

Restyled Winter Formal to introduce new dress ideal

By Marissa Page
Associate editor

Boys 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 Mr. 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 Baughn-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 Ary 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 Homecoming, the first meeting of this committee took place January 18.

Cultural Union has been considering “Mad Men,” after the AMC drama set in the 1960s and known for its retro, classy fashion, as a possible Formal theme, 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 earlier this month is the addition of another squad car parked outside the International House to emphasize the severity of student transgressions.”

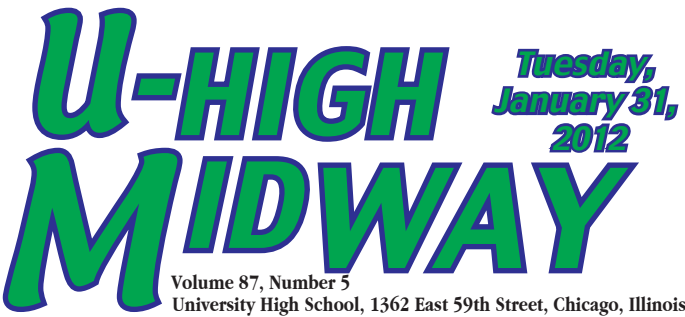
Ary feels encouraging classier dressing among students could put the “formal” back into Winter Formal at U-High.

“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.

“We received some calls and had conversations with people about their discomfort with student behavior at school dances,” he said. “Parents, and some students, are concerned about dancing, dress and, of course, young people under the influence at dances.

(continues on page 11)



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

“It 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 action 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 discards.”

STRUGGLING TO MAINTAIN his cheerful disposition, Lab Schools Security Guard Mike Cephus 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, a base 15 to 19 miles away from the jungle where the fighting was,” Officer Cephus said. “I was sleeping in a large tent with about 10 other guys. They were all my friends, since we were in the same platoon, same company. We woke up to gunfire around 1 a.m. It was the North Vietnamese Army (NVA) Special Forces. We called them ‘Sappers.’ They had been digging tunnels under our base for six

months. First thing my buddies and I did was grab our rifles. It was still raining. 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 every man for himself.

“**AT NIGHT** we couldn’t see. We basically just shot at where the enemy fire came from. When daybreak came, daylight 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 Cephus 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 Cephus believes that the brotherhood in the Marine Corps helped him



STOPPING BY Mr. Mike Cephus’ desk, Sophomore Nadja Barlera enjoys a lunchtime conversation. Nadja is one of the countless U-High students Mike greets by name as they pass through the Lobby. Photo by Leslie Kamel.



CURRENTLY a junior in the U.S. Military Academy, West Point, New York, Cadet Matt Fitzpatrick, U-High Class of 2009, teaches a “Plebe”, West Point slang for “freshman”, how to fire a rifle on the shooting range. Photo courtesy of Matt Fitzpatrick.



ARMY SIGNALS Intelligence Analyst Joseph Scroll, now a U-High math teacher, steps out of a transport helicopter in Haiti in 1994 as part of Operation Uphold Democracy, the U.S. military operation to implement a new Haitian government after its president was overthrown. Photo courtesy of Joseph Scroll.

mature.

“I was a 19-year-old kid in Vietnam, so I grew up while at war,” Mr. Cephus 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 afterwards 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 security work, and eventually I was recommended here, at the U. of C. Police Department.

“I can 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 wasn’t drafted. But it also opened up a couple of doors.”

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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 posting signs to encourage sign-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 nonetheless managed.

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

"Every year, the course is different 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 night 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 meld," she explained. "Overall, I think they had a good experience, but not like the day class. The students just were 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.

Although only five students enrolled in Beginning Journalism this year, down from an average of 12 students, Journalism Teacher Wayne Brasler believes the Midway staff has become more efficient.

"ALTHOUGH THE DAY has lengthened, the situation has not affected the quality of the paper," Mr. Brasler explained. "For the first two months, the Midway staff was uncertain, but by Christmas, I saw tremendous growth in maturity and creativity. This is also some of the best beginning work that I have ever seen."



WITH RECORD NUMBER 17 students in her evening Holocaust film class, History Teacher Susan Shapiro's elective increased in enrollment due to U-Highers not being able to take electives during the school day. Photo by Carolyn Voth.

"Unfortunately, we weren't given any warning that there would be this sharp decrease in the amount of students who were able to sign up for the class," Mr. Brasler explained. "I thought at first that we wouldn't have class discussions anymore, but it's worked out great because whoever is here just jumps right in."

"The only worry is how 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.

"Unfortunately, CS Principles took some students that were planning on taking my class because it addresses similar computer concepts," Mr. Wildeman explained. "I'm excited we have both classes, because it has taken me 10 years to get the school to teach these skills. I'm worried that the course will disappear if enrollment does not increase. I put up posters to spur interest, and I'm hoping that will be effective."

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 loss of the weekly break.

Many students, including Senior Jennifer Pan, have found that they have less time to get school work done in the new schedule.

"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 that long block 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 conference everybody has to come to practice four days of the week," said Model United Nations adviser Paul Horton. "There were things we did in the long lunch that we can't do now, like mock situations, simulating a committee meeting and going in and out of caucus. There's no time to do that anymore but because we are so efficient and our leadership is good the loss hasn't impacted our preparation."

Lost rooms have students and teachers off

Finding rhythm in the new schedule has proven difficult for some teachers who have lost having their own room all day so space can be found for all classes.

No longer being able to meet with students easily in her room and office of more than two decades, U-High 105, History Teacher Susan Shapiro's room assignments now roam to Judd Hall.

"As a professional, it is my job to work so that my students are affected as little as possible by the changes," Mrs. Shapiro said. "The simple fact is that I am working harder than ever before."

"Between the issues of time and space, this schedule has caused me to teach more reflexively and instinctually than reflectively and thoughtfully," she explained.

Also moved out of his office, Testing Coordinator and AT Economics Teacher Christopher Harper has found the new schedule a challenge that will need more time to get used to.

"My office used to be in U-High 217, but that room was needed to create additional classroom space for Physics," Mr. Harper said. "I am now in Judd 207, and in the afternoon the Lab After School kids can get pretty loud. However I have gotten used to it and love hearing the kids play and laugh."

Stress reduced as intended...or increased?

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

According to Guidance Counselor Camille Baughn-Cunningham, students and faculty members she has talked to have felt 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 WE ARE looking for answers to what's causing stress in our lives it is 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.

"In hearing from students this year it seems as if students feel they are moving in and out of school and always feeling a time crunch to get things done. The breaks the schedule does provide don't always feel adequate and the 75 minute period has taken a toll on some students."

Though the new schedule has not impacted how much contact time science teachers have with their students, Science Teacher Sharon Housinger worries 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 part of 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 class and 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 overwhelmed faculty. At faculty meetings, teachers are on edge and become frazzled 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."

Stories by JR Reed, electives; Akila Raoul, double lunch; Spencer Lee, lost rooms; Sydney Scarlata, stress; Nicholas Phalen, advisories.

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 it had not been figured into the new schedule, brings freshmen, sophomores and juniors (for the first time) to advisory 40 minutes each week, as compared to 90 minutes previously. Mondays and Tuesdays the three classes

meet advisers for 10 minutes, with advisories also meeting 30 minutes each Wednesday.

That amount of time, Junior Aleeeze Qadir says, is too short to significantly address any discussion topics.

"I think that with so little time on Mondays and Tuesdays, we are just too rushed to get anything done," Aleeeze said. "The teacher can read the Daily Bulletin, but that's pretty much it. In the longer periods, we have some more time, but it isn't enough to talk about substantive things a lot of the time."

Sophomore Stacy Stern values advisory time as a needed break during the school day.

"I don't think it really makes a difference that there is less time," Stacy said. "I think the 10-minute periods make great times to just relax and hear the announcements, and then I can get homework done during the longer period."

Never having experienced a longer advisory period, Freshman Colin Malefakis says has enjoyed the new advisory program so far.

"I think that advisory has been generally a good thing for me so far this year just because it serves as a break from the rest of the day," Colin said. "I like to hear the Daily Bulletin so I know what is going on around school, and after our adviser reads that we usually just get a break to hang around for a while before our next class begins."



CONFIRMING with adviser Fran Spaltro that they went to Junior College Workshop from left, Ellen Ma, Ben Meyer, Jacob Bauer and Than Hien Ngo meet in U-High 105 during a 10-minute advisory period. Photo by Remy Lewis.

Students praise pilot computer science course for practicality for 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 A.P. Computer Science, aiming to focus more on computer science in everyday life.

ALTHOUGH SENIOR MADDIE LINDSEY is an experienced computer science student, she still believes that Computer Science Principles is a class for everyone.

“I knew I definitely wanted to take it the second I heard about it,” Maddie said. “Because first of all it was a computer science class that I hadn’t yet taken and because I know for sure that I’m going to major in computer science in college, so it was kind of the perfect class for me.”

“However, I still think for someone without my computer science background its still a good class to take. This is because for a class with Computer Science in its name, it really doesn’t involve a lot of programming. We started out with a program called App Inventor, which was really user-friendly and visual. Literally the only thing it involved was just dragging big blocks on the screen around.

“Simply put, it’s a class for someone who is interested in Computer Science, but doesn’t want to get too deep over their head.”

SENIOR BENNY WAH feels he has learned alot.

“In the first quarter we really got a lot done,” Ben-



AFTER RECIEVING A \$15,000 National Science Foundation grant, Computer Science Teacher Baker Franke partially used his funds to buy android phones for students, such as Mia Epner, to program. Photo by Jeff Li

ny said. “At first we programmed with App Inventor, which has a lot of pre-written code in the form of ‘blocks’ so beginners or amateurs don’t have to learn the language and key words from scratch.

“For example, there is a block that says ‘When Screen Pressed’ which makes the programming more accessible and intuitive, rather than something like ‘void set-up.’ So we had a final independent project last quarter and we each set out to do something original since all the code was already in blocks and pretty easy to deal with.

“WE ARE CURRENTLY working in a programming environment called Processing which utilizes Java to create animation and art,” Benny said. “Recently we programmed an image such as a circle to follow our mouse on a canvas.

“Other recent projects include incorporating lists and actions to make certain regions of the canvas, the screen where the program’s run, to react to the mouse’s position.”



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 Branham urges students to “go deeper” than the usual civil rights narrative which has neatly packaged the movement. Photo by Remy Lewis.

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.



IN A RENDITION of Gary Jules’ song “Mad World,” Sophomores Sonia Bourdaghs, vocals, Carah Alexander, cello, and Max Archer, piano, link the song’s relationship to the 1957 integration of Little Rock Central High School, singing “Hello teacher, what’s my lesson? Look right through me. Look right through me.” Photos by Remy Lewis.



