Restyled Winter Formal to introduce new dress ideal

By Marissa Page
Associate editor

B oys are expected to wear collared shirts and girls to don longer dresses than at Homecoming for Winter Formal Saturday. That's the suggestion of Student Council and Cultural Union officers following discussion resulting from complaints about clothing at the Homecoming Dance. Students can purchase tickets, $10, outside Dean of Students Larry McFarlane's office this week, and upon arrival at the dance. Students need to fill out and turn in guest forms to the Dean's office by tomorrow, Mr. McFarlane said, and both U-Highers and guests must present a student I.D. upon arriving at the dance. Doors will open 7:30 p.m. and close 9 p.m., according to McFarlane. Refreshments will include soft drinks, water and chips, and coat checking will be available, $1 each. Jamal Smallz, the D.J. at the Homecoming Dance and for many previous dances, again will provide music.

Following the Homecoming Dance, October 15, parents and faculty members, and some students complained about revealing clothing, suggestive dancing, and seniors dressing for an unofficial senior class theme "Apache Bros and Navahos.

A month after the dance, November 14, Student Council and Cultural Union officers met with counselors Patty Kovacs, Camille Baugh-Cunningham and Ronald Tunis to discuss refining behavior and dress at dances. Additionally, Principal Matt Horvat formed a committee with Cultural Union President Tom Healy, Senior Class President Amy Hansen, Science Teacher David Derbes and four parents to discuss long-term changes, including modifying dance policies and implementing official themes to help prevent suggestive unofficial ones. Though complaints became apparent the Monday after the Homecoming, the first meeting of this committee took place January 18.

"Cultural Union and I were considering 'Mad Men," after the AMC drama set in the 1960s and known for its retro, classy fashion, as a possible theme for next year," Tom said.

"We were thinking of giving this dance a 'Mad Men' theme, which would be classy and formal, but still leave room for mild amounts of scandal," he explained. "It would be nice for guys to wear collared shirts or button downs, and girls to wear longer dresses. We're going to spread this idea by word-of-mouth and possibly posters around the school.

Looking ahead, Tom added, "There are definitely going to be some big changes down the road for U-High's dances. There was a lot of talk back in November about completely refashioning dances and making them more like typical suburban ones, but the camp was divided on that issue.

"For Formal, however, one of the only changes decided upon by the committee this month is the addition of another squad car parked outside the International House to emphasize the severity of student transgressions. Any feels encouraging classier dressing among students could put the 'formal' back into Winter Formal for some time," according to Mr. McFarlane.

"Some more immediate changes we can implement for Formal are changing the lighting to limit inappropriate dancing and promoting classier dressing on a grade-by-grade level," she explained. "Typically, winter dances are supposed to be formal, and that's something we haven't observed for a while.

Student body behavior has been a problem at school dances for some time, according to Mr. McFarlane. "Parents, and some students, are concerned about dancing, dress and, of course, young people under the influence at dances. (continues on page 11)

U-HIGH MIDWAY
Volume 87, Number 3
University High School, 1602 East 50th Street, Chicago, Illinois

DEFENDERS OF THE RED, WHITE & BLUE
Military service has figured significantly in the lives of accomplished alumni, teachers and staff members

By Rolland Long
Associate editor

T happened early 1969, although I don't remember what day it was, but it was sometime after my 20th birthday. I remember it was during a monsoon, so it had been raining all day everyday for three to four months.

"I was in a place called Danang, which is in Southern Vietnam. We had just got out of the jungle after being on patrol for more than 37 days. We got a little break in the jungle. I don't know how to describe the jungle. A lot of it I just don't recollect. Some things you remember, and some things your mind purposely disregards."

STRIUGGLING TO MAINTAIN his cheerful disposition, Lab Schools Security Guard Mike Cephass recalled his last night fighting in the Vietnam War. At 7 p.m. on a recent Wednesday, the High School Lobby he oversees is mostly empty, with only the occasional student passing by to wish the former Marine Corporal goodnight.

"We were finally allowed to rest in rear detachment, with only the occasional student passing by to wish the former Marine Corporal goodnight. "I was scared. I was trying to figure out what was going on."

"We were surprised. We just started saying, 'Where's the rest of our platoon?' When we realized we were being overrun, it became everyone for himself."

"We basically just shot at where the enemy fire came from. When daybreak came, I was on our side because we could see where they were and where they came from. They pulled back. Forward Observers, scouts, noted more incoming NVA. We were told by some lieutenant to pack up and intercept them that same morning."

"When we boarded a convoy to find the NVA, we were quiet. Most people were praying, but the entire time I was thinking, 'Here we go again.' It must have been like maybe 30, 45 minutes later when we were ambushed again."

Forty-two years later, Officer Mike greets students in the U-High Lobby as one of the Lab Schools' security guards. He is among eight staff and faculty members who have served in the military. DRAFTED INTO the Marines a year after graduating from Inglewood High School, Officer Cephass had, like so many other young men at the time, thought about avoiding the draft by getting out of the country.

Ending up serving in Vietnam instead, Officer Cephass believes that the brotherhood in the Marine Corps helped him mature.

"I was a 19-year-old kid in Vietnam, so I grew up while at war," Mr. Cephass said. "The Marines were always on the move, and it made me responsible for myself and others."

"We had good times, because of the camaraderie all of us had together. My best memory there was when we were pulled out of the jungle after 40 days, and got some rest and recuperation, R&R, on the beach. We partied real good."

"THE WORST TIME during the war was when I was wounded by shrapnel from a grenade, and needed to be medevaced to a hospital in Japan. We were being overrun while I was riding a convoy. We took a big hit. I was left to wonder if any of my friends didn't make it through the war. I programmed myself to assume they survived and forwarders lived a good life, but I have not met any of them again."

"Being in the war was also detrimental in a way because of the protesters. I came back after the fighting, wearing my medals, feeling like a hero, and suddenly coming back people are calling me baby killer. Word came down not to wear uniforms in the airport, and I wore mine because I wanted to show I fought."

"It took about three to four years to get back into the swing of life, and things started looking brighter and better. Living life after Vietnam wasn't too hard, a lot of guys coming back had post-traumatic stress syndrome, but I took life as normal as I could."

"UPON LEAVING my job at the railroads, I took a job in a security company, and eventually I was recommended here, at the U. of C. Police Department."

"I can't enjoy the experience of Vietnam, now that it's over. It's funny because I never would have thought that at the time. I often wonder what it would have been like if I hadn't drafted. But it also opened up a couple of doors." (continues on page 15)
Sizing up the schedule at the halfway mark

The good, the bad, the ugly or somewhere between? With the school year at the mid-point, how do students and teachers see the new daily schedule’s impact upon their lives and the life of the school?

Electives manage to survive

Offering classes in the evening, utilizing the 30-minute Friday open period for elective courses, and pooling signs to encourage signing-up for next year, faculty members have navigated their way to keep electives going despite the reduction of one period in the new schedule.

This fall, only two of 10 students successfully enrolled in Art Teacher Brian Wildeman’s new Design for Communication class, 10 of 18 in History Teacher Susan Shapiro’s Holocaust elective, and five of 15 freshmen found space for beginning Journalism. Teachers across the Fine Arts and Music departments, and in core subjects including History and Science, have still mixed feelings about the change.

EXPANDING HER fall Holocaust elective for the fifth straight year to include evening classes, History Teacher Susan Shapiro taught six seniors after-school for three hours once a week.

"Every year this class has expanded. I’ve had to take content from the year before, because there is just a different mix of people," Mrs. Shapiro said. "I especially liked this year because of the way the day and evening groups melded during our trip to Washington."

Mrs. Shapiro says the setup created some problems, as eight students missed two weeks of material the day class covered.

"SOME WEEKS, it was hard to get everybody together, and the personalities didn’t always mesh," she explained. "Overall, I think they had a good experience, but not like the day class students just had time to get to know them and not at their best."

While the schedule has created difficulties for students to sign up for the elective, Mrs. Shapiro believes those who want to take the elective will find a way to do so.

"Unfortunately, we didn’t give any warning that there would be this sharp decrease in enrollment. So, students were able to sign up for the class," Mr. Brasler explained. "I thought at first that we wouldn’t have class discussions anymore, and it would be work-out great because whoever is here just jumps right in. But the year is only half over to increase interest for next year to sustain the program."

AFTER THE NEW Computer Science principles class was announced last May, most students could not find time in their schedule to take both it and Mr. Wildeman’s Design for Communication class.

"I think that with so little time on Mondays and Tuesdays, we are just too rushed to get anything done. Many students and teachers agree the loss of 75-minute blocks into the new schedule, brings freshmen, sophomores and juniors (for the first time) to advisory 40 minutes a week, as opposed to 90 minutes previously. Mondays and Tuesdays the three class-

Double lunch

loss changes flow of day

While many U-Highers have found the loss of Thursday double lunch in the new schedule less detrimental than they expected, others see big problems with the length of the daily weekly break.

Many students, including Senior Jennifer Pan, have found that they have less time to get their work done and have less time to eat lunch.

"It would be nice to have an extended lunch so we could relax, do homework and catch up but it’s been working out pretty well," Jennifer said. "One good thing about double lunch was that it was an undisturbed open period and the long blocks of time made it easier to focus.

Many students and teachers agree the loss of double lunch has hit student organizations, which used it for meetings, hard.

"We meet every day, and for the month before a competition, we would practice four days of the week," said Model United Nation’s adviser Paul Horton. "There were weeks we would practice, like mock situations, simulating a committee and debate. We lost that," he said.

"I find it extremely difficult to concentrate for the whole hour," said Sophomore McKenzie Zimmerman. "I need the break to regroup. It’s the only time I get to turn off and relax. If I don’t, I get frazzled over the smallest issues." The new schedule has created an overwhelmed faculty. At many schools, students and teachers have found that they have more contact time science teachers have with their class, but with less time in the classroom. Science Teacher Sharon Housinger worries about how the 75-minute period is being used.

"THE 75-MINUTE PERIOD was created with good intentions to explore course material more in depth, but right now it is not working," Ms. Housinger said. "From a biological standpoint, it is so energy intensive for students to sit still for that long.

"The Science Department has always had lengthy periods and we understand that students cannot sit still for that long. I think teachers need to learn how to make the long period a bearable one. I use the double period to show a film or do labs. I try to do activities that keep students engaged and on their feet."

"Because of the energy-intensive schedule, I’ve noticed that this year students are less focused. In my classroom, I feel students are less prepared for my classes because they are overwhelmed. The schedule is structured in such a way that I feel students are always on edge about when their classes start and end on a day-to-day basis."

