun, killing and harming many.”

“Even though I don’t believe that one particular issue triggered the event, I think that the general political and economical state of America, may have affected this man’s actions.”

“SOME PEOPLES’ views on guns may have changed after the incident, feels Freshman Miranda Garfinkle.”

“The amount to which guns have been publicized and emphasized by both parties has affected many peoples’ perspectives of guns,” Miranda said. “Now when some people see a gun, they see an easy problem solving tool as opposed to a dangerous weapon.”

Former Vice Presidential candidate Sarah Palin’s use of “blood liberal” in her video response drew disapproval from both students and faculty.

“I think it was tactically stupid to use the term ‘blood liberal’, ” Sam said. “She was responding to claims made against her that I think were ridiculous. How ever, her choice of words was not politically smart.”

MS. PALIN’S response showed her ignorance, according to History Teacher Susan Shapiro said.

“I do not believe that Sara Palin is responsible for the shootings,” she explained. “However, I think her response was in bad taste.

“She obviously does not understand the historical and political meanings of the term ‘blood liberal,’ and her usage of it reflects an unfortunate lack of education.”

Here to serve your sandwich-related desires and more, the Medici awaits, just one short block away from school. Chow down!
Basketball boys keep up action as title time nears

Basketball boys and Chicago Vocational should be great tests of playoffs," Mike explained. "Multiple tough teams before we begin the state sure that we have played many different styles and starting with Nazareth 7:30 p.m., February 15, ruons will face tough nonconference opponents - come back late in the game."

"Northridge played us tough, so we need to bring that same energy and effort when they come to Upper Kovler. "Northridge played us tough before, so we know we will have to be mentally prepared to play those games since we lost by 10. "NORTH BRIDGE IS dangerous if you come out soft and unprepared and give them an early lead, like we did back in December. They have a couple of good shooters like Joe Stoll, so you have to put them away early, otherwise it is tough to make a comeback late in the game."

After finishing with their ISL opponents, the Maroons will face tough nonconference opponents starting with Nazareth 7:30 p.m., February 15, away. "Our nonconference schedule was made to ensure that we have played many different styles and multiple tough teams before we begin the state playoffs," Mike explained.

"THE GAMES AGAINST Nazareth, Kankakee, and Chicago Vocational should be great tests of how far we have come and how far we need to go in order to be at our best when it matters the most." The season finale against Perspectives Charter, 6:00 p.m., February 24 in Upper Kovler, features a faceoff between two future Wildcats, the Maroons’ Northwestern bound Mike Turner, and Perspectives’ University of Kentucky Wildcat Senior An ther Davis.

"The game won’t be Mike Turner vs. Anthony Davis, it will be U-High vs. Perspectives," Matt explained. "Obviously, Anthony Davis is going to require a lot of attention, but if he tries to take us one on five, I’m confident we will give him a game to remember. "WE WILL FOCUS on defense and rebounding, like we always do, and play our style of basketball."

Despite a 4-7 record (3-4 league), the j.v. basketballers are happy with their play so far. "I’m very proud of the way we have been playing for the most part considering we only have seven guys on the team," explained Soph omore Max Hornung. "We are all very dedicated to improving."

According to Coach Paul Gunty, the team is putting their all into practice. "The team is working really hard," coach Tony Del Campo feels the team is putting their all into practice. "The team is working really hard," Coach Del Campo explained. "There are a lot of talented freshmen; Kassim Hussain and Noah Branda could definitely be swimming varsity next year. "Junior Adam Gray sets a great tone with how hard he works and Junior Mac Sinclair, jr., captain, does a good job keeping the team’s morale up. This team is one of the best, if not the best we’ve ever had."

Scores are as follows: Walker Payton, January 11, home: Varsity won 110 to 87, j.v. won 101 to 23; Saint Ignatius, January 11, home: Varsity lost 69 to 111, j.v. lost 67 to 59; Lane Tech, January 13, home: Varsity lost 76 to 94, j.v. lost 74 to 83;

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Basketball girls plan strategy

ON THE VERGE of another Conference Win, Mike Turner drives past a Parker defender to the basket, leading the Maroons to a 44-37 win over the Colonials, January 14. Photo by Jeffrey Li

Basketball girls plan strategy

RIDE IN THE NILE

EAGERLY DIPPING their pita bread into the Nile’s delicious hummus, Hiroki Lory and Anoop Herur-Raman relax after a hard day at school. Jeffrey Li

Monday-Saturday 11 a.m. - 9 p.m.
Saturday Noon - 8 p.m.