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:

In back row, Bianca Bailey, Howard University senior; Barbara Bitters, Wisconsin Department of Public Instruction; Karen Thole, Pennsylvania State University engineer; Elizabeth “Liesl” Chatman, director of teacher professional development at the Science Museum of Minnesota; Dr. Elisabeth Hayes, Tech Savvy Girls project of the MacArthur Foundation; and, front row, 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 Schnabel dean of the School of Informatics at University of Indiana; and Judit Camacho, Society of Advancement of Hispanics/Chicanos and Native Americans in Science.

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 and technology.

Flustered, regains his composure, and prepares to speak before an audience of media representatives, highlighting the methods he has utilized at U-High.

“I was overwhelmed,” said Mr. Franke “and not only with the fact that I was actually speaking at the White House, but everybody before me had been so impressive in their speeches, and I wanted to follow theirs with something at least half as good.”

Earning his trip to the White House to partake in the weekly Champion of Change program, Mr. Franke was one of twelve honored.

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.”

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

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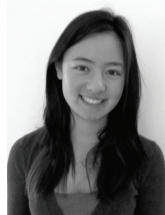
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Homework: The good, the bad, the ugly

Students, teachers see its value differently, its demands differently

In my planner, I schedule estimated time for each homework assignment, and come up with a total time. If I'm feeling 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 Sibener believes students need to learn to deal with time constraints to efficiently manage their daily schedules. Teachers and students often feel friction caused by homework. This year's new daily schedule, constructed in part with hopes to lessen homework load, has brought the ever-present issue of homework under a new light.



Leslie

BALANCING TIME BETWEEN subjects, Leslie understands work loads vary by subject, and that time needs to be set aside for studying.

"On weekends when I have both homework and tests, I've done up to 25 hours, but normally I do about 18 hours. I think homework should prepare you for what will be expected in class. With math and language classes, if you don't practice things over and over again the material doesn't stick. The more you fall behind, the more you have to catch up and the less you can retain."



Alex

Along with friction created between students and teachers concerning homework load, varying views on the values of homework, and what it accomplishes, add to the mix.

This year's new 75-minute periods, intended to give students an opportunity to work in class, has often increased homework load, Sophomore Eleanor Schuttenburg has found.

"**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 the 75-minute periods do not work. I was told we would have time for homework, but we have to do more work to prepare for those long periods."

Preparation for class should be a review of the day's lesson, believes Sophomore Alex Cohen.

"I'd like to say teachers have an accurate perception, but I have had teachers who assign homework without understanding how much others assign as well," Alex said.

"Teachers think of what is helpful for their course, which is understandable, but they think in terms of what is reasonable for their curriculum, while we have to think in terms of other loads as well.

"**WHAT HOMEWORK** should accomplish is practice; going over material gone over that day in class. I have had experience with teachers who just assign what they didn't teach in class as homework, which defeats the purpose of homework in my opinion."

Usually completing 45 minutes of her homework at school, Freshman Anna Knes feels three to four hours represents a reasonable workload for students.

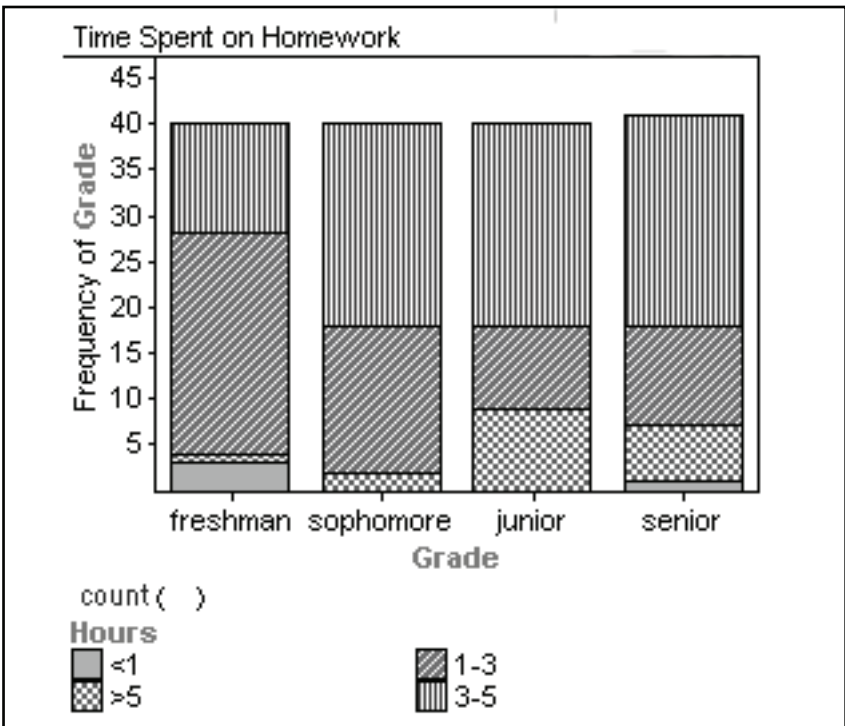
"We get crammed with a lot of homework, and a lot of the classes give us the same deadlines; which gives us a lot of pressure," Anna said. "Homework should get you to understand concepts and review. It helps me understand what teachers went over. I have about four to five hours every school night and about the same on the weekends."

MANY TEACHERS SAY they find class time insufficient to go over required material. Math Teacher Joseph Scroll says math students receive daily homework as a necessity to the subject.

"You have to cover what you have to cover," Mr. Scroll said. "There are four days in a week, and we often lose days a lot during three-day weekends. I would hope I assign no longer than 45 minutes of homework. Also if you have an accelerated class, the assignments cover more material. There are times when students are given harder assignments, and the load varies for different students."

History students must prepare for class discussions in the form of homework, according to History Teacher Susan Shapiro.

"**IF STUDENTS HAVE** nothing to ask about in class, then the brain is not engaged," Ms. Shapiro said. "One of



Graph by Sydney Searlata

the most wonderful things about a Lab school education is you learn how to listen and participate and you get to hear many ideas. You need to consider your own opinion in context of others, and people talk to each other in discussion, since I don't have the answers."

Students can no longer utilize their open periods efficiently, Mrs. Shapiro believes, because of how the new schedule flows.

"I think they can accomplish less at school now because free time is chopped up, sporadic and unpredictable," Mrs. Shapiro said. "When I sit down to help kids, they have unusable periods and 30-minute periods scattered about. Students have less usable time than they have had in the past. I try to use the extra 30 minutes I have in class during long periods for supplemental stuff, or to start on a difficult reading."

HOMEWORK SHOULD BE a balance of what students learn in class, believes Science Teacher Javier Saez, and teaching the mind to deal with material not yet covered.

"Part of homework should be directly related to material done in class," Mr. Saez explained. "But part of it should also be more open material, to teach students to think outside the box to broaden thinking in all classes. Teaching academia is not only about what should be taught, but also about how much students can learn about themselves and learn how to think in the future. "

Concerned with uneven work distribution between classes, Spanish Teacher Laura Damer calculates homework completion time before assigning it.

"**FOR SPANISH II** I assign 10 to 15 minutes," Ms. Damer said. "For A.P. Spanish, if they have to read something, it could take up to an hour sometimes. When they have a quiz or test there is no other homework, and when there is a project the homework is just to finish it."

"I myself as a teacher do have concerns sometimes, when other classes give some students too much homework there is less time left for other classes. Every class is important, and is a part of the integration of the student's education. We should respect each other and we should respect all classes.

"There should be no overwhelming amount in any one class. Homework does not need to be hours, but it should be a good recollection of what happened."

Having experienced the U-High homework load, Anna Rosenzweig, Class of 2011 graduate, now a freshman at Smith College, believes teachers should assign homework which accomplishes understanding concepts in class learned that day.

"**A REASONABLE HOMEWORK** load would be about three hours, or something like 30 to 45 minutes of homework a class a night," Anna said. "However, students did on average about an hour per major, while teachers probably think they receive about 30 minutes per class. Teachers might do the homework themselves to determine the amount of time it will 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."



Mr. Saez



Ms. Damer

Experts urge less homework time

Hoping to make homework loads more manageable nationwide, education researchers have offered guidelines and suggestions concerning students' workloads.

With hopes to restrict time spent on homework by students nationwide at all grade levels, a "10-minute rule" was created by Professor Harris Cooper, Professor of Education, and Psychology and Neuroscience 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 times the grade level of the student. However, when reading is 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.

Teachers should consider the affects on students feelings towards their work when determining homework load and characteristic, according to Professor Alfie Kohn in "Rethinking Homework," and article in the January-February, 2007, issue of The Principal magazine. Strongly against the perpetual assigning of daily homework, Professor Kohn, who received his M.D. at the University of Chicago, is an expert on education, human behavior, and parenting.

Teachers should not go over the district guidelines for homework loads and should be careful not to underestimate how long students spent 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 Kohn recommends.

Class time fuels homework load, educator says

Concerned with U-Highers' busy schedules, English teacher and High School Special Assistant to the Director Catie Bell sees insufficient class time as adding to U-Highers' homework stress.

Receiving her Ph.D at the U. of C., Ms. Bell teaches the philosophy of teaching at the Urban Teacher Program, a subdivision of the Urban Education Institute at the U. of C. Currently teaching English 1 at U-High, Ms. Bell has analyzed homework load at U-High.

FLEXIBILITY WITH HOMEWORK is required since it must fit into students' demanding schedules, Ms. Bell believes.

"Homework allows students to prepare themselves to think independently about subject matter before they get to class," Ms. Bell said. "It also allows them to explore aspects of the subject that may not fit the constraints of a 45-minute period. Homework gives students an opportunity to work at their own speed and even gives students the opportunity to take individual paths in their learning."

"The cons are that it of course takes work, and in today's environment where students are all expected to be good

at everything, it is hard to take a pass on homework. Schedules are much tighter than they used to be. Rather than seeing homework as an opportunity to pursue an interest, kids today feel as though homework is something that they have to get through, simply to check off the 'to do list' because they are so busy."

INSUFFICIENT CLASS time leads to homework build-up at U-High, Ms. Bell believes.

"Even with the new schedule, overall there is less actual class time than at some other schools, both public and private," Ms. Bell said. "However the demands as to what you are expected to learn remain the same, which means that the same subject matter must be covered with less class time. This probably adds to the homework crunch students experience.

"The most important thing with homework is to think about what meaningful work students can actually accomplish. I intend to assign a focused half hour in preparation for each class I teach. Sometimes it ends up as more for some students, but think about what the average student can accomplish in 30 focused minutes."