Stress reduced as intended...or increased?

As humans, we are creatures of habit and changes create stress.

According to Guidance Counsellor Camille Baugh-Cunningham, students and faculty members she has talked to feel like they have been disoriented by the new schedule. For many, new aspects of the current plan such as the 75-minute extended period and varying daily schedules have caused them stress.

"WHEN ARE WE supposed to look at this?" a student may be asking. "What's that confusing stress in our lives is it often easy to place blame on whatever is new in our life and while the new schedule may create some stress we have to be careful not to consider it as the only source of stress."

"I’ve heard from students this year it seems as if students feel they are moving in and out of school and often feel like a time crunch to get things done. It wreaks the schedule, I would be interested to see if students feel this is a problem and if the 75 minute period has taken a toll on some students," Mrs. Housinger said.

The new schedule has not impacted how much contact time science teachers have with their students, Science Teacher Sharon Housinger worries about how the 75-minute period is being used.

"THE 75-MINUTE PERIOD was created with good intentions to explore course material more in depth, but right now it is not working," Ms. Housinger said. "From a biological standpoint, it is so energy intensive for students to sit still for that long.

"The Science Department has always had lengthy periods and we understand that students cannot sit still for that long. I think teachers need to learn how to make the long period a bearable one. I use the double period to show a film or do labs. I try to do activities that keep students engaged and on their feet."

"Because of the energy-intensive schedule, I’ve noticed that this year students are less focused. In my classroom, I feel students are less prepared for my classes because they are overwhelmed. The schedule is structured in such a way that I feel students are always on edge about when their classes start and end on a day-to-day basis."

FROM A TEACHER STANDPOINT, I think the schedule has created an overwhelming faculty. At faculty meetings, teachers are on edge and become frustrated over the smallest issues."

For Sophomore McKenzie Zimmerman, the 75-minute period causes her the most stress.

"I find it extremely difficult to concentrate for the entire period, especially when the teacher is lecturing the whole time," McKenzie said. "I feel like there’s important information that I missed, which has added to my stress levels and also my exhaustion. I’ve tried to get more sleep, but it’s hard with all the homework.

Advisories conjure mixed feelings

Five months into the new daily schedule, U-Highers still have mixed feeling about this year’s advisory program.

The program, in planning a long time but cut back when it was discovered that it had not been figured into the new schedule, brings freshmen, sophomores and juniors (for the first time) to advisory 40 minutes a week, as opposed to 90 minutes previously. Mondays and Tuesdays the three class-

Lost rooms have students and teachers off

F inding rhythm in the new schedule has proven difficult for some teachers who have lost their advisory group.

"I think that with so little time on Mondays and Tuesdays, we are just too rushed to get anything done. Many students and teachers agree the loss of 75-minute blocks into the new schedule, brings freshmen, sophomores and juniors (for the first time) to advisory 40 minutes a week, as opposed to 90 minutes previously. Mondays and Tuesdays the three class-

CONFIRMING with adviser Fran Spallers that they want to Junior College Workshop from left, Ellen Ma, Ben Mey-

er, Jacob Bauer and Than Hien Ngo meet in U-High 105 during a 15-minute advisory period. Photo by Ryan Lee
Students praise pilot computer science course for practicality and use in everyday life

By Luke Murphy
Midway reporter

Five months into this year’s new Computer Science Principles class, students say they better understand how programming relates to the real world after programming their own Android phones. This quarter, they are looking forward to creating artwork through programming.

Taught by Computer Science Teacher Baker Franke, Computer Science Principles is a national pilot course in its first year, with nine seniors, three sophomores, one junior, and one staff member enrolled.

Sponsored by the National Science Foundation and College Board, the course is being offered at 10 high schools countrywide, chosen from more than 100 applicants. It was developed as an alternative to AP Computer Science, aiming to focus more on computer science in everyday life.

“Mr. Franke was nominated by The White House for Aspirations in Computing, despite a large, we are sure the method he has utilized at U-High,” Senior Benny Wah said.

“My lesson? Look right through me.”

“Hello teacher, what’s your lesson?” a student asked. To the 1957 integration of Little Rock Central High School, and the 16th Street Baptist Church bombing.

IN A RENDITION of Gary Jules’ song “Mad World,” Sophomores Sara Bourdaghs, vocals, Carah Alexander, cello, and Max Archer, piano, sang the song’s relationship to the 1967 integration of Little Rock Central High School, singing “Hello teacher, what’s your lesson? Look right through me. Look right through me.” Photos by Reny Lewis.

Mr. Franke goes to Washington

By Luke Murphy
Midway reporter

Sporting a beige coat and blue striped tie, Computer Science Teacher Baker Franke steps onto the tan White House stage December 9th as he is recognized for his work integrating women into the fields of science, technology, engineering, and math, Mr. Baker Franke, third from left in the back row, was recognized with the following:

In back row, Monica Bailey, Howard University senior; Barbara Bitters, Wisconsin Department of Public Instruction; Karen Teixeira, Pennsylvania State University engineer; Elizabeth “Liz” Chatman, director of teacher professional development at the Science Museum of Minnesota; Dr. Deboorah Byars-Winston, University of Wisconsin Department of Medicine; Tamara Brown, Buffalo (New York) Tech Savvy program; Bobby Schneidler Dean of the School of Informatics at University of Indiana; and Judith Camacho, Society of Advancement of Hispanics/Chicanos and Native Americans in Science.

HONORED AT THE WHITE HOUSE December 9 for his work in integrating women into the fields of science, technology, engineering, and math, Mr. Baker Franke, third from left in the back row, was recognized with the following:

“Mr. Franke was nominated by The National Center for Women in Information Technology (NCWIT), and ultimately selected by the White House for the December 9th panel, Champions of Change: Girls and Women in STEM (Science, Technology, Engineering, and Math), to describe how he has recruited award-winning female students in his computer science classes at U-High.

Mr. Franke came to NCWIT’s attention after many of his female students repeatedly won the organization’s award for Aspirations in Computing, despite a blind application process.

“I was escorted into a giant auditorium filled with about fifty people representing many professions, all of whom shared a commitment to the inclusion of women in the fields of science, technology, engineering, and math,” said Mr. Franke.

“For the panel we had been told not to prepare anything, which I adhered to, but of course everyone else had ignored this advice.

“IN contrast to our earlier, more spontaneous discussion, this one was more subdued and formal. Here I was a lot more nervous, as I really felt strongly about expressing my thoughts fluently.”

Mr. Franke was partially used his hot cup of coffee, toping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoo visit to Harper Foods. Photo by Elizabeth Gelman.

Boost Your Mood At Harper Foods

Whether it’s stopping by for a hot cup of coffee, grabbing a quick snack after school or just picking up a new tube of toothpaste, you’ll find what you’re looking for at HARPER FOODS. With our friendly staff and large, we are sure to satisfy you.

Tribute to a King

With “The Dream,” BSA President Victoria Bills, commences the assembly. In four parts, the much-praised program highlighted significant events in the Civil Rights Movement including the Brown vs. Board of Education Supreme Court case, Chicagoan Emmett Till’s lynching, the integration of Little Rock Central High School, and the 16th Street Baptist Church bombing.

Avis Yates Rivers, Technology Concepts Group International president and CEO; Dr. Angela Byars-Winston, University of Wisconsin Department of Medicine; Tamara Brown, Buffalo (New York) Tech Savvy program; Bobby Schneidler Dean of the School of Informatics at University of Indiana; and Judith Camacho, Society of Advancement of Hispanics/Chicanos and Native Americans in Science.

“Mr. Franke was nominated by The National Center for Women in Information Technology (NCWIT), and ultimately selected by the White House for the December 9th panel, Champions of Change: Girls and Women in STEM (Science, Technology, Engineering, and Math), to describe how he has recruited award-winning female students in his computer science classes at U-High.

Mr. Franke came to NCWIT’s attention after many of his female students repeatedly won the organization’s award for Aspirations in Computing, despite a blind application process.

“I was escorted into a giant auditorium filled with about fifty people representing many professions, all of whom shared a commitment to the inclusion of women in the fields of science, technology, engineering, and math,” said Mr. Franke.

“For the panel we had been told not to prepare anything, which I adhered to, but of course everyone else had ignored this advice.

“IN contrast to our earlier, more spontaneous discussion, this one was more subdued and formal. Here I was a lot more nervous, as I really felt strongly about expressing my thoughts fluently.”

Mr. Franke was partially used his hot cup of coffee, toping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

Stopping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

IN HIS KEYNOTE ADDRESS at the Black Students Association’s annual Dr. Martin Luther King Day assembly January 12 at Rockefeller Chapel, History Teacher Charles Braxton urges students to “go deeper” than the usual civil rights narrative which has nearly packaged the movement. Photo by Reny Lewis.

Mr. Franke was nominated by The National Center for Women in Information Technology (NCWIT), and ultimately selected by the White House for the December 9th panel, Champions of Change: Girls and Women in STEM (Science, Technology, Engineering, and Math), to describe how he has recruited award-winning female students in his computer science classes at U-High.

Mr. Franke came to NCWIT’s attention after many of his female students repeatedly won the organization’s award for Aspirations in Computing, despite a blind application process.

“I was escorted into a giant auditorium filled with about fifty people representing many professions, all of whom shared a commitment to the inclusion of women in the fields of science, technology, engineering, and math,” said Mr. Franke.

“For the panel we had been told not to prepare anything, which I adhered to, but of course everyone else had ignored this advice.

“IN contrast to our earlier, more spontaneous discussion, this one was more subdued and formal. Here I was a lot more nervous, as I really felt strongly about expressing my thoughts fluently.”

Mr. Franke was partially used his hot cup of coffee, toping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

Stopping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

IN HIS KEYNOTE ADDRESS at the Black Students Association’s annual Dr. Martin Luther King Day assembly January 12 at Rockefeller Chapel, History Teacher Charles Braxton urges students to “go deeper” than the usual civil rights narrative which has nearly packaged the movement. Photo by Reny Lewis.

Mr. Franke was nominated by The National Center for Women in Information Technology (NCWIT), and ultimately selected by the White House for the December 9th panel, Champions of Change: Girls and Women in STEM (Science, Technology, Engineering, and Math), to describe how he has recruited award-winning female students in his computer science classes at U-High.

Mr. Franke came to NCWIT’s attention after many of his female students repeatedly won the organization’s award for Aspirations in Computing, despite a blind application process.