Whether you’re in the mood for Hummus or Falafel, you’ll find something exotic at the Nile. A cure to a tiring day and catering to your wildest food related dreams, a trip to the Nile is guaranteed to take your mind off of homework and let you relax.

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at South Cornell Ave.

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The boys expect other teams, such as Saint Ignatius, to swim faster," Coach Gandy said. "The Wolves are notorious for being a fast team, but it just pushes us to do better."

WITH A 4-2 record, j.v. swimmers are headed towards another winning season, Coach Tony Del Campo feels the team is putting their all into practice. "The team is working really hard," Coach Del Campo explained. There are a lot of talented freshmen; Kassim Hussain and Noah Branda could definitely be swimming varsity next year. "Junior Adam Gray sets a great tone with how hard he works and Junior Mac Sinclair, jr., captain, does a good job keeping the team’s morale up. This team is one of the best, if not the best we’ve ever had."

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Tracksters head for indoor opener

Jeremy Woo
Editor-in-Chief

A
d they’re off. Indoor track will face familiar competition in their first meet of the season, 7 p.m., this Friday, at Henry Crown Fieldhouse.

PERENNIAL Independent School League adversaries Parker and North Shore headline a field that includes Public League stalwarts Whitney Young, Jones, and Pay-

ton.

“If we’re going to have a really strong distance team, and they should be good competition for us,” said Mr. Bad James, coach with Ms. Deborah Ribbens, Ms. Lynn Ingalls and new coach Ms. Nathalie Razo.

“Once we started getting better, we could hit us. Bill understood and was very honorable about it. To this day, we still consider him our coach.”

A COLLEGIATE gymnast, Mr. Simms was inducted into the University of Illinois at Chicago Athletic Hall of Fame in 1994. After his time at the U of C, Mr. Simms offered private tennis lessons around the Chicago area, including at Bally Total Fitness in Kenwood.

Mr. Simms subbed in physical education at U-High for six years. Many U-Highers devoted hours playing tennis under Mr. Simms. Two such students, Senior Tyler Anderson and his sister Laura, sophomores, play varsity tennis at U-High.

Two such students, Senior Tyler Anderson and his sister Laura, sophomores, play varsity tennis at U-High.

Fencers gear up for season finale

Victoria Appomonte-Blizzard
Midway Reporter

Facing off against schools across the Midwest, varsity fencers will finish their season at the Great Lakes Fencing Conference Championships, 8 p.m. Saturday at Culver Academy in Indiana. The final high school tournament in the area will decide Midwest rankings.

The Maroons excelled at the Great Lakes Fencing Conference Dual meet January 22, at New Trier High School in Winnetka. Captain Tina Umansky, senior, went undefeated and Freshman Harrison MacRae, ranked top three in the Midwest, won 30 out of 36 bouts.

Harrison and Junior Duncan Holmes both rank top three in the Midwest. The team is currently ranked 4th overall in Men’s and Women’s Epee, and 5th in Men’s Foil.

“We should do really well at the championships,” Tina said. “Since it’s an open tournament, it will be a bigger competition. We’ll pull out though.

“We’re always the smallest team at conferences, but we usually get three or four medals.”

Harrison and Sopho-

more triplets Nathaniel, Charlie and Willa Green will compete at the United States Fencing Association (USFA) Junior Olympic Fencing Championships February 17-20 at the Convention Center, in Dallas, Texas.

“Tina Appomonte-Blizzard
Midway Reporter”

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Midway Reporter”

“Tina Appomonte-Blizzard
Midway Reporter”

The event determines who represents the United States in the international team for the World Cup,” Harrison said. “It’s the most important tournament of the year for the age division.”
Drawn by its vivid two-tone finish, a zealous Paul opts for a shiny pink and white model instead and leaves Wheels & Things happy.

Paul examines the bike, marvelling at its expert craftsmanship.

Paul Sanders and Jiji Plecha amble home after school, when Paul spots the bike he’s always wanted in the window of Wheels & Things.