All stories conceived, reported and written by
Sonia Bourdaghs
Associate editor



CHARACTER SKETCH BY HEBAH MASOOD

This junior girl sets her life to music

BANGS HABITUALLY brushed over her right eye, Junior Catherine Zhou, easily recognized by her skinny jeans, numerous necklaces and brightly colored shoes, is well known for her cello performances at school events. Not only performing at school events, Catherine also plays classical cello for the Chicago Youth Symphony Orchestra (CYSO). After begin-



Art by Gene Cochrane
 CATHERINE ZHOU

ning and later quitting violin lessons 11 years ago because her mother and sister, Diana, Class of 2005, play, she picked up the cello and piano. "SINCE MY MOM plays violin she always says she has a strong connection with music," Catherine said. "She wanted to pass that on to my sister and me because she really loves classical music. She even teaches little kids how to play violin on the weekends. I started playing piano when I was five because my parents thought it would help me have a strong foundation in music. I originally played violin when I was six but I decided I liked cello and piano more. "Now I've just played music for so long it's become a part of who I am and shaped who I am. I've had to practice when other kids had free time but I enjoyed that because I love it and I love the way the piano and cello sound. If I don't practice I feel restless. If the night goes by without me playing it feels like I've wasted the day." Playing for CYSO since 2006, Catherine may not pursue music professionally, but will continue playing in college. "IT'S GOING TO BE a major part of my life no matter what I do, but I might not go into it," Catherine said. "When

I was little I did it because my parents wanted me to. When I got a little older my sister was part of CYSO's Symphony Orchestra and I knew other people in it from music programs so I always aspired to be like them. Music has become a part of me. I couldn't imagine quitting. I'd feel like something was missing." Before this year, Catherine played in a trio with Singer and Pianist Marissa Guiang, Class of 2011, and Violinist John Lin, junior. Covering songs by their favorite artists including OneRepublic, Death Cab for Cutie, and Matt & Kim, Marissa formed the group three years ago. "WHEN I WAS a sophomore I was looking for people to play with me at Labstock," Marissa said. "I'd heard Catherine's group in the Lab Chamber Music Program and I thought she was absolutely amazing. We became really good friends especially after she got into high school. We listen to the same alternative music. Most of our favorite bands are under the label Fueled by Ramen so we went to a lot of the same concerts." For Marissa's college applications the trio recorded their cover of Kids by MGMT. The trio wanted string solos for Catherine and John. "Catherine was supposed to come up

with something on spot for her solo," Marissa said. "We didn't know what to do for the solos so she just played something. The first thing she came up with was flawless and I admire her so much for that as a musician." BUSY DURING fall quarter, Catherine barely had time for homework between music lessons and cross-country practice, although living near school made it easier. Convinced by Junior Izzy Soble to join the cross country team in 7th grade, Catherine has become close to Junior Hannah Tomio. "I'm not very serious about cross country but it's something I like to do," Catherine said. "Freshman year I met Hannah and now we're really good friends. We started spending a lot of time together especially because you can run and talk during practice. That definitely made us a lot closer. "It's a really tough sport but it's also really fun and every one is really supportive. I have so many memories from all of the meets. Hannah and I started this ritual last year where we lay on the ground. We take deep breaths and stare at the trees and think about how strong they are, and we just have to be like them when we run."

Model U.N. delegates, in two squads, rack up more triumphs home, away

By Natalie Holley
 Midway reporter

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 upperclassmen 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 Koenig and Michelle Ng won Best Delegation for their work in the Special Political and Decolonization Mat-



Josh

ters committee, containing 180 delegates. "The team only had five weeks to prepare," Josh, a nine time winner, 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, Sophia Weaver, and Kassim Husain; Outstanding Delegate recipients were Rahul Mehta, and Amelia Mazzarella, while Honorable Mentions went to Natalia Ginsberg and Avery Broome. Davis and Kelsey, Rahul, and Sophia 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," Junior Jordan 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, eliminating recognition of who's more advanced or well-known, evening up the playing field."



Alona and Mom

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 Culverson 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. Culverson expected to return to work by the end of January or so.

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FOR 2011 U-HIGHLIGHTS editors-in-chief Sarah Husain, left, and Ary Hansen, and Photojournalism Adviser Liese Ricketts, 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 Columbian 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 Brasler. 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 Columbian Honors for special excellence in reporting, writing and coverage, and Photojournalism Teacher Liese Ricketts 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 see folks essentially united in a general purpose to improve oneself and society. Superlatives abound.” The judge acknowledged students probably loved 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

Visit the display case outside Rowley Library for great resources to learn more about alternative energy.

‘Connections’ goes green for festive event; U-Highers to entertain

By Clay Surmeier
Midway reporter

With the return of a raffle, discontinued three years ago, the annual Parents’ 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 midnight, Saturday, March 3rd. Tickets are \$200. Beginning with cocktails, the black-tie optional evening will include a gourmet dinner, Dance Troupe performances, dancing, a silent auction and raffle.

“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 Parents. “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 different aspects of the school. The other raffle tickets cost \$20 and are a 1 in 200 chance to win an iPad 2.” Bidders, armed with electronic bidding devices, will be able to participate in a silent auction 6 p.m.–10 p.m.

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 meet with the Director, Lab Schools Board members, parents, administrators, faculty members and staff members. They also met with selected students for lunch period.

Visiting last Tuesday, Dr. Scott 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 director of staff services and assistant superintendent for personnel. For six years he served as principal of Bishop Noll Institute in Hammond.

Visiting last Thursday, Ms. Mary Elizabeth “Lisa” Baker has been Upper School director at The Roeper School in Birmingham, Michigan. She served as a staff development teacher

The Connections committee hopes to raise \$500,000, with 25 percent of proceeds going to financial aid and the rest to improving outdoor spaces. Funds will also go to the Lab+ Campaign, used to renovate current facilities, build the future art wing, and construct the Early Childhood Center.

“THE LAB+ CAMPAIGN will go toward things like refurbishing fields, outdoor theater space and even some green roof space,” Ms. Marks said. “Generally it applies to all space outside the building. Being outdoors in nature is such a big part of a Lab education and what we are striving to enhance that.”

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

The gallery included student work from Nursery through High School and ranged from jack-o-lantern watercolors to scratch board work. While student art will not be displayed at this year’s Connections, the Expo provided an expanded showcase for it.



Ms. Baker

and specialist in the Montgomery County, Maryland, public schools and before that taught English in grades 8 through 12. An advisory panel including students, parents, faculty members and administrators has been reviewing possible candidates. The panel eventually will make a recommendation on a candidate to Lab Schools Director David Magill, who will make the final decision.

Mr. Magill January 24 announced the selection of the Lab Schools’ first Primary School principal, Ms. Susan Devetski.

She is chairperson of the Education Department at Holy Cross College in Notre Dame, Indiana.

She will begin work here July 1 in anticipation of the 2013 opening of the Early Childhood campus on Stony Island Avenue.

Green campaign redirects strategy

By Akila Raoul
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 focus 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 to day schools around the country. The program 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 faculty 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 readings 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 improvements were great but that was mostly because the school shut down for two days,” she explanation. “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 Service 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.”

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 to study photography in Cuba legally, usually prohibited because of the American trade embargo.

SCIENCE TEACHERS DANIEL Jones and Sharon Housinger will lead the Yellowstone trip, allowing students the opportunity to research wildlife as well as whitewater 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 the hotel we're going to, Hotel Armadores de Santander, 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 accessed 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."



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They got away

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

near Galena. From skiing to bowling to boxing with chaperons, seniors enjoyed three days January 21-23 staying in guest townhouses in small groups and dining on resort-catered food .Photo by Sarah Husain.

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.

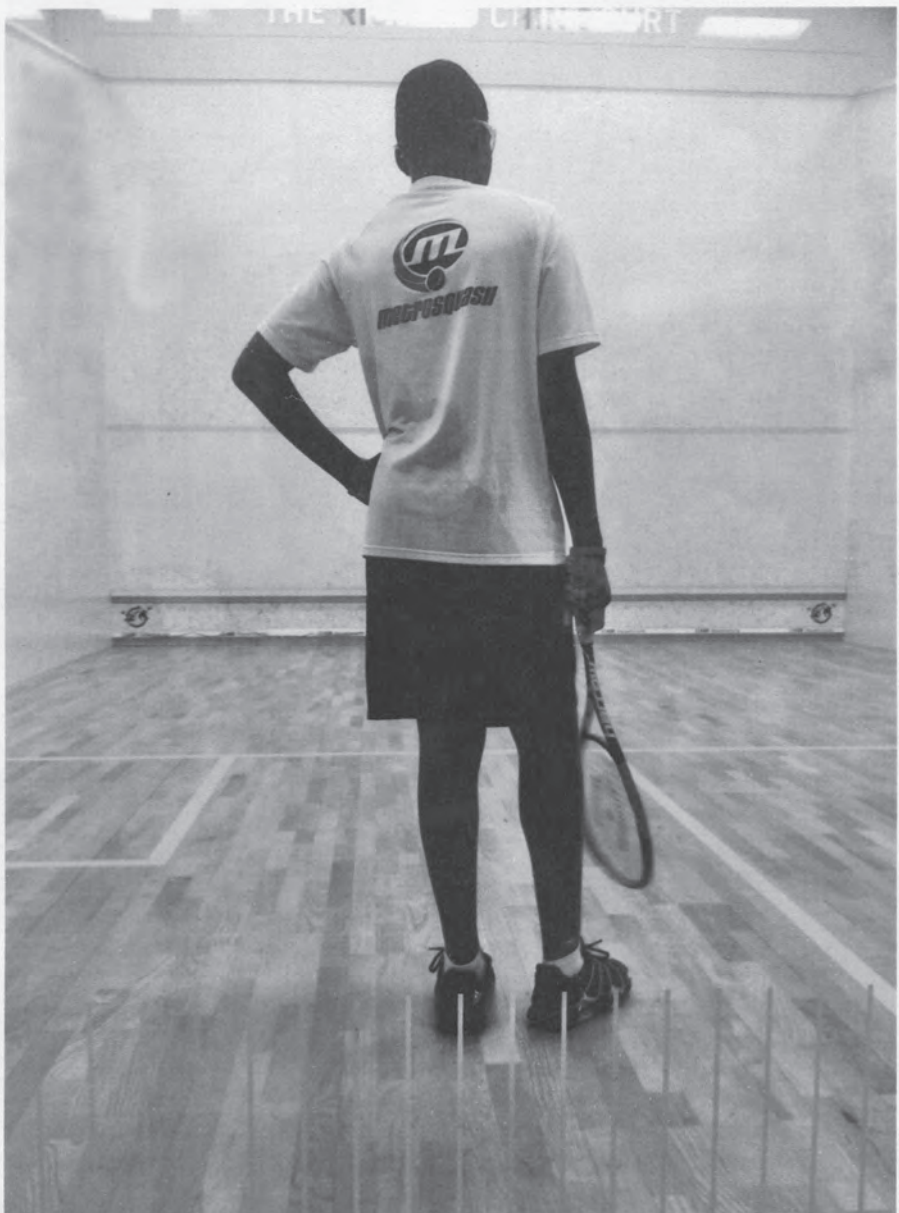
After graduating from Princeton, she coordinated the Indian branch of the Antibiotic Research Partnership at the Public Health Foundation of India.