“I was escorted into a giant auditorium filled with about fifty people representing many professions, all of whom shared a commitment to the inclusion of women in the fields of science, technology, engineering, and math,” said Mr. Franke.

“For the panel we had been told not to prepare anything, which I adhered to, but of course everyone else had ignored this advice.

“IN contrast to our earlier, more spontaneous discussion, this one was more subdued and formal. Here I was a lot more nervous, as I really felt strongly about expressing my thoughts fluently.”

Mr. Franke was partially used his hot cup of coffee, toping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

Stopping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

IN HIS KEYNOTE ADDRESS at the Black Students Association’s annual Dr. Martin Luther King Day assembly January 12 at Rockefeller Chapel, History Teacher Charles Braxton urges students to “go deeper” than the usual civil rights narrative which has nearly packaged the movement. Photo by Reny Lewis.

Mr. Franke was nominated by The National Center for Women in Information Technology (NCWIT), and ultimately selected by the White House for the December 9th panel, Champions of Change: Girls and Women in STEM (Science, Technology, Engineering, and Math), to describe how he has recruited award-winning female students in his computer science classes at U-High.

Mr. Franke came to NCWIT’s attention after many of his female students repeatedly won the organization’s award for Aspirations in Computing, despite a blind application process.

“I was escorted into a giant auditorium filled with about fifty people representing many professions, all of whom shared a commitment to the inclusion of women in the fields of science, technology, engineering, and math,” said Mr. Franke.

“For the panel we had been told not to prepare anything, which I adhered to, but of course everyone else had ignored this advice.

“IN contrast to our earlier, more spontaneous discussion, this one was more subdued and formal. Here I was a lot more nervous, as I really felt strongly about expressing my thoughts fluently.”

Mr. Franke was partially used his hot cup of coffee, toping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

Stopping in for Red Bull and iced coffee, Shannon Vavra enjoys her afternoon visit to Harper Foods. Photo by Elizabeth Gelman.

IN HIS KEYNOTE ADDRESS at the Black Students Association’s annual Dr. Martin Luther King Day assembly January 12 at Rockefeller Chapel, History Teacher Charles Braxton urges students to “go deeper” than the usual civil rights narrative which has nearly packaged the movement. Photo by Reny Lewis.
**Homework: The good, the bad, the ugly**

**Students, teachers see its value differently, its demands differently**

In my planner, I schedule estimated time for homework, and assign myself to come up with a total time. If I feel particularly courageous, I factor in what time I might finish. Usually the total I come up with is four hours.

Describing her typical homework schedule on weekdays, Senior Leslie Stibner believes students need to learn to deal with time constraints to efficiently manage their daily schedules. Teachers and students feel frustrated when homework is required since it is limited to 10 minutes times the grade level of the student.

“Homework should be an extension of what you learn in class,” Eleanor said. “You should learn something in class and then more in depth at home. For me, it’s 10-15 minutes to one hour, but I would normally have twice as much for homework, but we have to do more work to prepare for these long periods.”

**Expenses urge less homework time**

Hoping to make homework loads more manageable nationwide, education researchers have offered guidelines and suggestions concerning students’ workloads. With hope to restrict time spent on homework by students nationwide at all grade levels, a “10-minute-rule” for homework was developed by psychologist and teacher of Educational Psychology at Duke University. The rule was described in detail in the March, 2007, issue of Educational Leadership, a magazine published by the Association for Supervision and Curriculum Development, in the article “The Case for and Against Homework.”

Were the rule implemented, homework load would be limited to 10 minutes per night at each grade level of the student. However, when reading as a part of homework, the limit would be extended to 15 minutes a grade. That would mean that freshman could expect to do 90-135 minutes, sophomores 100-150 minutes, juniors 110-165 minutes and seniors 120-180 minutes of homework a night.

The positive effects of homework on high school students increases with the time spent completing it until about one and a half to two and a half hours, according to a letter from Professor Cooper’s to the Southwest Educational Development Laboratory (SEDL), August of 2008. SEDL is nonprofit organization dedicated to improving education quality based in Austin, Texas. Professor Cooper considers the effects of homework on students during the time homework is being completed. He thinks that if homework is not properly assigned, it could lead to an hour sometimes.

When they have a quiz or test there is no homework but if there is a project the homework is just to finish it.

As a teacher do you think of how much time students spend on their homework, according to “Rethinking Homework.” Homework should only be given when an assignment in particular will help students, as opposed to something that simply happens every day as simply a part of daily routine. Professor Kohan recommends.

**Class time fuels homework load, educator says**

Concerned with U-Highers’ busy schedules, English Teacher Leslie Stibner and Upper School Special Assistant to the Director Alex Cohen see insufficient class time as adding to U-Highers’ homework stress.

Receiving her Ph.D at the U. of C., Ms. Bell teaches the College, believes teachers should assign homework which accomplishes understanding in certain topics related to the day.

A RESPONSIBLE HOMEWORK load would be about three hours, or something like the 45 minutes of homework a class a night,” Anna said. “However, students did on average about an hour per hour per hour, while teachers probably think they receive about as much as per class. Teachers might do the homework themselves to determine the amount of time students have to take students to complete it, and that may not accurate.

“Homework at Smith College is really a supplementary thing, since a lot of stuff is done in class. It adds to what we learned in class, and I wish homework was also more like that at U-High.”

**Students**

**Teachers**
This junior girl sets her life to music

Catherine Zhou

Earning two delegation awards in December, Model U.N. members won Best Small Delegation at Princeton University’s conference December 1-4 in East Brunswick, New Jersey, and Outstanding Delegation at the Chicago International conference December 8-11 at the Fairmont hotel downtown.

Facing some of the top six teams, as ranked by the Model U.N. blog bestdelegate.com, 13 underclassmen attended the Princeton conference with teams from the northeast and south. 26 underclassmen went to Chicago International, competing against 90 delegates from St. Ignatius, among other schools.

THE TEAM also competed at Harvard University’s conference in Boston, after Midway press time. One conference at Northwestern University April 19-22 in north suburban Evanston will remain. U-High left Princeton with one Best Delegate award, two Outstanding Delegate awards, two Honorable Mentions, and a Verbal Commendation. Seniors Josh Keesing and Michelle Ng won Best Delegation for their work in the Special Political and Decolonization Matters Committee, containing 180 delegates.

“The team only had five weeks to prepare,” Josh, a sophomore, said. “Michelle and I talked on the phone almost everyday, looking for that one idea that could win over our committee chairs and help us succeed.”

AT CHICAGO INTERNATIONAL, Best Delegate winners included Davis Cummings and Kelsey Stevens, Sophie Weaver, and Kassim Hussain; Outstanding Delegate recipients were Rahul Mehta, and Amelia Mazzarella, while Honorable Mentions went to Natalia Caseberg and Avery Brookne. Davis and Kelsey, Rahul, and Sophie also won Delegate’s Choice Awards, an award unique to Chicago International.

“On the last day, they passed out a sheet of paper asking who you thought the best delegate was in your committee,” Jor- dan Einhorn said. “I liked the concept, only some committees took them seriously and others took it as a joke. But it was interesting to compare them to the actual results.”

Unlike other conferences, Chicago International didn’t reveal delegates’ schools until awards were announced. “CIMUN did things in a creative way; it was completely different than our usual conferences,” Model U.N. Sponsor Paul Horton, history teacher said. “We didn’t know who was from what school, eliminat- ing recognition of who’s more advanced or well-known, evening up the playing field.”

Baby boom continues

The Lab Schools baby boom continued as 2011 came to an end. Chinese teacher Xiaoli Zhou gave birth Monday, December 12 to Edith Zhou Hoffman, who arrived at 4:40 p.m. weighing 8 pounds, 7 ounces and measuring 21 inches. She was the third faculty baby born since school started.

Then cafeteria staff member Alicia Culverton celebrated Christmas with an extra-special present, Alona Susie Graves, who arrived December 26 weighing 9 pounds, 13 ounces. Mommy and daddy promptly brought the newcomer to the Journalism Office for the accompanying official photo. Ms. Culverton expected to return to work by the end of January or so.

Are you a true Labbie?

Show your school spirit by buying an "I’m a Labbie" t-shirt for just 15 dollars.

We carry a variety of sizes and accept cash, check or PayPal.

Email us at labtshirts@gmail.com
For 2011 U-High highlights, editors-in-chief Sarah Husain, left, and Ary Hansen, and Photojournalism Adviser Liese Rick- etts, the surprising news was the yearbook had received the Columbia Scholastic Press Association's highest national rating, Gold Medalist. The staff had worked on the book, U-High's largest, 13 months. The book also received All Columbia Honors for excellence in writing and reporting, and Ms. Ricketts received a judge's commendation for her advising. The editorial, production and business adviser is Mr. Wayne Breslau. Photo by Fiona Potter.

Yearbook gets the Gold

No good deed goes unpunished, the old saying goes, but in the case of the 2011 U-Highlights the old saying has proven wrong.

But another old saying, that good things come to those who wait, has proven right.

Producing the largest yearbook in U-High history, working 13 months including through summer vacation, adding 16 pages with two new sections four months into the school year, the U-Highlights editors found when the book finally arrived in late October their work wasn't done yet.

The printer had left a crucial piece of copy off a theme page and that page had to be reprinted and affixed to every yearbook before distribution finally took place.

But that weary journey has come to a rewarding ending. The Columbia (University, New York) Scholastic Press Association has awarded the U-High book its highest rating, Gold Medalist. To receive that honor required earning at least 800 of 1,000 possible scorebook points; U-Highlights got 897. The book also earned All Columbia Honors for special excellence in reporting, writing and coverage, and Photojournalism Teacher Liese Rickets received a special commendation for her role as photo adviser. Photographers Jackie Robertson and Remy Lewis additionally received recognition for excellence in photography.

“This is the most academically-oriented school this judge has seen,” the evaluator wrote. “It is inspiring to this editor. The students and students!”

The judge acknowledged students probably love the book’s action-packed design, even though it didn’t meet judging requirements for consistency and order.

Seniors Sarah Husain and Ary Hansen were editors-in-chief for the 2011 book and Jackie Robertson, now at Boston University, was photo editor.

Kermit was wrong

It is easy being green

Here are some simple things you can do:

- turn off lights
- keep windows shut to reduce wasted heat
- utilize natural lighting in classrooms and offices
- unplug already charged ipods, MP3s, and cell phones
- shut down computers or use quick sleep mode
- replace incandescent light bulbs with efficient fluorescents

Green campaign redirects strategy

By Akila Roaul
Editor-in-Chief

Although it missed the registration deadline to compete in the sixth annual Green Cup Challenge January 18 through February 15, U-High's Green Team still plans to decrease the amount of energy the school consumes and fo- cus on recycling this year as a member of the Chicago Conservation Corps, sas President Jennifer Pan, senior.

Begun in 2007 as a competition between boarding schools, the Green Cup Challenge broadened to day schools around the country. The pro- gram is intended to raise awareness about energy conservation and climate change.

“EVEN THOUGH we won’t be participating in the Challenge, we still want to talk to the community members and put posters up around the school about ways to decrease energy use,” Jennifer said.

“The juniors are taking control of the measures to improve our energy read- ings this year because we want the club to continue next year.”

As part of the energy awareness cam- paign the Green Team is spreading word about ways to conserve energy in the school, Jennifer said.

“LAST YEAR'S energy improve- ments were great but that was mostly because the school shut down for two days,” she explained. “What we want to do this year is turn off lights whenever possible and not just when the room is empty.

“We also want to have more cold lunch days to reduce the amount of energy the school uses. We will make efforts to turn down the thermostat in all rooms when possible.

As an option for the Community Ser- vice requirement, many sophomores have taken roles in the club.

“LAST QUARTER the sophomores were a lot of help in the waste audit we did and this year they’re helping organize an energy unit,” Jennifer said. “They’re taking a lot of energy readings so we can see exactly how much energy we’re using.

“I’m really excited to see where the school will go in the future with these renovations and I can only hope future students will uphold everything, I’ve done.”

Two principal candidates visit

Two candidates recommended by the advisory committee for selecting a principal visited the school last week.

During their day here each met with the Director, Lab Schools Board members, parents, administrators, faculty members and Lab members.

They also met with selected students for lunch period.

Visiting last Tuesday, Dr. Fech is principal of Grayslake North High School in the far northern suburb.

Before being appointed to that position in 2011 he served there as a director of staff services and assistant superintendent for personnel.

For six years he served as principal of Big Ten Institute for Gifted Students.

Visiting last Thursday, Ms. Mary Elizabeth “Lisa” Baker has been Upper School director at The Rooper Bloomington, Michigan. She served as a staff development teacher and specialist in the Montgomery County, Maryland, public schools and I can only hope future students will uphold everything, I’ve done.”

The Connections committee hopes to raise $500,000, with 25 percent of pro- ceeds going to financial aid and the rest to improving outdoor spaces.

Funds will also go to the Lab+ CAMPAIGN to renovate current facil- ities, build the future art wing, and construct the Early Childhood Center.

“The LAB+ CAMPAIGN will go to- ward things like refurbishing fields, outdoor theater space and even some green roof space,” Ms. Marks said. “Generally it applies to all space out- side the building. Being outdoors in nature is such a big part of a Lab edu- cation and what we are striving to en- hance that.”

With the intent to involve more stu- dents and parents with Connections, chairpersons organized a Pre-Event LabsArt Expo that took place January 27-28 in Upper Kovler gym, to allow viewers to see all school student art-

The gallery included student work from Nursery through High School and ranged from Jackson Pollock wa- tercolors to scratch board work. While student art will not be displayed at this year’s Connections, they pro- vided an expanded showcase for it.

Connections goes green for festive event; U-Higher’s to entertain

With the return of a raffle, dis- continued three years ago, the annual parent's Association “Connections” benefit will take place in the enormous, window-lined Grand Ballroom of Navy Pier for the fifth consecutive year 6 p.m. to mid- night, Saturday, March 3rd. Tickets are $200.

Beginning with cocktails, the black- tie optional evening will include a gourmet dinner, Dance Troupe perfor- mances, dancing, a silent auction and raffles.

“RAFFLE TICKETS are being sold in the Lower, Middle and High School lobbies,” said Ms. Cynthia Heusing, Connections Cochairperson with Ms. Anna Marks, both Lab School Par- ents. “There are two raffles. The grand prize raffle tickets cost $50 and are a one in 300 chance to win $5,000 Lab school credit to spend toward differ- ent aspects of the school. The other faster tickets cost $20 and are a one in 200 chance to win an iPad 2.”

Bidders, armed with electronic bid- ding devices, will be able to partici- pate in a silent auction 6 p.m.-10 p.m.

Bidders, armed with electronic bid- ding devices, will be able to partici- pate in a silent auction 6 p.m.-10 p.m.
Summer programs offer U-Highers travel to Yellowstone, Cuba

By Hebah Masood
Associate editor

From Yellowstone National Park, Wyoming to Havana, Cuba, students will have the opportunity to travel throughout North America this summer. Planned by Photography Teacher Liese Ricketts, the Cuba trip will allow students the opportunity to research wildlife as well as white-water raft.

Students on the Cuba trip leave June 13, the day before the Yellowstone trip starts, and both groups come back on June 22.

Open to current High School students, the trips will accommodate 11-12 students. Applications include questions about students’ hobbies and an essay about what students think the program will offer them.

IN ORDER TO travel to Cuba, students get a special visa, Ms. Ricketts said. Each student will pay $4,200 including a check for $600 included with the application. The check will go to Insight Cuba, an organization providing Americans legal travel to Cuba, and will be returned if the applicant is not accepted.

“It’s about a three-month process with all the paperwork to organize the trip and we have to make sure we meet the requirements from both countries,” Ms. Ricketts said. “It’s hard but it’s definitely been easier the second time around. I know some of the people so we feel more secure about where we’re going.”

Students will visit the Fototeca de Cuba, a photo gallery in Havana to see art by locals and take photos of their own. Towards the end of the trip, students will travel to Cojimar and Vinales Valley, Cuba learn about the culture.

THE YELLOWSTONE TRIP will give students the opportunity to research wildlife in Yellowstone National Park. The trip, including working on habitat restoration with The Nature Conservancy and U.S. Fish and Wildlife service, will cost $2,150 per student. They will also be observing the bird and wolf population at Yellowstone. At the end of the trip they will whitewater raft down the Yellowstone River.

Leading similar trips in past years with a different organization, Mr. Jones said usually not that many people apply.

“The Ecology Project International, a student field science travel service, put us in contact with U.S. Fish and Wildlife which was really helpful,” Mr. Jones explained. “The problem with the application process is people usually use applications to narrow down how many people they take but with us we just hope eleven good people apply.”

ON SIX OF the eight nights there, students will camp outside in tents. “Yellowstone represents a protected yet very wild portion within the U.S. that is uncommonly observed within a context that one might experience in other less-developed countries. Americans unfortunately have a cultural disconnection with nature yet has such wonderful nature to be explored. This could prove to be a very formative trip for many students.”

They got away

THANKFUL FOR new snowfall, clockwise from top left, Maddy Campion, Gene Cochrane, Nathan Eckstein, and Rosie Cueno-Grant hit the sledding slopes at Senior Getaway at Eagle Ridge Lodge.

U-High grad wins prestigious grant

Alice Easton, Class of 2005, who graduated from Princeton University in 2009, is the recipients of the prestigious Marshall Award.

At Princeton Ms. Easton had a double major in ecology and evolutionary biology. She will pursue a doctorate in infectious disease epidemiology at Oxford University.

Thirty-six Americans received the 2012 scholarships, which cover the cost of graduate study and living at a British university for two or three years. Ms. Easton is devoted to working in public health, focusing on public health challenges of disease resistance to antibiotics.

She has worked and done research in India and researched for her thesis on HIV control programs there in the summer of 2008.

After graduating from Princeton, she coordinated the Indian branch of the Antibiotic Research Partnership at the Public Health Foundation of India. She has received numerous honors for her work.

At U-High Alice participated in Model U.N., Math Team, Science Team and Peer Leading, was a Midway and U-Highlights photographer, outside school, studied Indian classical dance and worked in a U. of C. molecular biology lab junior and senior years.

In that ‘I want some Asian noms’ mood again? Look no further!

De Rice Asian Cuisine caters the best Chinese AND Japanese food in all of Hyde Park, carry-out or delivery! Hands down, you will be back for more when you taste our mouth-watering Spicy Orange Chicken or our Famous Dragon Maki!

918 E. 47th Street
(773) 268-6868
Open Monday through Thursday 11 a.m. - 10 p.m. Friday and Saturday 11 a.m. - 11 p.m.
We Deliver!
A day in the life at colossal Neuqua Valley High School

By Sydney Scarlata
Executive Director of Special Projects

7:05 a.m. A sheet of darkness still blankets the crisp January sky as Neuqua Valley High School (NVHS) sophomores, juniors and seniors grudgingly circle the vast parking lot in search for a space. Still others have been here since 6:30, for Student Council meetings or, like Senior Kristin Rohlwing, making up class work.

By 7:20, students flood the entrance of the main building and the opening rotunda becomes a meeting ground for friends. Chatter permeates the first and second floor narrow, horseshoe shaped hallways while masses of students find their way from 4 foot tall lockers to their 1st period classes. Clad in a green-and-black striped sweater, dark grey jeans and comfy UGG slip on shoes, blond-haired Kristin navigates through packs of students migrating down the stairs.

The bell beeps (yes, beeps) and students in English Teacher Gillian Schneider’s Creative Writing class make their way passed a suit of armor and Shakespeare costume to their assigned seats in rows of five.

“PLEASE DON’T tell me you’ve lost your syllabus because I probably won’t have an extra,” adding, “she says holding an extra copy,” announced Ms. Schneider, a middle-aged woman with shoulder length ginger hair. Few students giggled.

“Looking over this syllabus, sometimes you’re going to want to break the rules. That’s okay, I want you to explore what interests you. Just come up and tell me what you want to do. This class is a creative writing class. Get creative and expand your horizon. I want you to take my guidelines and do what you want with them.”

Creative Writing, open to sophomores, juniors and seniors is an elective offering in the English department.

“I KNOW NAPERVILLE has a reputation for being a very privileged district,” Ms. Schneider said while students began work on an essay about who they are and why they are taking the class. “But I love working here. The students I work with genuinely want to learn and care about being in school. They are involved in a variety of activities like community service work and the literary magazine.”

This thinking is commonplace at Neuqua, located at 2360 95th street in Naperville, a western suburb, 30 miles from Chicago.

The bell signals the end of class and students rush out of their seats and out the door. Though the main building only houses sophomores, juniors and some seniors the hallways quickly fill up with a rushing student stampede.

“Tell me you’ve lost your syllabus because I probably won’t have an extra,” adding, “she says holding an extra copy,” announced Ms. Schneider, a middle-aged woman with shoulder length ginger hair. Few students giggled.