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.



Ms. Easton





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Home of the Wildcat

NEUQUA VALLEY QUICK FACTS

School Info

- Principal: Dr. Robert McBride
- Total enrolled: 4079
 - Seniors: 1013
 - Juniors: 1032
 - Sophomores: 1008
 - Freshmen: 1026
- Average class size: 24
- Classes meet five times a week, for 45 minutes
- Average ACT score: 25.2
- Average SAT score:
 - Critical Reading: 631
 - Math: 635
 - Writing: 614
- Class of 2011:
 - Indian Prairie Scholars: 350
 - Illinois State Scholars: 570
 - National Merit Commended: 29
 - National Merit Semi-Finalists: 21
 - National Merit Finalists: 20
- 4-Year College: 76%
- 2-Year College: 18%

Publications

- Newspaper: The Echo
- Yearbook: Neshnabec

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 IHSA Regional Championships
- 2 IHSA 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 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 her 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 on 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.

THE TWO-STORY main building is among three buildings that make up the horseshoe shaped campus. Opened in 1997, Neuqua is one of three public high schools in the area, including Waubansie Valley High School and Metea Valley High School. In 2010, Neuqua was ranked 951 in an annual Newsweek list of the top American public high schools.

To help unite the freshman grade, freshman classes take place on Gold Campus in a neighboring building. For selected seniors from Waubansie, Metea and Neuqua, an alternative campus, named Frontier Campus, offers a more college-like experience. Classes are smaller and the block schedule allows for more student independence explained Neuqua Principal Dr. Robert McBride.

"Frontier offers an alternative high school experience," Dr. McBride said. "We're partnered with College of Du Page so some classes on this campus act as college credit."

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 separate campus for freshmen. This represents both opportunity and challenge. We are at



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

IN 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.



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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 Precalculus, Junior Aran Kokuzian, 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."

"I came from a small middle school, Calvary Church Middle School, where everyone knew each other. Here you can have your own group of friends and no one cares. You can be who you want to be."

THE BELL RINGS again and Neuqua's second lunch period begins. The spacious dining area accommodates a fifth of the student body at a time, so students eat in five lunch periods. For Kristin, lunch provides time to run Student Council meetings.

"Student Council is definitely the largest running group at Neuqua," Kristin explained in-between bites of a turkey sandwich in the Student Council meeting room. "As the Executive Board President, I oversee the whole council. Student Council organizes dances, spirit weeks, pep rallies and we put together displays around the school. There is one on the first floor related to Chinese New Year."

"Right now 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. The opportunities are there, if you put yourself out there. If you're accepting of this you'll have a great experience. If you cower away then I think you can feel left behind at times. Typically, students do very well for themselves."

Back in the hall near Kristin's locker, Senior Erin Schoch chimes in.

"**NEUQUA IS** definitely a cliquey place," Erin said. "Typically there isn't a lot of intermixing between grade levels. There is the artsy crowd and the popular crowd. I also think that because it's such a big school, it can be a much bigger challenge to get involved. If you haven't been playing a sport since you were born, you're not going to make the team. It's as simple as that."

"There are a lot of politics within clubs about who gets to join and who doesn't. I'm on the debate team but if I wasn't good, I definitely wouldn't be on the team. The leaders of the club really don't like me, but because I'm able to contribute points to the team at competitions, I was allowed to participate. At the same time, if you don't actively try to get involved at Neuqua it can be really easy to get lost."

Lunch concludes with the familiar bell noise. An avalanche of students crashes through the halls once more and Kristin skillfully navigates to her 5th period Consumer Economics class, 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



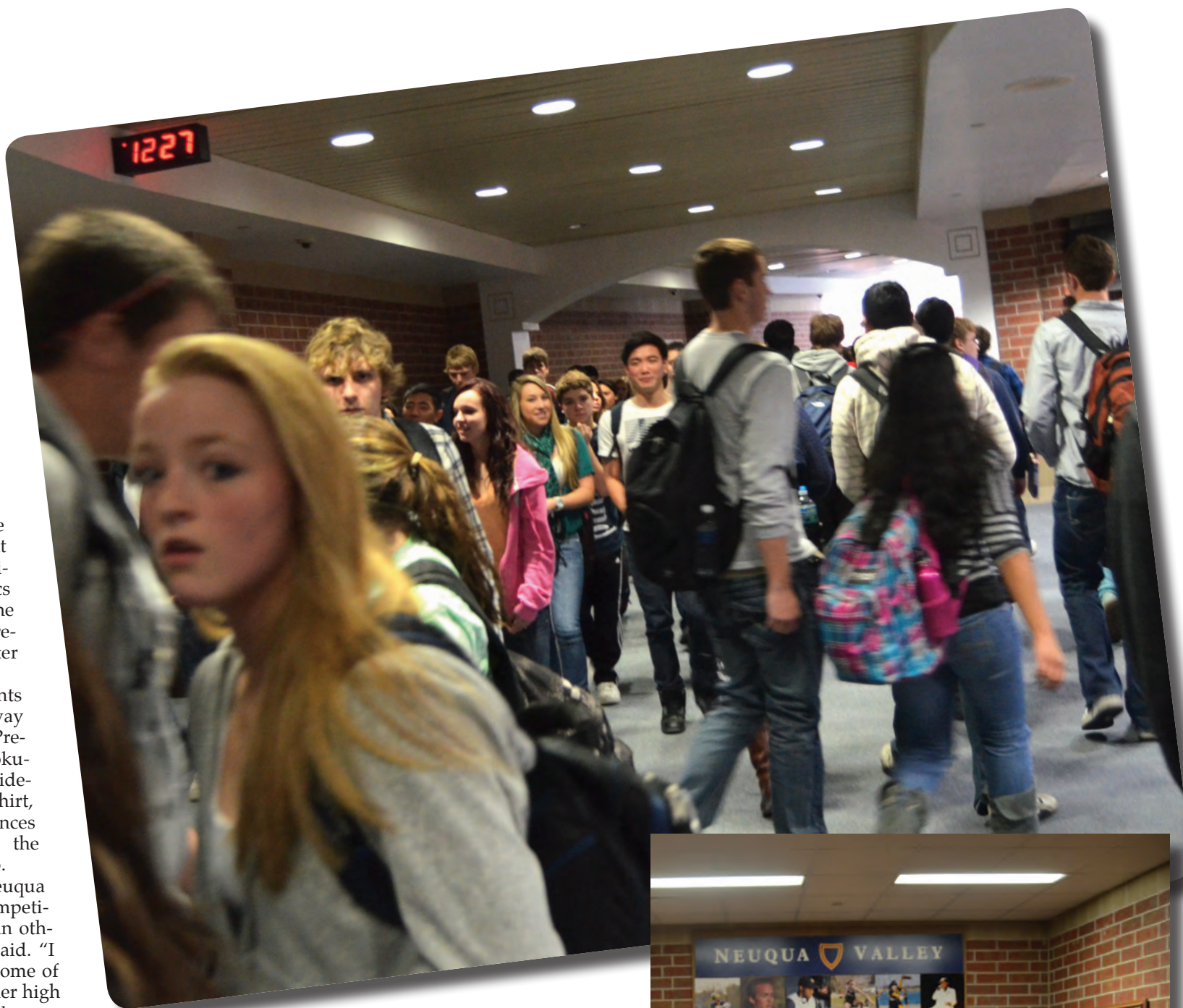
against a desk in the front row. "I hear students constantly say, 'I can't wait to get out of high school.' I just want to say this: Savor these moments. I didn't realize how much I loved high school until after I had left. Embrace these moments. Don't wish them away."

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 instances, 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).

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.*

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, home-made fried chicken you'll find something perfect for you at perfectly reasonable prices. We're vegetarian-friendly, too! Can't come in? We deliver!



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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."



Dr. Beilock

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.



AT THE GOETHE INSTITUTE January 19 the Institute's Director Werner Ott, left, is with German Teacher Annette Steinbarth, Juniors Adele Rehkemper and Duncan Weinstein and U.S. State Department Representative Amy Forest. U-Highers spoke about the school's well-known German exchanges. *Photo courtesy of Chad Donovan.*

German students extol exchanges

Three U-Highers shared their German exchange experiences with 21 German teachers looking to start their own exchange programs at a German American Partnership Program workshop attended by U.S. State Department Representative Amy Forest January 19 at the Goethe Institute downtown.

Accompanied by German Teacher Annette Steinbarth, German exchange coordinator, three time exchange participants Catherine Yunis, senior and Adele Rehkemper, junior, and two

,time participant and Duncan Weinstein, junior, highlighted the educational benefits of the exchange.

"We all met with Frau Steinbarth earlier in the week to prepare speeches for the event, in perfect German of course," Duncan said.

"The people there seemed really impressed with us. It was really interesting meeting teachers from all over the country, and to hear about the state of German programs as education funding is getting slashed."

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teachers,
student artists,
musicians and performers,
parent and alumni volunteers,
and Lab staff who worked tirelessly
to present the first ever*

LAB ARTS EXPO

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*Sincerely,
Connections 2012 Team*



Dean of Students gets back in the swim again

By Max Brown
Midway reporter

From competing as an athlete to coaching others, Dean of Students Larry McFarlane has enjoyed a lifetime love of swimming. This year he is back with the swim team coaching j.v. after ending his 29 year tenure as varsity coach in 2000.

Mr. McFarlane began his swim career at Roosevelt Grade School in suburban South Holland. By the time he entered Thornridge High, he said he realized how much he enjoyed swimming and by his sophomore year, it became his major sport.

"I PLAYED two years of football, but I was too little," Mr. McFarlane said. "My sophomore football coach was my swim coach as well, and he actually told me that I should stop doing football and focus more on swimming."

After high school, Mr. McFarlane went on to swim for Northern Illinois University in DeKalb.