“Looking over this syllabus, sometimes you’re going to want to break the rules. That’s okay, I want you to explore what interests you. Just come up and tell me what you want to do. This class is a creative writing class. Get creative and expand your horizon. I want you to take my guidelines and do what you want with them.”

Creative Writing, open to sophomores, juniors and seniors is an elective offering in the English department.

“I KNOW NAPERVILLE has a reputation for being a very privileged district,” Ms. Schneider said while students began work on an essay about who they are and why they are taking the class. “But I love working here. The students I work with genuinely want to learn and care about being in school. They are involved in a variety of activities like community service work and the literary magazine.”

This thinking is commonplace at Neuqua, located at 2360 95th street in Naperville, a western suburb, 30 miles from Chicago.

The bell signals the end of class and students rush out of their seats and out the door. Though the main building only houses sophomores, juniors and some seniors the hallways quickly fill up with a rushing student stampede.

“If you’re good at this, you can get a lot of college credit,” Dr. McBride said. “Frontier offers an alternative high school experience,” Dr. McBride said. “We’re part of College of DuPage so some classes on this campus act as college credit.”

Athletics: School colors: Gold and Royal Blue
Mascot: Willy the Wildcat
Conference: Upstate Eight
In the 2010-2011 school year:
8 Upstate Eight Conference Championships
6 RISA Regional Championships
2 RISA Sectional Championships
3 Team State Finalists
Special Olympics Basketball Division Champions

School Awards
Kennedy Center Excellence in Arts Education
National Grammy Signature School – “Best in the Nation 2006”
Illinois Technology Teachers Association Program of the year
Blue Ribbon Award from the Illinois Association of Health, Physical Education, Recreation and Dance

Fight song:
“Blue and Gold displayed the pride
Neuqua Valley’s here
Set the earth reverberating
with a WILDCAT cheer
Rah! Rah! Rah!
Teamwork boosts us up to our best
We will score and triumph at last
Hail, hail! We’re NUMBER ONE
So let’s capture that victory now”

A TRADITIONAL BREAK from the traditional, students in English Teacher Gillian Schneider 1st period Creative Writing class visit a neighboring English room, where Neuqua tradition allows students to write inspirational quotes on the white walls.

WHILE STUDENTS remain in class (photos from left), members of the Wildcat Week-ly, Neuqua’s weekly news telecast, film their next broadcast. Topics range from school athletics to dances.

While casually leaning back in his chair, Dr. McBride, sporting a charcoal suit and tie explains he came to Neuqua four years ago.

“I think one of the things that makes Neuqua so unique is its size,” Dr. McBride said.

“We’re right on par with schools like Stevenson and New Trier and we even have a separ-ate campus for freshmen. This represents both opportunity and challenge. We are at
the height of creativity because we have so many students. At the same time, we’re challenged by our size. There are physical limitations. Hallways are stressful and because we have three buildings, it is more difficult to unite the school. Departments become separated from one another and it is physically impossible to have an all-school assembly.

“That being said, we’ve had a tremendous amount of success in a short period of time. Our academics are among the best in the state and we recently received the Kennedy Center Award in Music.”

“ROBOTICALLY, students flow through the hallway to 3rd period. Outside Pre-calculus, Junior Aran Koku- zian, with long brown sideburns and a red plaid shirt, comments on the differences between Neuqua and the middle school he went to. “I think what makes Neuqua unique is it is more competitive in the classroom than other high schools,” Aran said. “I think you can compare some of our regular classes to other high school’s advanced level classes.”

“My new Sophomore Student Council is working putting together winter formal. Senior Council is organizing the Mr. NVHS competition, a fun fashion show where senior boys rent silly costumes and walk a runway in front of the school.”

“I THINK in general, there are a lot of different cliques at Neuqua. In a big high school, it’s easy and necessary for groups to just fall into place. It’s not a small town and so you go where you fit in. Though this does have its downsides. Many feel inferior to it. It’s kind of like Mean Girls. Obviously it’s not to the same extreme, but it’s high school. It happens. It’s reality.

“Being a big school is what defines Neuqua. It’s the emphasis Neuqua has on electives and the arts. I think the community is in strong support of electives. For example, we have 14 business teachers. I think because we’re a large school, we offer a lot of unique clubs that you might not see in other places. For instance, we have an outdoors club, a video game club, an anime club and a whole bunch of social services clubs. "STUDENTS ARE INVOLVED here. They aren’t just going through the motions of high school. They want to be here and they want to do a lot of different activities. “The kids here come from parents who often really have taught respect and how to be polite. Discipline is not an issue here. I spend my time in class teaching, not disciplining. I’ve taught at a couple different places where disciplining is a part of the job. At Neuqua I can spend that extra time exploring the subjects that I’m here to teach.”

Kristin skillfully navigates to her 5th period Consumer Economics, taught by Business Teacher Todd Mertz, a tall, bearded man who greets his students at the door.

“THIS SEMESTER’S going to go by very quickly,” Mr. Mertz announced to the class while casually leaning against a desk in the front row. “I hear students constantly say, ‘I can’t wait to get out of high school.’ I just want to say this: Savor these moments. I didn’t realize how much I loved high school until after I had left. Embrace these moments. Don’t wish them away.”

After breaking students up into small groups to get to know each other, Mr. Mertz took a moment to explain the atmosphere of Neuqua.

“I’ve been working here for 11 years,” Mr. Mertz said. “I really appreciate the emphasis Neuqua has on electives and the arts. I think the community is in strong support of electives. For example, we have 14 business teachers. I think because we’re a large school, we offer a lot of unique clubs that you might not see in other places. For instance, we have an outdoors club, a video game club, an anime club and a whole bunch of social services clubs.

“Students are involved here. They aren’t just going through the motions of high school. They want to be here and they want to do a lot of different activities.”

Mr. Mertz understood the pressure students place on themselves. "I think because we’re a large school, we offer a lot of unique clubs that you might not see in other places. For instance, we have an outdoors club, a video game club, an anime club and a whole bunch of social services clubs. "Students are involved here. They aren’t just going through the motions of high school. They want to be here and they want to do a lot of different activities. "The kids here come from parents who often really have taught respect and how to be polite. Discipline is not an issue here. I spend my time in class teaching, not disciplining. I’ve taught at a couple different places where disciplining is a part of the job. At Neuqua I can spend that extra time exploring the subjects that I’m here to teach.”

CAUGHT IN the afternoon rush to 5th period (photos from top), Neuqua students navigate through crowds as they follow the U-shaped main hallway to their classrooms. PICTURES ADORN hallway walls showcasing Neuqua student’s accomplishments. In recognition of 12-grader success, the school gives a variety of Outstanding Senior awards, including specific awards to each subject and a student-athlete award.

REVIEWING FOOTAGE, Wildcat Weekly staff members edit footage shot throughout the school in their 2nd floor classroom. Photos courtesy of Sydney Scarlata (Nequa Valley would not allow both a reporter and photographer to visit).
Whatever the weather outside, you’ll always find paradise inside at the RAJUN CAJUN, just a short trip from school. From delicious Indian specialties (you choose the level of spice you want) to good ole crispy, homemade fried chicken you’ll find something perfect for you at perfectly reasonable prices. We’re vegetarian-friendly, too! Can’t come in? We deliver!

Rajun Cajun
INDIAN & SOUL FOOD
1459 EAST 53RD STREET IN HYDE PARK
Between South Harper and Blackstone
773-955-1145
Open Monday through Saturday 11 a.m.-9:30 p.m.
Sunday Noon-8:30 p.m.

Just Add Spice!

WARM AND COZY at the RAJUN CAJUN Freshman Miles Grogger decides which delectable dishes to choose for lunch. Photo by Jeff Li.

Thank you to the teachers, student artists, musicians and performers, parent and alumni volunteers, and Lab staff who worked tirelessly to present the first ever LAB ARTS EXPO

Congratulations on a job amazingly well done!

Sincerely,
Connections 2012 Team

Researcher, author, to speak Thursday

Dr. Sian Beilock, associate professor in the Department of Psychology at the University of Chicago and principal investigator at its Human Performance Lab will speak at the next all-school assembly, this Thursday at 10:10 a.m. at International House.

Dr. Beilock authored the book “Choke: What the Secrets of the Brain Reveals About Getting It Right When You Have To.”

In the book she explains what is happening in the brain and body when individuals experience performance anxiety and offers advice on how to remain calm under pressure.

As part of her work Dr. Beilock has worked with U-Highers. The assembly is being filmed by PBS and “Nova” for a documentary. The production company also planned to film U-Highers in simulated test-taking experiences.

Dr. Beilock previously spoke at a much-praised Parents’ Association program January 9.
New dress ideal restores ‘Formal’ to Winter Dance

(continued from front page)

Unfortunately, there are always a couple people who aren’t in their right minds, and this committee really exists to make dances a better, safer experience for everyone.

“Thank being said, there are often complaints about the type of music played at dances. Hopefully we’ll come up with a more varied song selection this year, which should help change the vibe at Formal.”

Although he participated in the “Apache Bros and Navahos’ theme, in retrospect, Student Council President Andrew Palmer feels that seniors must be more conscientious when picking unofficial dance themes.

“Even if they are unofficial, offensive themes are never okay,” Andrew said. “Student Council was thinking of getting rid of the unofficial senior theme altogether, and compensating or the loss with official all-school themes. When I showed up to the dance with face paint on, some chaperons said it was little offensive, and I realized that the seniors should have thought about the implications of our theme.”

Setting the boundaries with the senior theme is a difficult task, Mr. Horvat said.

“It’s hard to lock down an unofficial senior theme,” Mr. Horvat said. “I just wish students would think a bit. U-High prides itself on being an inclusive, welcoming place that celebrates student differences, and the unofficial Homecoming theme did not reflect that ideal. Students probably thought, ‘Well, we’re just having fun,’ but it wasn’t fun. It was offensive.”

Beat the CHILL without raising the bill!

Step into the Medici during free periods, after school or on weekends for a cup of delicious hot chocolate to heat up a cold Winter’s day. Or perhaps one of our justly-famous deep dish pizzas to share with friends. We’re just a short walk away from school. Even on snowy days you can walk over, drop in, and warm your soul. And that, of course, is even nicer when you have friends join you. We’re a nationally-known Hyde Park tradition and, lucky you, Hyde Park is where you go to school!

THE ATMOSPHERE at the legendary Medici is as good as the food! Freshman Madeline Sachs and Sophomore Carah Alexander enjoy a break from school at the Medici, only a short walk away from U-High! Photo by Nathaniel Green.
A fate that could have been predicted from the start

We have known it since the first day of school. Most of the U-High community realized in September that changes needed to be made to the daily schedule. A committee of three administrators, six faculty members, one parent, and four students was assembled to consider how to best deal with problems that had become readily apparent. But if the meetings had trouble signing up for Fall history electives, Beginning Journalism, and Fine Arts classes, including Acting Studio and the much-anticipated Design for Communication class.

Beyond the classroom, most U-Highers were finding that their extracurricular activities had faltered and felt more stressed than in their previous high school years. Unable to find time to practice, Bel Canto members switched their meeting time from Thursday double lunch to the Friday open period and Wednesday lunch, amounting to just 50 solid minutes each week. Meanwhile, student leaders have said they still suffer from the lack of double lunch preparation time for conferences, and Peer Leaders haven’t met with their sophomore advisors since November 28. And that was just their first meeting all year.

Five months have passed, and the Schedule Review Committee has not yet started analyzing surveys students took in advisories in early December. Using the surveys, committee members had hoped to gauge the schedule’s impact on students’ in-class experience, homework load, extracurriculars, and stress levels. Originally congregating every other week hoping to make corrections for the upcoming year, they will meet today after school for the first time since December 5. Perhaps the schedule is taking its toll on them, too.

The unfortunate truth U-Highers must face: Float period isn’t coming back anytime soon and the multi-colored schedule outline seen throughout the hallways will remain intact for the foreseeable future.

Tweaking the schedule even a little or changing when certain classes meet and are assigned to a particular period represents a tall task, but it could have been accomplished had committee members and all the school administrators started right away at the beginning of the year when it didn’t take a genius to figure out to change the new schedule was posing problems.

The saying goes, “There’s always next year,” but next year won’t display major changes in the schedule, meaning problems that have surfaced this year likely won’t be solved until the year after.

With U-Highers already starting to sign up for classes, the clock has struck midnight, and students will instead continue to fix their eyes on their classroom clocks during the next 75-minute periods many—but not all, to be fair—have come to love.

And, at least right now, both students and faculty, seem to be paying the price.

OPINION DUNCAN WEINSTEIN
Remapping city brings power struggle to forefront

FOLLOWING MAYOR Rahm Emanuel’s election, many Chicagoans and political experts expected change in the Windy City. Evidently, the winds of change aren’t blowing very quickly.

Every decade, Chicago’s 50 aldermen redraw their districts, fighting to keep supporters within their wards. Led by Rules Committee Chair Richard Mell, Chicago aldermen passed an amended map January 19 with the fewest possible number of supporters avoiding a referendum, 41 out of 50. Never mind the map isn’t required until 2015, the final vote took just two hours after negotiations finished, before some aldermen could raise their concerns.

Loosing his south loop ward to the North Side, second Ward Alderman Bob Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-to Western Avenue, Alderman Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-to Western Avenue, Alderman Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-to Western Avenue, Alderman Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-to Western Avenue, Alderman Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-to Western Avenue, Alderman Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-to Western Avenue, Alderman Fioretti voted against the final map. In the original plan, his ward encompassed part of Lincoln Park, but was more majority black to accommodate 43rd Ward Alderman Michele Smith, who in turn supported the majority map.

Squeezed between wards and stretching from the lakefront almost to Western Avenue, Alderman Fioretti’s new ward looks like the after-
And these Oscar predictions go to...

DRAMATIC AS always, the 2012 Oscar nominations are out, with all the usual snubs and surprises. I haven’t seen every film nominated, but here’s the gist of it.

BEST PICTURE: THE ARTIST – Nostalgic, emotional and dramatic, “The Artist” accomplishes without words what many movies fail to. Thoroughly entertaining, this intelligent plot contains no explosions or excessive choreography and a fantastic sound track brimming with upbeat jazz hits and trumpets. There isn’t a boring moment. The lack of dialogue becomes unnoticeable as one becomes captivated by the romance and the old French fashion adorning them. The silent film star George Valentin (Jean Dujardin) worries about becoming insignificant as silent films decline, and as the young Poppy Miller gets thrown into the mix, she becomes his complice and temptation.

BEST ACTRESS IN A LEADING ROLE – Viola Davis (“The Help”). At first glance “The Help” seems like a glorified Little House, but I assumed it would foster in anonymity alongside millions of other bad blockbusters.

Viola Davis, however, helps heave the plot into something entirely different. By staying perfectly in character with a distinct Southern accent as she rules her white boss’ children, fights for equal rights, and keeps her grandfather’s farm, she saves the film. A quickness of wit and an ability to depict her entire action. Meryl Streep seems unlikely to win because of her competition with Michelle Williams (“My Week With Marilyn”). The other nominees will be split between them with a clear path for Viola.

BEST ACTOR IN A STARRING ROLE – George Clooney (“The Descendants”). The film rides heavily on Clooney’s performance as Matt King, a Hawaiian resident with two life-changing decisions: one, if he should pull the plug on his comatose wife, and two, if he should sell her land, netting her family millions, all while struggling to break the bad news to his daughters. Fast infidelity only complicates things further. The intelligence present in his face during the potty humor and sass needed to propel the rest of the Oscar pack. Frustratingly, the Academy probably won’t appreciate his masterful delivery of poop jokes and the Oscar will land in Jessica Chastain or Octavia Spencer’s lap for their roles in “The Help.”

BEST ACTOR IN A SUPPORTING ROLE – With a distinctive lack of good movie theatres in the suburbs where I reside, I wasn’t able to see the nominees.

THEATRE NICK PHALEN

A premiere that’s visibly brilliant


Christopher McElroen, Begins in the South, where the Invisible Man, never named, is born. He wins a college scholarship in a boxing match, but is quickly forced to move to New York City to pay for his continuing education.

There, he is thrust into the culture of the Harlem Renaissance, forced to navigate the complex web of social and political doctrines forming in the neighborhood at the time. From Communism to black nationalism, he is exposed to radical views and left to his own devices. In what is sometimes a rarity among adapted works, the staged version of “Invisible Man” allows the themes of the novel to expertly shine through. The strong script avoids devolving into lengthy monologues for the vast majority of the play. Relatively quick dialogue defines the scenes. While the continuity of the scenes is lost occasionally in the transitions between different stages of his life, the theme remains constant throughout the show.

These strengths are complemented by Teagle Bougere’s excellent portrayal of the Invisible Man. His character develops adequately throughout the play to believably morph into a man from a boy, as his views and friendships change throughout the pages.

What may be most impressive, however, is the manner in which the expansive setting of the novel is dealt with. Through a moving and dynamic set, McElroen is able to put audience members in offices, tenements, and smoke-filled basements with ease.

The notion of an invisible man is fully explored. While the he has an identity, he is so often judged that he seems to be stripped of it constantly. As a result, he is rendered invisible. People merely see what they want to see. For U-Highers, this notion may not be so foreign.

A COLLECTION OF the top actors, most beautiful actresses, and even a prince, this year’s Golden Globe Awards got stuck with the same host for the third year in a row. Though the entertaining Ricky Gervais brought the laughs, he toned down on the rudeness this year.

The 69th Annual Golden Globe Awards were broadcast live by NBC January 15 from the Beverley Hilton Hotel in Beverly Hills, California to a slightly lower viewership than last year. The awards are handed out by The Hollywood Foreign Press Association (HFPA) for the best films, television series, documentary, director and score of the year. With Gervais as a host, viewers were bound to be laughing throughout the event.

Gervais did an average job, taking laughs from the audience and nicely transitioning between awards. He did what he had to. He made cracks at many actors and actresses, implying Johnny Depp took drugs and saying that the Golden Globes are to the Oscars as Kim Kardashian is to Kate Middleton. But he wasn’t as bad as many expected him to be, especially after how cruel he was last year. Last year he even pulled some jabs that were a bit harsh, like talking about Robert Downey Jr.’s past substance abuse.

Celebrities’ reactions to Gervais’ comments proved perhaps the most entertaining part of the night. One of the most memorable moments came when actor Antonio Banderas walked up with actress Salma Hayek and responded to Gervais’ playful jabs with a quick Spanish tongue twister that few understood, but hey, that might just be my Latino side really enjoying it.

Then there was, of course, the Queen of Pop. When Ger- vais introduced Madonna, using some of her iconic song titles, specifically “Like a Virgin,” she responded saying, “If I’m still a virgin, why don’t you come over here and do something about it, Ricky. I haven’t kissed a girl in a while... on TV.” Feisty!

One can always look forward to seeing who receives the Cecile B. de Mille award, a career honor. This year I was happy to see one of the finest actors, Morgan Freeman, accept it. Sidney Poitier and Helen Mirren presented it to him. Poitier declared him a “prince in his profession,” and that he becomes the character.

Some motion pictures won multiple awards, such as the film “The Artist.” The Descendants,” and the television series “Homeland.” “The Artist” received the most with three awards, winning Best Motion Picture (Comedy or Musical), Jean Dujardin for Best Actor in a...
man Smith, said in a phone interview. “But there are also many aldermen, especially on the far North Side, that weren’t really affected by any map. They just wanted to get the conflict over with, so they were willing to support any plan.” Alternatively, all eight Hispanic aldermen, and eight white aldermen, sponsored the new Better Chicago Map. But they did so because it would be less susceptible to court challenges. It drew 17 black and 13 Hispanic majority wards, plus a few wards with large minority Hispanic populations. But most Hispanic aldermen came around to the amended Better Chicago Map.

A THIRD MAP, drawn by the Mexican Ameri- can Legal Defense and Education Fund (MALDEF) would’ve created 14 majority Hispanic wards and 17 majority black wards. Unitizing the Chinatown and Back of the Yards communities, currently divided, the map would’ve segmented the southwestern Beverly neighborhood. But the City Council didn’t take the MALDEF map seriously, according to Alderman Smith. “I think the MALDEF map was a good compromise. It was a better map for the City,” Alderman Smith said. “Of course, from my perspective, I would’ve had to modify it to make sure it accurately reflects the boundaries of Lincoln Park, so I do think it’s basically fair map, but the City Council didn’t take it seriously.”