"I chose NIU for a number of reasons," Mr. McFarlane said. "One of them was that the people at the University and in the swim program seemed like a really nice group of people that would be helpful and enjoyable to be around. Another was that one of my high school teammates had previously chosen to go to college there, so I knew somebody already."

"I really enjoyed my time at NIU. It was an opportunity for me to swim at a high level, but also to get a good education and make a lot of good friends."

AT NIU, Mr. McFarlane majored in biology for two years before switching to physical education. After graduating in 1971, he said he interviewed for a p.e. position at U-High and got the job. He was also asked to be the school's swim coach.

"The position was exactly what I was looking for," Mr. McFarlane said. "Most p.e. majors go into coaching, but I didn't expect it so soon. I got to coach the sport I love every day right out of college."

Almost 20 years later, Mr. Paul Gunty joined Mr. McFarlane as an assistant coach. The two had been coaching against each other for a number of years, Mr. McFarlane at U-High, and Mr. Gunty at Quigley South, an all boys' Catholic school. When Mr. McFarlane became the Dean of Students in 2000 and stepped down as head varsity coach, Mr. Gunty took his place.

"IT WASN'T EASY to stop coaching the team," Mr. McFarlane said. "But I felt that the time commitment I had to give my new job wouldn't be fair to the swimmers who put in so much effort. If I had to go to an emergency meeting or something, I would have to leave the team. I didn't want to put them in that position."

"The job was a great opportunity for me though. I had previously taught p.e. for 29 years and I decided it was time for a career change. And, I would still be working with young adults, something that I love."

Despite the demands of administration, Mr. McFarlane found himself coaching again 11 years later. Before the season in 2011, Mr. Gunty asked him to be the j.v. coach after Mr. Tony Del Campo decided to step down.

"MR. DEL CAMPO couldn't continue coaching the j.v. team, so he and Mr. Gunty asked me if I would step in," Mr. McFarlane said. "The time commitment isn't as great, and I still get to work with kids and see them improve as the year goes on. One of the new things for me has been running workouts in a 25-yard pool. I'm used to 20 yards, so it has been a fun challenge."

"I think what I love most about coaching is seeing an athlete's progression. It's really rewarding when you see someone that could not swim well at the beginning



DEAN OF STUDENTS AND BOYS' J.V. SWIM
COACH LARRY McFARLANE

in a photo from the 1969 Northern, the Northern Illinois University yearbook

of the season get much better and become more competitive. I also love watching and being a part of the camaraderie that develops throughout a year."

Freshman James Sinclair, who joined the JV swim team this year, finds Mr. McFarlane to be exceptionally helpful.

"HE CAN BE relaxed in practice, but not in the way that makes the swimmers not want to work," James said. "He is very knowledgeable about the sport and knows how to inspire someone to swim hard."

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.

"That 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 a little offensive, and I realized that the seniors should have thought

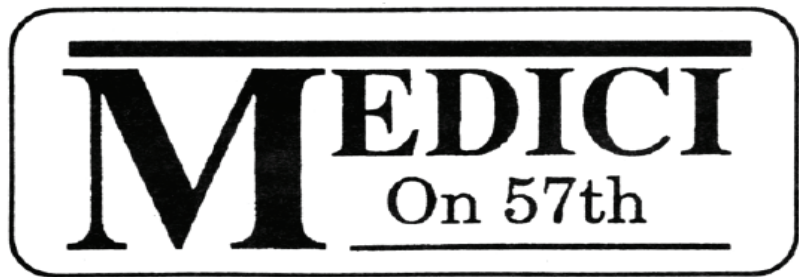
about the implications of our theme."

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."

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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.

AS THE MIDWAY SEES IT

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 new 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.

FROM THE START, students had trouble signing up for 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.

MODEL U.N. members 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 third 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 now 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 represents a tall task, but it could have been accomplished had committee members and additional administrators started right away at the beginning of the year when it didn't take a genius to figure out the new schedule



Art by Lydia Cochrane

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 new 75-minute periods many—but not all, to be fair—have come to dread.

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.



Duncan

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 to avoid a referendum, 41 out of 50. Never mind the map isn't required until 2015, the final vote took place just two hours after negotiations finished, before some aldermen could raise their concerns.

LOSING 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 it was moved south 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 afterthought it is.

Representing the Chatham community, Sixth Ward Alderman Roderick

Sawyer lost part of his ward during negotiations the morning of the final vote, waking up to a nasty surprise.

But once 41 aldermen supported one map, they didn't care.

A MAJORITY of aldermen can turn a map into law, but if 10 or more aldermen had supported a different plan, citizens would have voted on both proposals in a March referendum.

In their final vote, aldermen kept the citizens out of the process by avoiding a referendum and passing the map before more public hearings could be held. For good reason.

At a January 11 public hearing at the DePaul University Student Center in Lincoln Park, among other hearings, Chicagoans expressed their anger at aldermen, creating bad press. Citing their tenure in the city, residents complained about what might happen to their wards, eliciting emotional responses from the full crowd.

ALDERMEN AND OUTSIDE groups proposed four maps, some receiving more attention than others.

Amended before passage, the Map For A Better Chicago reduces the number of wards with majority black populations from 19 to 18, and increases the number of majority Hispanic wards from 10 to 13. The map was originally sponsored by 18 black aldermen, and 13 white aldermen.

The current council of 22 whites, 19 blacks, 8 Hispanics (though there are currently 10 majority Hispanic wards) and one Indian-American alderman, settled on an amended version of the Better Chicago Map.

"THE 'MAP FOR a Better Chicago," as it's called, was mostly supported by the grey haired aldermen, Mell, Burke, and O'Connor, and the Black Caucus," Alder-

(continues on page 14)

SAYWHAT?

Compiled by Michael Glick

If you could get a Valentine's Day card from anyone you wanted, who would that person be?



Catherine

CATHERINE YUNIS, senior: I would want to receive one from Matt Damon because he is just so beautiful.

DAVID CHUNG, junior: I would want a card from Gloria Pritchett from "Modern Family" because she has the best accent ever.

MAGDA GLOTZER, sophomore: I would want to get a valentine from Michael Phelps because he is an Olympic gold medalist and he's got a great body.

HARRY THORNTON, freshman: I would want to get a valentine from Benny Friedman because he is just so dreamy when he plays the guitar and sings.



David



Magda



Harry

U-HIGH MIDWAY

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EDITORS-IN-CHIEF
JR Reed, Akila Raoul,
Spencer Lee, Nicholas Phalen.

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PHOTOGRAPHY EDITOR
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Film, Moira Differding; music, Marissa Page; books, Natalie Holley; theatre, Nicholas Phalen; television, Christian Castaneda.

REPORTERS AND WRITERS
Max Brown, Michael Glick, Natalie Holley, Luke Murphy, Clay Surmeier,

CONTRIBUTING REPORTERS AND WRITERS
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A majority of aldermen can turn a map into law, but if 10 or more aldermen had supported a different plan, citizens would have voted on both proposals in a March referendum.

FILM MOIRA DIFFERDING

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 cleavage 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 actors, 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 Peppy Miller gets thrown into the mix, she becomes his companion and temptation.

The only hazard preventing "The Artist" from winning comes from its French director and vintage black-and-white appeal. Some voters may not think it "Amurican" enough. "The Descendants" relies far too heavily on Clooney, and if it wins, expect a very angry columnist lurking about the hallways.

BEST ACTRESS IN A LEADING ROLE–Viola Davis ("The Help"). At first

glance "The Help" seems like a glorified Lifetime skit, and I assumed it would fester in anonymity alongside millions of other bad chick flicks.

Viola Davis, however, helps heave the plot into something entirely different. By staying perfectly in character with a distinct Southern accent as she raises her white boss' children, fights for equal rights, and keeps her friends in check, she saves the film. A quickness of wit and an aching, deeply set exhaustion seeps into her every action.

Meryl Streep seems unlikely to win because of her competition with Michelle Williams from "My Week with Marilyn." The more traditional votes 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. Past infidelity only complicates things further. The intelligence present in his face during

all scenes makes everything believable. The viewer sympathizes with him, and every outcome seems logical.

Matt King could have become a bumbling idiot, but under Clooney's expert guidance, he becomes a carefully crafted, enlightened man. The name Jean Dujardin screams French, and this is what will cost him the Oscar, regardless of his brilliant acting.

BEST ACTRESS IN A SUPPORTING ROLE–Melissa McCarthy ("Bridesmaids"). Comedies generally don't win many Oscars, but McCarthy's outstanding, hilarious performance as the crude bridesmaid McCarthy wholly deserves one. She delivers the potty humor and sass needed to propel

"Bridesmaids" into more than just another god-awful rom-com.

Even with the now-notorious explosive diarrhea scene planned long in advance, the way she delivers the line "It's coming out of me like LAVA!" separates her from the rest of the Oscar pack. Frustratingly, the Academy probably won't appreciate her 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 theaters in the suburbs where I reside, I wasn't able to see the nominees.



Moira



VISITING PARIS with his spoiled fiancée Inez (Rachel McAdams) and her crass wealthy family, writer Gil Pender (Owen Wilson) has his life turned around as if by magic in Woody Allen's time-traveling "Midnight in Paris," nominated for a Best Picture Oscar. Sony Classic films photo.



DESPERATELY IN need of a job, the Invisible Man (Teagle F Bougere) solemnly fears rejection again (from Lance Stuart Baker) in Court Theatre's powerful premiere of Oren Jacoby's adaptation of Ralph Ellison's famous novel. Court Theatre photo.

THEATRE NICK PHALEN

A premiere that's visibly brilliant

A COMING of age story. A social commentary. A political statement.

Oren Jacoby's world premiere adaptation of Ralph Ellison's "Invisible Man" running at Court Theatre, 5535 South Ellis Avenue, through February 19 is all three.

Written in 1953 and winning the National Book Award, Ellison's seminal novel traces the life of a young African-American man born in the South who moves to New York City in search of a job to pay for his college education. Commonly considered one of the best novels of the 21st century, the book explores themes of identity, social change, and race.

The theatrical adaptation, Directed by 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



Nick

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 plot.

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.

TELEVISION CHRISTIAN CASTAÑEDA

The Golden Globes, an awards party just made for T.V.

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 broadcasted live by NBC January 15 from the Beverly 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, actors, actresses, 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 Gervais introduced Madonna, using some of her ironic 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 Cecil 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 said that he becomes the character.

Some motion pictures won multiple awards, such as the silent 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



THE FACES say quite enough as host Ricky Gervais encounters varied reactions to his naughty jabs at the Golden Globes Awards.