ONLY ALDERMEN CAN VOTE, but MALDEF could still influence the process by challenging the passed map in court. Another plan, proposed by the Pro Bono Thinking Society, garnered even less attention than the MALDEF map. Drawing more compact wards than other maps, the Pro Bono plan also delineated 11 wards without a racial majority. Without the power to assert themselves by voting in the City Council, or in court, the Pro Bono Soci- ety couldn’t impose its opinions on the process. And without guaranteeing racial balance in the Council, aldermen showed no interest in supporting the map. AND SOME ALDERMEN remain bitter over the passed one, and any may challenge the map in court. Legally required to distribute population even- ly across wards, the map instead creates black ma- jority South Side wards with below average popu- lations, while compensating with overpopulated white minority North Side wards. Hoping to avoid a legal challenge, Mayor Rahm Emanuel asked aldermen to compromise, while stay- ing the details. Last time a map was challenged in court, in 1990, the ensuing six year legal battle cost taxpayers $18.7, and resulted in another black alderman being elected. REMAPPING WILL AFFECT U-Highers, and their tax paying parents, if the passed map goes to court. Aldermen control access to city services like pothole repair, and represent constituents on the city council. The map will shape a City Council that can affect U- Highers in myriad ways, like the teenage curfew im- posed this fall.

Though the Fifth Ward, which encompasses Hyde Park, would largely remain unaffected by any plan, stakes are higher in other areas. Fifth Ward Alder- man Leslie Hairston, a member of the Black Caucus, signed on to the Better Chicago map, but declined to be interviewed for this piece. Since the 2000 Census, Chicago’s black and white populations have decreased, while Hispanic and Asian populations have risen. However, African Americans remain Chicago’s largest racial group. The city is 32.9 percent black, 31.7 percent white, and 28.9 percent Hispanic. So if the City Council were divided proportionally along racial lines, it would contain 17 black aldermen, 16 whites, 15 Hispanics, and 2 Asians. BUT THAT WON’T HAPPEN as long as aldermen are drawing maps designed to maintain the racial sta- tus quo. Plus, it’s not that simple. Even with the great pow- er aldermen have shown gerrymandering ward maps, crafting racially monochromatic wards is diffi- cult because of Chicago’s segregated neighborhoods. Limiting minorities to certain areas, realtors began forming restrictive covenants in the 1920s. After Dr. Martin Luther King was shot, race riots plagued the city. During the Council Wars in the 1980s, the Vr- doljak, 29, a group of white aldermen deadlocked with Mayor Harold Washington.

NOT UNTIL A court redrawn the ward map and ordered special elections was the deadlock broken. Some of those same white aldermen bonded with blacks to reduce Hispanic concentration. White and black populations likely won’t increase over the next decade, but the Hispanic population probably will, so white and black aldermen are trying to exert as much influence while they still can. That’s not representative government.
David Chung, U-High Class of 2011, down on the right, U-High Class of 2011, forms a pyramid with other members of his squad from Charlie Company at the U.S. Military Academy at West Point, New York. Photo courtesy Mr. David Chung

Military heroes (continued from front page)

Officer James Kelley, the U. of C. policeman who is at the guard desk in Blaine Lobby evenings, also served in the Marine Corps, and says he still owes his allegiance to that branch of service.

"There is no such thing as an Ex-Marine," Officer Kelley said. "Any Marine knows his history. Any of them can remember the Marine Corps' birthday, which was November 10, 1775 at the Tun Tavern. Being in the Marine Corps is a lot easier after you leave." He was "originally going to the Army, but my father, who was in the Marines during World War II psyched me into the Marine Corps. My Military Occupation Specialty code was 0341, which meant I was a Mortar man, but I was basically in infantry. I was stationed mostly in Southern Vietnam, including Danang, Chu Lai, and Dac Pho.

"SOME OF THE THINGS learned in the Marines included survival skills, what to do in a camaradistic environment, the basic knowledge of diplomacy and bravery. Most importantly, I also learned to always be loyal to fellow Marines, which is the Marine Corps motto," Kelley said.

"My best memories were going on R&R in places never before visited, like Taipei, Hawaii, Bangkok, and Hong Kong. I was able to relax and enjoy the scenery and different cultures, which was hard during wartime because I had to be alert to my surroundings and rapid fire kill or be killed situations, which I don't like to harp on."

Believing his career in the Army to have matured and disciplined him, Math Teacher Joseph "Mr. Scroll" McPike served in the Marine Corps Intelligence 1992-1997.

"The job Entailed for Signals Intelligence, was sort of, you hear different people communicating and you figure out who they are and what their responsibilities are," Mr. Scroll said. "Basically you go to war, you can hear them on the radio, and you can figure out what the enemy is doing."

"I WENT TO BASIC training in my junior year of High School, and the most interesting part of joining was that my dad was in the army as a company clerk, which basically means that he made sure everyone got paid. I can't think of getting anything done during basic training. Because of the army, I feel more mature, more disciplined. It teaches you how to adapt to things out of your control."

"Sometimes it helps me put up with stuff that would get under other people's skin. You know, whenever I think about something I hate, I think back to digging holes all day during basic, which keeps things in perspective."

Also having served in military intelligence, former Officer James Kelley said, "At the Booth School of Business, joined the Air Force to get away from home and travel. "Something I always wanted to do was leave the Midwest," Mrs. Pinc said. "I did a lot of traveling in the Air Force. I lived in Oklahoma, Wichita, Denver, Germany, and Saudi Arabia during my service."

"I probably made up my mind to join my senior year of high school, and just left the Air Force was a good way out of education. I was thinking about how I could put off college for a year and join the Air Force, which is the percentage of my college education. I also get paid for living expenses, so why everything was pretty easy."

"I enjoyed doing DHSS visiting family during weekends and holidays, though. In Saudi Arabia, the shifts were hard. I couldn't see my family, parents or friends. The people at work were my family. Then I was stationed in Afghanistan for four years. I worked. Sometimes I worked from 7 at night to 2 p.m. the next day, and I had a computer and it was operating Desert Operation Storm."

"What I did related to human life and covert operators, used in the field. I had a very high security clearance, so I can't really discuss the details of my job. I worked at Langley Air Force Base in Virginia offices, but was a different kind of stress I experienced from day to day. No one's life is on the line if they do not get admitted to Lab."

"I think that my experience has had leadership qualities, and the military would probably be a good place for any of them who want to enlist—after college of course! A lot of critical thinking was good in the military as far as making decisions."

In the past decade, three U-High alumni have also furthered their education through the United States military academies.

Before being applying to West Point, Cadet David Fitzpatrick, U-High class of 2009, had lot of similarities, "Officer Kelley said.

"Cadets are in general a very liberal community so I always thought that U-Highers had a generally negative view of the military, but from the reactions of teachers and fellow classmates who congratulated me, I wouldn't say it's negative per se. I'm sure there are both positive and negative views but I honestly don't know since I never asked anyone. My attitude towards the military changed a lot.

I questioned what it meant to fight for my country and whether I'd be contributing positively by coming to West Point. From all the hard working people I've met here, I think the military can be a positive role and service members can be great role models and motivators."

"It is not like a normal college obviously. Freshmen have almost no privileges and there aren't any fun things to do here, since there are no parties and no leaving post. In terms of uniform, we all have to follow uniform protocol and we have to wear appropriate uniform for doing different things like going to the gym. We have a uniform for going to class, etcetera."

"AND THE LIVING QUARTERS are basically barracks, with at least two people per room. One big thing, about West Point is that we always have to be tidy. Our rooms have to be tidy and our uniforms have to be tidy. If not, we get to be disciplined."

"Academic wise, it's similar to a normal college. We have regular classes, except we also have to take military classes as well. It is also an extra physical education classes and they count towards our GPA. If we don't pass these classes, we could get kicked out."

West Point Cadet Matt Fitzpatrick, U-High class of 2009, and former track co-captain and cross-country runner, made up his mind to join the military in his junior year of High School.

"I TOOK MY parents, and thinking that it was a phase I would grow out of, they readily supported me and then we were good."

"My attitude towards the military never did grow out of it, and when it came time to select colleges, the one that I thought would best allow me to serve my country afterwards. I'd wanted to do something that I would take an active role in this nation's defense for the rest of my life, so West Point to me seemed like an obvious choice."

"West Point is not like many other colleges and universities in terms of day-to-day life. Part of attending West Point is that you are required to follow regulations, and some of the reasons for it. The student body numbers roughly 4,400 cadets at any one time, which is more than double our school's population."

"Most days start off around 6:30 a.m., followed by breakfast at 7 a.m., and classes from 7:30 a.m. to 4 p.m. After athletics, there is some time for dinner, and then a mandatory evening study period from 7:30 p.m. to 10:30 p.m.

"Time management is one of the most challenging aspects of everyday life at West Point, and something that freshmen cadets or 'plebes' must learn quickly upon entering the academy. It's a rigorous institution that certainly isn't for everyone, but the challenge of making it through is part of the allure of the place, and I can't see myself anywhere else."

"ADMISSION TO ANY of the Service Academies is very competitive, but perhaps the most about wanting to get in. Having a respectable GPA is certainly considered, but showing leadership potential through athletic participation and extra-curricular activities is also heavily taken into account."

"A wonderful aspect of this country is that everyone is permitted to have whatever opinion they want, and classmates who disagreed with what I was doing were more than welcome to do so. For my part, I always knew that my path was a little out of the ordinary for the school, and learned to embrace the fact that I was doing something different."

Air Force Captain Rob Willoughby, former tennis coach at the U. of C. Class of 2000, followed in his father's footsteps in Sheppard Air Force Base, Wichita Falls, Texas. He cites growing up in a military family, with his father and brother joining the Air Force before him, as the primary reason why he joined the Air Force.

"AIR FORCE was what I saw growing up around, so it seemed like the best fit for me," Captain Rob Willoughby said. "Flying was something I felt was really cool, and my brother did it. I didn't actually fly a powered aircraft until after I graduated from the academy. If I hadn't had my dad and brother, I would not have known enough about the Air Force to come out of my way to seek out the Air Force and its academy."

"West Point was certainly a different experience. One of the biggest differences was that there were three weeks at graduation, while my friends were having fun on vacation. I was at West Point, the Academy was very regimented, and it seemed like you were a whole lot of your own. I graduated and sometimes you couldn't finish it all without getting enough sleep.

"As far as the campus itself, it was beautiful. It was in the Rockies, so the views were spectacular and the people were very healthy."

"GRADUATING from the Academy in 2005, Captain Willoughby flew the Lockheed C-5 Galaxy, a 168 million dollar transport aircraft and also the largest aircraft in the Air Force, for four years in Operations Iraqi Freedom and Enduring Freedom.

"The C-5 Galaxy was a great plane to fly," Captain Willoughby said. "I think my favorite thing about flying, especially the C-5, was taking one day off in California, and landing somewhere like Europe the next. I was spending around 200 days a year flying."