Motion Picture (Comedy or Musical) and Best Original Score Motion Pictures." "The Descendants" won Best Motion Picture (Drama); George Clooney won Best Actor in a Motion Picture (Drama) for his performance in it. "Homeland" also won two awards, for Best Television Series (Drama) and Clare Danes, Best Actress in a Television Series (Drama) for her role.

The Golden Globes was not a "three-hour dud" as one critic thought, but a fourth year for Gervais is not an option.



Christian

MUSIC MARISSA PAGE

A best-selling band sees a bigger picture

COMBINING OLD-SCHOOL rock with small doses of techno, Irish alt-band Snow Patrol’s “Fallen Empires” recalls fallen musical eras.

Originally called the Shrug, Snow Patrol was formed at the University of Dundee by students Gary Lightbody, Michael Morrison and Mark McClelland in 1994. Lightbody, the only original member of Snow Patrol still in the band, serves as lead vocalist and rhythm guitarist.

The band released its debut album, “Songs for Polarbears,” in 1998 under the name Polarbear, which they adopted in 1995. In 2002, Snow Patrol changed to their current name and was signed to Polydor Records, and one year after released their third album, “Final Straw.”

Three years later, the band’s fourth album “Eyes Open” came out, featuring their big hit single “Chasing Cars.” In May 2006, the song was played during the “Grey’s Anatomy” second season finale.

To date, “Chasing Cars” has sold around 4 million copies worldwide, making it one of the top 10 best-selling songs by a British act.

Throughout Snow Patrol’s sixth album “Fallen Empires,” gospel choirs bolster much of Lightbody’s singing. The band uses gradual crescendos and pounding backbeats gratuitously, giving almost every song a feeling of anticipation and growth. Lyrically, “Fallen Empires” is hit-or-miss, particularly regarding refrains. Most of the album’s choruses consist of the same phrase repeated several times over, which can be construed as poetic, but most often sounds lazy and redundant.

Initially pleasant, Lightbody’s begins to sound lethargic and eventually nasal after a few songs. “Fallen Empires” does a good job of masking these flaws in the lead singer’s vocals, drawing attention more to establishing a strong, captivating foundation and thus directing the focus to each piece as a whole, rather than emphasizing the melody alone.

Drawing influence from early 1970s rock, ‘80s techno and present-day alternative rock, “Fallen Empires” feels timeless. Faint echoes of legends like The Stones and The Who, The Buggles of “Video Killed the Radio Star” fame, and more modern groups like Yeah Yeah Yeahs, reverberate in each song.

American folk singer Lissie sings on three tracks of “Fallen Empires,” most notably “I’ll Never Let Go,” a catchy, futuristic opener in which she channels Merry Clayton’s soulful belting on Rolling Stone’s “Gimme Shelter.” Other highlights include ethereal “This Isn’t Everything You Are,” a swelling song perfect for a large concert arena; name-sake “Fallen Empires,” an intense, urgent and percussive track with haunting lyrics; and wordless, rhythmically innovative “Berlin.”



Marissa

COOKING WITH ANEESH KANAKANAMEDALA



MAKE SURE to completely cook each side before flipping or they’ll tear. Try topping with powdered sugar for a less rich breakfast. Photo courtesy of Aneesh.

A fancy French classic anyone can make

EVEN WHEN lacking a Valentine, cooking the French breakfast food Crepe Suzette, a dish composed of crepes dripping with a warm, sweet orange syrup, will surely surprise your mother, father, and other family sweethearts.

Both appetizing and wholesome, Crepe Suzette has a flippant history, one that speaks of its delicate flavor.



Aneesh

During the late 19th century, according to *foodreference.com*, a young French assistant waiter named Henri Charpentier served the future King Edward VII dessert after accidentally flambéing it.

Though this French delicacy takes a little over an hour to cook, preparation is only slightly complex and the results provide a loveable and delicious dessert for four diners. Crepe Suzette entails two separate components, the crepes and the suzette sauce, but the dish requires only a blender and two pans for hardware. Try adding a little liquor for more flavor, as the alcohol will evaporate while cooking. Once served, this dish is sure to fly off the table.

Crepes:

- 2 large eggs**
 - 3/4 cup milk**
 - 1/2 cup water**
 - 1 cup flour**
 - 3 tablespoons melted butter plus more for coating the pan**
 - 3 tablespoons sugar**
 - 1-1/2 teaspoon vanilla extract**
- Suzette Sauce:**
- 1-1/2 stick butter**
 - 2 tablespoons orange liqueur (optional)**
 - 1-1/2 cups orange juice**

- 2 tablespoons sugar**
- 2 teaspoons grated orange zest**
- 3 oranges, peeled and sectioned**
- Vanilla ice cream, for serving**

In a blender, combine all of the crepe ingredients and pulse for 10 seconds. Place the batter in the refrigerator for one hour to prevent the crepes from tearing while cooking.

Heat a small non-stick pan. Add butter to coat. Pour a fourth cup of batter into the center of the pan and swirl to spread evenly. Cook for 30 seconds and flip, using the edge of a spatula to get under the crepe. Cook for another 10 seconds and remove to a plate, laying them flat. Continue until all batter is gone, stacking the crepes on top of each other.

Using another large pan, melt the butter for the suzette sauce over high heat until it foams. Tilt the pan away from you and add the liqueur if using. The mixture will flare up as the alcohol will evaporate, so take extreme caution. Try removing the pan from the stove to prevent this altogether.

Add the orange juice and bring mixture to a boil. Add the sugar and zest, reduce the heat to a simmer, and cook until the sugar has melted and the mixture is slightly reduced, about five minutes. Remove from heat and add the orange sections.

Gently place a crepe into the suzette sauce pan. Leave for one minute to absorb some juice, flipping once 30 seconds in. Using a spatula, remove the crepe to a warm serving plate. Repeat with remaining crepes. Spoon some of the orange sections on the crepes. Top with a scoop of vanilla ice cream and the remaining sauce and enjoy this scrumptious French delight.

Remapping a city...but to whose gain?

(continued from page 12)

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 Taxpayer Protection Map, so named 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 American Legal Defense and Education Fund (MALDEF) would’ve created 14 majority Hispanic wards and 17 majority black wards. Uniting 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 preliminary start,” 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. I do think it’s a 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 Society couldn’t impose its opinions on the process. And without guaranteeing racial balance in the Council, aldermen showed reluctance to support the map.

AND SOME ALDERMEN remain bitterly opposed to the passed one, and any may challenge the map in court. Legally required to distribute population evenly between wards, the map instead creates black majority South Side wards with below average populations, while compensating with overpopulated white majority North Side wards.

Hoping to avoid a legal challenge, Mayor Rahm Emanuel asked aldermen to compromise, while staying out of 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 imposed 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 status quo.

Plus, it’s not that simple. Even with the great prowess aldermen have shown gerrymandering ward maps past, crafting racially monolithic wards is difficult 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 Vrdolyak 29, a group of white aldermen deadlocked with Mayor Harold Washington.

NOT UNTIL A court redrew the ward map and ordered special elections was the deadlock broken. Some of those same white aldermen bonded with blacks to reduce Hispanic representation.

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.

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 still just as prestigious today as it used to be.

“I was originally going to the Army, but my father, who was in the Marines during World War II psyched me into the Marines. My Military Occupational 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 Duc Pho.

“**SOME OF THE THINGS** I learned in the Marines included survival techniques, camaraderie, basic togetherness, basic knowledge of diplomacy and bravery. Most importantly, I also learned to always be faithful, which is the Marine Corps motto, *Semper Fidelis*.”

“My best memories were going on R&R in places never before, 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 environment in 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 Scroll served in Army Intelligence 1992-1997.

“The job I trained for, Signals Intelligence, was sort of like, 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. A lot of my reason for 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 detrimental from being in the Army. Because of the Army, I feel more mature, more disciplined. It teaches 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 doing something hard, I think back to digging holes all day during basic, which keeps things in perspective.”

Also having served in military intelligence, former Admissions Assistant Karen Pinc, now 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 end up traveling while 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 felt the Air Force was a good way to get an education. I was thinking about how I could put off college for a year and join the Air Force, which offered to pay 75 percent of my college tuition and books. I also got paid for living expenses, so hey, everything was pretty easy!

“**IDID MISS** 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 friends instead, so we’d have to have Thanksgiving at work. Sometimes I worked from 7 at night to 2 p.m. the next day, since we had issues with computers and it was during Operation Desert 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 loved working at Lab and the Admissions Office, 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 U-Highers are more respectful and have 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 would be 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 Chung, U-High class of 2011 and former varsity swim team cocaptain and U-Highlights editor, did not consider joining the military.

“**I DON’T** consider myself a very military kind of guy since I’m a bit reserved,” David said. “But West Point

was appealing since there are many ways to develop here and many opportunities whether it’s going to a military school or traveling abroad. But I also remember that I have a huge responsibility and duty because of my education, and I want to make a difference because of it.

“U-High is in general a pretty 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 little.

“I always 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 force and that 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 many 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, etcetra.

“**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 could get in trouble.

“Academic wise, it’s similar to a normal college. We have regular classes, except we also have to take military classes as well. We are also all required to take physical education and they count towards our GPA. If we don’t pass those classes, we could get kicked out.”

West Point Cadet Matt Fitzpatrick, U-High class of 2009, and former track cocaptain and cross country runner, made up his mind to join the Army in 5th grade on 9/11.

“**I TOLD MY** parents, and thinking that it was a phase I would grow out of, they readily supported me and then promptly forgot about it,” Matt said. “ I never did grow out of it though, and when it came time to select colleges, I chose the one that I thought would best allow me to serve my country afterwards. I’d wanted to join the military and take an active role in this nation’s defense my whole 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 here is understanding the rules and regulations, and the reasons for them. The student body numbers roughly 4,400 cadets, with most graduating classes finishing around 1,000.

“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 freshman cadets or ‘plebes’ must learn quickly upon entrance to the academy. It’s a rigorous institution, and certainly isn’t for everyone, but the challenge of making



CORPORAL JAMES KELLEY relaxes on base away from the fighting in Vietnam. Life outside the wire was much worse, he said, “losing friends was the most traumatic feeling, as well as getting the feeling that you could be killed any moment.” Photo courtesy James Kelley.



CORPORAL JAMES KELLEY, United States Marine Corps, now a U. of C. police officer and Lab Schools guard, adjusts the measurements on his mortar for test firing in November, 1967, in Vietnam. Coincidentally, both Mr. Kelly and Mr. Mike Cephus were both mortarmen 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.

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 challenging, but possible for anyone serious 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 cocaptain from the Class of 2001, currently instructs future pilots 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.