"Right now I'm at the Sheppard Air Force Base in Texas being a pilot training instructor for the NATO partners, so we have Germans and Spaniards in our classes.

"Most of the students are around 18 to 19 years old. The Air Force has us change jobs every four years, so I'll be an instructor for four years. Ideally I can fly the C-5 again for my next rotation."

"CAPTAIN WILLOUGHBY says the military taught him a lot, including leadership abilities and maturity. "They'll give you a Civilian and a Captain Willoughby said. "At 26 years I was self responsible for a quarter million dollar aircraft."

"The Air Force and its Academy teach you elements of leadership responsibility, which are things you are required to learn. You absolutely must need to be a leader at the academy at some point. I would say that. Also, one of the best things in the military is other people serving. People in the military are supportive, even when their lifestyle is demanding in terms of deployment.

"You know, the biggest thing that helped me from U-High was the open-mindedness. That certainly helped. And also the academic rigor helped gear me up. Diversity in U-High also helps you deal with people in the military, which has people from all different types of backgrounds."

CORPORAL JAMES KELLEY, United States Marine Corps, now a U. of C. police officer and Lab School guard, adjusts the measurements on his mortar for toss firing in November, 1967, in Vietnam. Coincidentally, both Mr. Kelley and Mr. Mike Cephus were both corporals in Delta company, First Battalion, Seventh Marines. "I never met Mike in Vietnam, although it would've been a pleasure to meet him. His personality is a lot like mine; we have the same likes and dislikes, a lot of similarities," Officer Kelley said. Photo courtesy James Kelley.
Basketball women play a great game, now, ‘where’s the cheering crowd?’

By William Chung
Sports editor

An impressive 29-20 victory by the girls’ basketballers against ISL conference rival Elgin Academy January 24 in Upper Kovler.

There were around 10 students in the crowd, according to varsity guard Nadja Feirer, 10, said. Sprawled out on the large table in U-High 106, six varsity players on the girls’ basketball team caught up on homework on a recent Tuesday around 5:30 p.m. to talk about their small fan base.

“THERE DEFINITELY are stereotypes about girls sports in general,” Nadja said, “It’s hard to create the sort of excitement that boys sports create. There are typically 20 to 30 U-Highers at the boys games.”

With 12:4 (4:1 Conference) record and undefeated streak at home, the Maroons have gotten off to their best start since Coach Tai Duncan arrived three years ago, including two victories over long-time rival Parker.

Despite their improvement, the team has not seen a large in student turnout. However the Maroons have a dedicated support group according to Coach Tai Duncan, Class of 2000.

“We HAVE an amazing group of dedicated parents, friends, cousins, and siblings, a traveling fan base, who come to both our away and home games,” Coach Duncan said.

“We periodically post our wins and our upcoming games in the Daily Bulletin, and players tell their friends to come. We’re playing very good basketball, and people who don’t come are missing out.”

Nadja feels like the general stereotypes about girls’ sports, in addition to scheduling problems, represent major factors.

“PEOPLE ARE just used to watching boys more,” Nadja said. “Plus we have just started becoming successful, and even with our winning record, I feel like we have the support that we deserve.”

Sophomore Lillian Eckstein believes the game scheme limits interest.

“All the big games against our rivals end up being away,” Lillian said. “I think that it really helps to have more home games because it allows our our club and definitely play a lot better.”

THE MAROONS have extended efforts to reach young fans.

“In the past, we had biddy basketball on Saturdays, from 3nd to 6th grade, which had both girls and boys,” Coach Duncan said.

“Troy Caldwell and I led the program, and my girls always came out to run drills and show them what it means to play at the next level. We go to the Middle School games, and they come to ours.”

SCOREBOARD

BOYS’ BASKETBALL

NORTH SHORE COUNTY DAY, January 6, away; Varsity won 62-26; North Shore 4-7, 6-3 ISL.

North Shore Cougars, January 10, home; Varsity lost 58-64; Walter Payton, January 13, home; Varsity lost 56-67. Leo, January 14, home; Varsity won 46-46.

Games played Mountain View January 27, away; Parkside, January 31, away; Upcoming.

NORTH SHORE COUNTY DAY, January 6, away; Varsity won 62-26; North Shore Cougars, January 10, home; Varsity won 46-46.

NORTH SHORE COUNTY DAY, January 12, away; Varsity played 29-37; City College Prep, January 17, away; Varsity lost 58-66.

GLENDALE, January 9, away; Varsity won 87-70.

BOYS’ SWIMMING

GLENDALE, January 9, away; Varsity won 105-90.

GLENDALE, January 9, away; Varsity won 105-90.

GLENDALE, January 9, away; Varsity won 105-90.

NORTH SHORE COUNTY DAY, January 10, away; Varsity lost 66-19.

NORTH SHORE COUNTY DAY, January 12, away; Varsity lost 58-66.

NORTH SHORE COUNTY DAY, January 14, away; City College Prep, January 17, away; Varsity lost 58-66.

NORTH SHORE COUNTY DAY, January 24, away; City College Prep, January 27, away;

NORTH SHORE COUNTY DAY, January 27, away; Parkside, January 31, away; Upcoming.

NORTH SHORE COUNTY DAY, January 6, away; Varsity won 62-26; North Shore Cougars, January 10, home; Varsity won 46-46.

NORTH SHORE COUNTY DAY, January 12, away; Varsity played 29-37; City College Prep, January 17, away; Varsity lost 58-66.

NORTH SHORE COUNTY DAY, January 24, away; Varsity won 87-70.

NORTH SHORE COUNTY DAY, January 27, away; Parkside, January 31, away; Upcoming.

NORTH SHORE COUNTY DAY, January 6, away; Varsity won 62-26; North Shore Cougars, January 10, home; Varsity won 46-46.

NORTH SHORE COUNTY DAY, January 12, away; Varsity played 29-37; City College Prep, January 17, away; Varsity lost 58-66.

NORTH SHORE COUNTY DAY, January 24, away; Varsity won 87-70.

NORTH SHORE COUNTY DAY, January 27, away; Parkside, January 31, away; Upcoming.

NORTH SHORE COUNTY DAY, January 6, away; Varsity won 62-26; North Shore Cougars, January 10, home; Varsity won 46-46.

NORTH SHORE COUNTY DAY, January 12, away; Varsity played 29-37; City College Prep, January 17, away; Varsity lost 58-66.

NORTH SHORE COUNTY DAY, January 24, away; Varsity won 87-70.

NORTH SHORE COUNTY DAY, January 27, away; Parkside, January 31, away; Upcoming.

FENCING

About 350 competitors competed at the kend national MEDIUM WAYS FENCING CLASSIC, January 21 in Upper Kovler gym. Duncan Holmes placed 1st in Men’s Sabre and Roman Maroza placed 1st in Men’s Epee.
Coach’s resignation reflects pressures they all face here

A 29-POINT defeat at the hands of the varsity basketball team’s longest-standing rival, the Parker Colonels, the night before Winter Break, December 16. A cheating out from Coach Troy Caldwell at the next morning’s practice. Little did players know; that would be the last time they would see their head coach.

ON JANUARY 3, Athletic Director David Ribbens told players the Athletic Department planned to investigate a parent’s complaint about Coach Caldwell. Two days later, the coach decided to conclude a six-year career that included three ISL Championships and two U-High athletes signing on to play Division I college basketball.

After Mr. Caldwell resigned, assistant varsity coaches met, and former senior varsity head coach Chad Steward was chosen to fill the void. While most players first expressed disappointment about Coach Caldwell, they have also commented on difficulties they face getting students to devote extensive time to their sport.

According to the coaching staff, students are tired of the daily grind and pressures coaches coming from outside the Lab Schools’ environment face.

While coaches in the Lab Schools community outside of coaching have appreciated the recognition received during the annual end-of-year Sports Banquet, they have also lamented the amount of homework that students are required to complete.

Despite his bright blond hair and lanky build, as well as his flashy wardrobe consisting almost entirely of Lacoste, Junior Conrad Harron maintains a surprisingly low profile. Few U-Highers, besides his close friends, know the whole story behind this nationally-ranked tennis player.

Conrad has competed in more than 40 tournaments around the country, including his first 17-18 age group tournament last October at the St. Louis Gateway Junior Championships. For this year, I’m looking forward to the Kalamazoo USTA National Tournament, which I won, qualifying me for Regionals, but I didn’t make the National cut. The tournaments are set up so that Sectionals is the smallest area, in my case the Chicago area.

“The Regionals are the major regionals, the Midwest in my case. And finally the National tournament. When I was 10, I qualified for the St. Louis Gateway Junior Championship, but I lost sight of that. And that’s understandable.”

Conrad has also achieved success as a doubles player. Along with Philadelphia native Sam Shropshire, Conrad placed 3rd nationally in August, beating a doubles team at Kalamazoo that had played at the U.S. Open Juniors, 6-4, 6-4.

“Conrad is a very competitive athlete,” Sam said. “He can’t stand to lose at anything. We’ve been playing together for a long time, but winning the bronze ball against a US Open team was one of our finest moments.

LOOKING FORWARD to a Quarter-Final placement at the Dayton Nationals January 20, Conrad is expecting to finish strong.

“Expecting to win is a stretch as it’s only my third National 18’s tournament, but I feel like top 12 or 13 are reachable. For this year, I’m looking forward to the Kalamazoo USTA National Tournament in August again. I have a chance at beating the 70th ranking there and hopefully a new start to my senior year.”

By William Chung
Sports editor

-21st Century Communication
For many U-Highers, getting enough shut-eye remains just a dream.

By Sonia Bourdaghs
Associate editor

Why schools need to tailor their hours to teenagers

High school students should begin their day no later than 8 a.m.

So says University of Chicago Chief Section of Pediatric Specialties Sleep for Children Hari Bandla.

Fayette County, Kentucky schools, which changed the times for teenagers so says Professor Bandla.

EXAMINING A 1996 CHANGE in Minnesota district school's start time from 7:30 a.m. to 8:30 a.m. Following a 1996 change in Minnesota district school's start time from 7:30 a.m. to 8:30 a.m. in Minnesota district

Newer school start times have been linked with lower rates of depression and better school performance.

Many U-High students say they don't get enough sleep; but even more so this year with school starting 45 minutes earlier on Mondays thanks to the new schedule.

"If you look at the biology of humans, there are many rhythms to the body," Professor Bandla said. "Circadian rhythms are any rhythms that last up to 24 hours. The rhythms are any rhythms that last up to 24 hours. The body. After you become pubescent male/female, there...