“**THE AIR FORCE** was what I grew up around, so it seemed like the best fit for me,” Captain 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 and gone out of my way to seek out the Air Force and its academy.

“Going to the Academy was certainly a different experience. One of the biggest differences was that three weeks after graduation, while my friends were having fun celebrating I was busy doing push ups at basic training. The Academy was very regimented, and it seemed like they gave you a whole lot of work, 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 view was great, and the facilities themselves were good.”

AFTER 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 off one day 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 in Texas being a pilot training instructor for American and also 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 huge responsibility,” Captain Willoughby said. “At 26 years old I was 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 meeting other servicemen. 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.”



Mr. Scroll



Ms. Pinc
Lackland Air Force Base,
1982



Capt. Willoughby
in 2001



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.

Basketballers get a second wind from new boys in town

By Michael Glick
Midway reporter

Six seconds left in regulation. Junior Kyle Parker nails a free throw to send the game into overtime.

Two seconds left in triple overtime. Sophomore Caleb Dowdy drains a three-pointer to send U-High home with a 56-53 win against Brooks College Prep, the 3rd-place finisher in the 3A State playoffs last year.

With 23 points, Junior Mike Dowdy, Caleb's cousin, paces

U-High.

AFTER LOSING three starters—Matt Hanessian, Alex Nesbitt and Mike Turner—to graduation last year, varsity basketball boys were left with only two returning starters, Captain Louis Van Craen, senior, and Sophomore Max Rothschild.

But then came Providence-St. Mel transfers Mike and Caleb and Lincoln-Way East transfer Kyle.

The trio has helped keep U-High in contention (12-7, 3-3 ISL) for a fourth consecutive ISL crown (contests with Elgin January 27 and Parker January 28 came after Midway press time).

"LAST YEAR, we played a one-guard set, with Alex as our lone guard," Louis said. "Our main focus was on the forward and center positions, which was effective because of our size.

"However, without Mike Turner, 6-foot-7, and Matt, 6-foot-5, we no longer had a size advantage and were forced to change our approach. The transfers of Caleb, Kyle and Mike

brought a new aspect to our team. Because of them, we've become more balanced.

"Kyle, a hard-nosed, fierce competitor, has done an excellent job succeeding Alex, and has evolved into a true, pass-first point guard. He is a great complement to Mike, a confident sharpshooter who is never afraid to take difficult shots. Caleb hits difficult shots at the most important times."

CALEB PRODUCES

points off the bench, finding key moments to help the Maroons.

"During the time-out before what turned out to be the final play of the game, I told Kyle I was going to hit the game winner," Caleb said. "He believed in me and so did my teammates. When the ball was inbounded to me, I didn't hesitate. I jumped up to shoot, knowing the whole time that my teammates had my back.

"I came hoping for a successful season, both as an individual and as a team, and so far both have been happening.

"I'VE HIT several big shots coming off the bench, and as a starter, like in the Willowbrook game, I've helped the team with my shooting, as well as my defensive abilities."

Kyle came in hopes of building upon U-High's recent success, while also developing as an individual.

"My goal has always been to play Division I basketball in college, and the players and coaches at U-High have been behind this goal of mine



SKILLFULLY SIDESTEPPING two Latin defenders, Kyle Parker drives forward to make a quick layup in Upper Kovler. The Maroons lost 58-64 January 10 at home. *Photo by Christian Castañeda.*

completely," Kyle said. "I have quick hands and feet, I pass well and I'm also not afraid to start scoring if that's what the team needs. I never let up on plays, which helps me grab a lot of steals and score a lot of fast-break points."

MIKE'S ABILITIES did not take long to shine, earning All-Tournament Team honors at the Lisle Tournament November 21.

"When I first decided to come to U-High, all I knew was that U-High had great academics and that the basketball team had graduated three starters from the previous season," Mike said.

"I knew nothing about the players, and I didn't know if they would accept me.

"ON THE FIRST DAY of practice, the team immediately embraced me, and that helped me feel really confident.

"Since I shoot a lot, my game requires a lot of confidence, so knowing that my teammates were behind me was

vital. Playing well in the Lisle Tournament and the Brooks game, both early on in the season, were huge confidence boosters for me."

With four conference games left, the Maroons are still in contention for the ISL championship. But they must be more consistent if they plan to win a fourth straight conference title.

"SINCE WE'VE WON the ISL three times in a row, we have a big target on our back," Louis said.

"In our loss to Parker, we came into the game very confidently and almost too cocky.

"We underestimated their team, and because of this we were not ready for the challenge they presented. That game really opened our eyes to the fact that we need to take all our opponents seriously."

U-High has been forced to step up as a team since Coach Troy Caldwell resigned January 5 for unrevealed reasons. Chad Stewart, formerly an assistant coach, has taken over as head coach.

Basketball women play a great game, too, so 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," Varsity Starter Nadja Barlera, junior, 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 a 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 an increase 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 my 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



DRIVING PAST two Elgin defenders, Sophia Gatton leads U-High to a 29-20 victory over Elgin January 20 in Upper Kovler. *Photo by Elizabeth Gelman.*

successful, and even with our winning record, I don't feel like we have the support that we deserve."

Sophomore Lillian Eckstein believes the game schedule limits interest.

"All the big games against our rivals end up being away," Lillian said. "I think that it really helps to have a large home crowd, because we feed off of it and definitely play a lot better."

THE MAROONS have extended efforts to reach younger prospect players

"In the past, we had biddy basketball on Saturdays, from 3rd 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 COUNTRY DAY, January 6, away: Varsity won 62-56; **LATIN**, January 10, home: Varsity lost 58-64; **WALTER PAYTON**, January 13 home: Varsity lost 35-47; **LEO**, January 14, home: Varsity won 47-40. Games past Midway deadline: **ELGIN ACADEMY**, January 27, away; **PARKER**, January 28, away.

Upcoming games: **NORTH SHORE COUNTRY DAY**, January 31, away; **MORGAN PARK ACADEMY**, February 1, home; **NORTHRIDGE COLLEGE PREP**, February 8, home; **LATIN**, February 14, away; **CICS-RALPH EL-LISON**, February 16, home; **PERSPECTIVES**, February 18, home.

GIRLS' BASKETBALL

NORTH SHORE COUNTRY DAY, January 10, away; **LATIN**, January 12, home; **HOLY TRINITY**, January 14, away; **ELGIN ACADEMY**, January 24, home, varsity won 29-20. **SETON ACADEMY**, January 25, away, varsity won lost 37-64 Games past Midway deadline: **LATIN**, January 27, away; **NORTHSIDE COLLEGE PREP**, January 30, home. Upcoming games: **SETON ACADEMY**, February 2, away; **CLEMENTE HIGH SCHOOL**, February 3, home.

BOYS' SWIMMING

GLENBARD, January 6, away, varsity won 87-70; **MOUNT CARMEL** and **VON STUEBEN**, January 10, home; varsity won 131-87 and 137-84 respectively; **RIVERSIDE-BROOKFIELD** Invite, January 14, varsity placed 7 of 9; **NORTHSIDE COLLEGE PREP**, January 17, away, varsity lost 86-127; **EVERGREEN PARK INVITATIONAL**, January 21, away, varsity placed 2 of 5; **LATIN**, January 24, home, varsity lost 97-101. Upcoming meets: **CONANT INVITATIONAL**, January 26, away; **DELASALLE**, February 2, home; **WHITNEY YOUNG**, February 8, home. Sophomores Eliot Levmore, Noah Braendel, Rex Hughes and Alex Kim set a new frosh-soph swim record in the 400 yard Freestyle Relay in the dual meet against Latin.

FENCING

About 300 fencers competed at the send annual **MID-WAY FENCING CLASSIC** January 21 in Upper Kovler gym. Duncan Holmes placed 1st in Men's Saber and Harrison Macrae placed 1st in Men's Epee.

SPORTS JR REED

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 chewing 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.



JR

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 junior varsity head coach Chad Steward was chosen to fill the void. While most players first expressed disappointment about Coach Caldwell's departure, they have realized Coach Stewart's approach complements their style of play.

At season's end, Mr. Ribbens said any faculty member could apply for the position, and, if no interest is shown, the search will extend to outside candidates.

BOTH CURRENT AND PAST Maroon basketballers I've talked with praise Coach Caldwell as an individual who fostered a tremendous amount of respect from his team. However, when he got inside the four lines of the court, they said, he sometimes became a different person. Players, as well as U-Highers and faculty

who have watched games in Upper Kover, saw that Mr. Caldwell was the type to empathically voice his opinions, often-times getting into players' faces to ignite his basketball fire within them.

Unfortunately some players could not always handle this criticism and found it difficult to manage the pressure. While his passion helped elevate the U-High program to a position of dominance in the ISL in recent years, his actions have been accompanied by parent complaints during his years leading the Maroons.

While Coach Caldwell's resignation has frustrated former players, it also brings to the forefront the expectations and pressures coaches coming from outside the Lab Schools' environment face.

WHILE COACHES UNINVOLVED in the Lab Schools community outside of coaching have appreciated the recognition received during the annual end-of-year Sports Banquet, they have also commented on difficulties they face getting students to devote extensive time to their sport.

With a homework load reaching four or five hours on some nights and other extracurricular responsibilities, students cannot always attend practice every day after school for at least two hours. Because of the new daily schedule, students across grades have said that they've also had even less time for sports because of a greater amount of homework.

Frustrating for coaches, including Caldwell, hoping to create a cohesive team.

He forged a formidable program, but, in the process, sometimes tried to mold the Lab Schools' environment. And, after six years, he decided that his time was up.

For coaches here, it's critical to take into account this unique community atmosphere. Perhaps, despite his success, Coach Caldwell may have sometimes lost sight of that. And that's understandable.

Junior takes tennis talents outside school

By William Chung
Sports editor

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.

Currently ranked 3rd in Illinois, 74th in the nation in terms of recruiting by the Tennis Recruiting Network, Conrad's high point was a 2nd place finish at the United States Tennis Association Under-12s National Championships in Florida, but a 1st place finish in the Country because of points accumulated in previous tournaments.

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.

"I started playing when I was seven at the Saddle & Cycle Club on West Foster," Conrad said. "A pro at the Club noticed me, and recommended me to start playing competitively at the Midtown Tennis Club."

"When I was 10, I qualified for the Chicago Area Sectional 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 regions, the Midwest in my case. And finally the National tournament. When I was 11 I won the Sectional Tournament then the Regionals and placed 2nd at the National Tournament."

Conrad has also achieved success as



REACHING BACK for a strong return, Conrad wins a point in his Nationals 3rd place Doubles finish. Joined by partner Sam Shropshire, they won 6-4, 6-4 at Kalamazoo. Photo courtesy of Conrad Harron.

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 breaking the 70th ranking there and hopefully a new start to my senior year."

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To sleep...perchance...

For many U-Highers, getting enough shuteye remains just a dream

By Sonia Bourdaghs
Associate editor

Like all high school students, U-Highers 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.

U-Highers say they struggle with varying levels of sleep deprivation, because of full course loads, electronic distractions, such as Televisions and iPods. The National Sleep Foundation, a non profit organization working to improve sleep health, annually conducts a Sleep in America poll, concerned with the effects of communications technology on sleep, where they surveyed three generations of Americans. According to the 2011 poll, seven percent of 13-18 year-olds get less than six hours of sleep.

U-HIGHERS, HOWEVER, HAVE an even higher percentage of sleep-deprived students. According to a poll of 200 students (50 students a grade) conducted by Midway staff members, 15 percent of U-Highers get less than five hours of sleep, and 55 percent said they get between five and seven hours.

Like some U-High students, Junior Rachel Buikema wakes up early for an hour-long commute to school from Frankfort, a suburb south of Chicago.

"On school nights I go to bed between 10:30 and 11 p.m., weekends 9 p.m. to 10 p.m. and, if I didn't have homework, I would be in bed at 8:30 p.m.," Rachel said. "I have to wake up at 5:45 a.m. to get to school. If I get six or less hours of sleep, I can't think as quickly, and concepts don't come to me a lot. I'm not focused, zoned out, or just not there completely."

OFTEN BUSY WITH class work, Sophomore Alex Cohen says she feels restless at night, which prevents her from heading to bed early.

"On some nights, my parents make me stop doing my homework and go to bed immediately," Alex said. "They stop me around midnight or one if they are awake. On normal school nights, going to bed between 10:30 p.m. to 11:30 p.m. is good, but I end up going to bed as late as 1:30 a.m. I usually wake up at 6:15 a.m. for school. It is not enough sleep, and most of the time, I feel slower, my body operates slower, and my mind becomes foggy."

Noting teachers' encouragement to get more sleep, Senior Molly Petchenik says that it is impossible for U-Highers to get an ideal amount of rest.

"I GO TO BED between 1 and 3 a.m. and I'm supposed to wake up at 6:45 a.m. for school but I don't actually wake up until 7:15 a.m.," Molly said. "I feel like I never get enough sleep, since I feel tired all the time, and I can see that it affects my schoolwork. Sometimes my teachers tell me I should get more sleep as well, say-

ing that I would not make some of the mistakes I do in class if I got more sleep. My parents are worried about my sleep habits but I don't think they know the full extent of it.

"Teens should probably get seven to eight hours of sleep, and ideally 10 hours, but there are just not enough hours in the day. If you slept for 10 hours every night, you wouldn't have enough time for a full extra curricular life and school work."

Having trouble focusing during 75-minute periods implemented in the new schedule this year, Junior Beverly Lau says insufficient sleep affects her attention span.

"MY CONCENTRATION IS definitely affected if I stay up later than usual," Beverly said. "I find it hard to focus, especially during the 75-minute periods and I end up thinking about studying for tests and homework. On school nights I go to bed at 11 p.m. or midnight, and I wake up at 6:30 a.m. My parents try to get me to sleep earlier, and they let me sleep in a little on weekends to catch up on sleep."

Expressing concerns about feeling restless, Freshman Catherine Eng noted that technology directly impacts her sleeping habits.

"It takes 30 minutes after using electronics for me to fall asleep," Catherine said. "I even use computers to wake up in the morning. I also find it difficult to fall asleep sometimes when I have something like work on my mind, and can find myself feeling restless. I think I could always use more sleep, but, compared to some of my friends, I believe I get a lot of sleep. On school nights, I do a lot of dancing, so I typically go to bed between 9:30 p.m. and 12 a.m. I wake up at 6:30 a.m. on school days and sometimes earlier to finish homework."

ENVIED BY HER PEERS for getting a lot of sleep, Sophomore Lillian Eckstein manages a full schedule, Model U.N., three varsity sports and a healthy sleep schedule.

"I aim for 9:30 p.m. but go to bed between 9:30 and 10:00 p.m. on school nights and wake up at 6:30 a.m. for school," Lillian explained. "I don't procrastinate. I just go from one assignment to the next, and sign out of chats and Facebook. I know the feeling of coming to school without enough sleep, and it is not appealing to me. My parents urge me to go to bed at a reasonable hour, especially if I have a game the next day. I think my sports also help me get a restful sleep. Sports help because, at the end of the day, I feel tired mentally and physically."

Specializing in pediatric sleep disorders, University of Chicago Medical Professor Hari Bandla says teenagers should sleep nine hours and 15 minutes on average.

HIGHLIGHTING EFFECTS OF sleep deprivation

ranging from lack of focus to mood shifts, Professor Bandla emphasizes that many factors affect high school students' sleep habits.

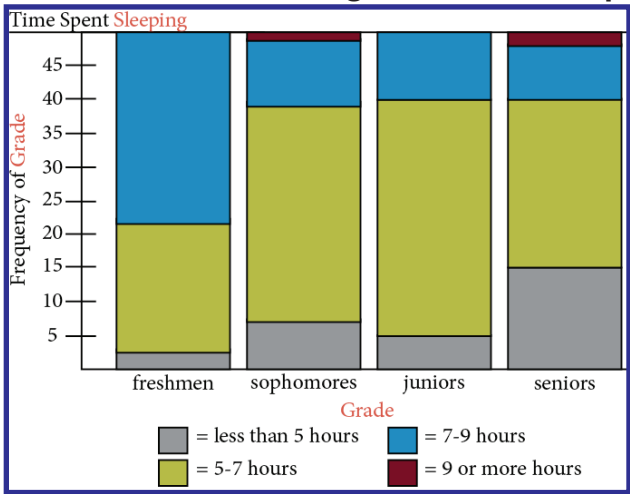
"Learning involves focus, memory retention, and concentration, and lack of sleep can affect all of these things," Professor Bandla said. "Sleep deprivation also affects moods, and since interpersonal relationships are based on moods, it affects them as well. Genetic predisposition, hormonal influence, substance abuse, social media, school start times and children's activities can all contribute to lack of sleep as well.

"Highly motivated children often strive for high achievements and load their schedules. Anytime a student takes a high intensity course, the homework load increases. Also, to be accepted into highly selective colleges, including Ivy League schools, children need to participate in extracurricular activities. School work, extra curricular activities, and even part-time jobs mean that sleep time becomes more and more restricted."

TECHNOLOGY ALSO PLAYS into restricted sleep times for teenagers so says Professor Bandla.

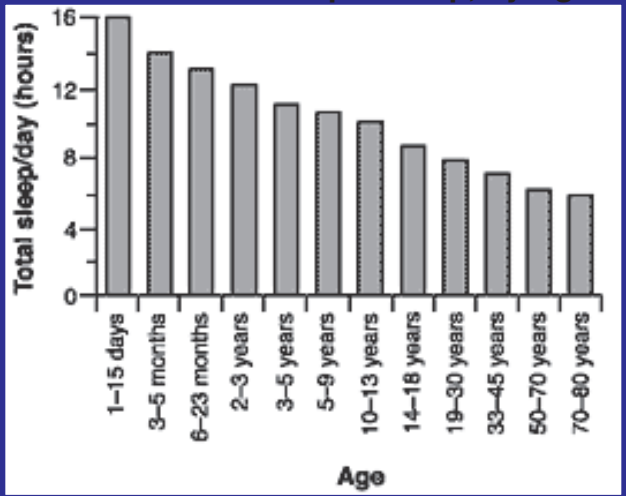
"Having a cell phone, for example, enables students to text and call at night," Professor Bandla explained. "Secondly, with Facebook and social media, the drama often takes place at night, and these developments affect teens' ability to fall asleep. Some technologies, like the iPhone, iPad, are also so bright, that when children are exposed to these bright lights before sleep, it delays sleep because the mind thinks that it is still day. The brightness depends on the type of technology with iPads and iPhones being the brightest."

Amount of Hours U-High Students Sleep



Graph by Hebah Masood

National Hours People Sleep, by Age



Graph from National Institute of Health



Art by Gene Cochrane

Why schools need to tailor their hours to teenagers

By Sonia Bourdaghs
Associate editor

High school students should begin their day no later than 8:00 a.m.

So says University of Chicago Chief Section of Pediatric Sleep Medicine Professor Hari Bandla. Hormonal changes during teenage years cause later sleep cycles, which should lead to later school start times, recommends Professor Bandla.

SUPPORTING LATER START TIMES, Professor Bandla explains later school hours would benefit students because of a delayed inner clock.

"If you look at the biology of humans, there are many rhythms in the body," Professor Bandla said. "Circadian rhythms are any rhythms that last up to 24 hours. The cycle of sleeping and being awake is an example of this. An important thing for students, parents, and teachers to learn is that going through puberty has a huge impact on the body. After you become pubescent male/female, there

is a shift in the sleep-wake cycle with the result that sleep onset time is shifted to later half of the night. What that means is that as you reach puberty, your sleep timing is shifted 45 minutes to an hour later. However, with the early school start times, the teens are not getting the required hours of sleep and thus they are chronically sleep deprived.

EXAMINING A 1996 CHANGE in Minnesota district school start times, Professor Bandla describes benefits students experienced.

"The Minneapolis school district shifted their school start times to 8:40am compared to the previous starting times which were between 7:20-8:30a.m.," Professor Bandla said. "After the shift, they surveyed parents, teachers and kids. Everybody said that students were in a better mood, were more alert, that their grades had improved, and teachers saw higher concentration in their classrooms. Less tiredness led to less depression, and fewer students seeking help for physical ailments were also noted, while parents also reported better quality time with their kids.

The ideal school start time should reflect students natural sleep schedules and 8.00 a.m. or shortly later should be the goal."

Also expressing concerns about early high school start times, Congresswoman Zoe Lofgren, California's 16th district House Representative, presented bill 135 to the 108th Congress in April 2003. If passed, the bill would make schools begin no earlier than 8:30 a.m.

RESEARCH PRESENTED BY the National Sleep Foundation (NSF) also supports bill 135. The NSF's 2002 Sleep in America study revealed that 80 percent of those polled believed schools should not start before 8 a.m., 47 percent between 8 and 8:30 a.m, and 17 percent before 8:00am.

On the foundation's website, the NSF cites support for delaying school start times. It includes an example in Fayette County, Kentucky schools, which changed the school's start time from 7:30 a.m. to 8:30 a.m. Following the shift, the county's car crash rate among 16 to 18 year-