Labstock to celebrate year’s end with music, barbecue, alumni
By Clay Surmeier
Associate editor
Enthusiastic sounds of student bands and vocalists will resound across Kenwood Mall 3-6 p.m., Friday, June 7 for the annual year-end celebration Labstock. The event draws a crowd from the school, community, and Alumni Weekend participants.

“It’s a nice way to relax and enjoy music. There will be hot dogs and burgers as always, free of charge, with drinks available for purchase,” points out senior Lucas Bourdeau-Jurrison, who has been organizing the event.

SOPHOMORE BOURDEAU-JURRISON will be performing for the third year.

Aerosmith "80s tribute band" Night in SW will consisting this year of Carah Alexander, Charles Chamberlain and Max Arber plan our performance at Labstock, Nina said. “We have about four songs, which we have prepared throughout the year and since I’ve had such a great experience performing my freshman and sophomore years I look forward to playing there again. Labstock is a great opportunity for ‘garage bands’ to perform in front of an audience.”

U-Highers and U-High alumni will also mix at the annual Alumni Weekend Jazz Picnic, noon-2 p.m. Saturday, June 8 in the Student Council Garden. Tickets are $20 and includes a buffet catered by the Hardy Boys.

EARLIER in the day Lab Schools Director David Fecht will present the Development Alumni Award to Andrea Ghez, Class of 1983, professor of physics and astronomy at UCLA. Rising Star Professional Achievement Awards will go to Wendell Lim, also ‘83, professor of biochemistry and biophysics at the University of California at San Francisco, and Sarah Hanck, ‘96, a director of Rabin Martin, a global health strategy firm with long experience working in Asia.

About 500 alumni are expected to participate in the weekend of informative panel discussions, social events and reunions for classes for the 1940s, and every five years from 1950 onward. Following Alumni Weekend, the annual awards assembly will take place Monday, June 10 at International House and the senior luncheon 11 a.m. Wednesday, June 12 in Ida Noyes Hall.

One more issue
A graduation preview, where seniors are head- ed for college and a full page of Prom photos will highlight the final Midway this week, coming out the morning of Wednesday, June 5.

Volume 89, Number 8 • University High School, 1362 East 59th Street • Chicago, Illinois 60637 • Wednesday, May 29, 2013

NEWLY-ELECTED OFFICERS ready to lead
By Marissa Page
Associate editor
Less than a month after the debut of director Baz Luhrmann’s film of “The Great Gatsby,” this year’s Senior Prom 7-11 p.m. Saturday, June 8 at the Ballroom at School of the Art Institute of Chicago, 112 South Michigan Avenue will feature a Roaring ‘20s theme.

A Prom committee began meeting last September to plan the dance; its members are Jaime Toepf, Alejandro Guevara, Jordan Davis, Thanh Hien Ngo, Graham Lewis, Jessie Gimpel, Kaiten Luann, Charlie Green, Willis Green, Maira Differting and Amol Gundeti.

After previewing several spaces, Committee members settled on the new Ballroom, Jamie said.

“At the beginning of the year we had bounced around a couple of theme ideas, one of them being the Roaring ‘20s,” Jaime explained. “Once we saw the SAIC Ballroom, we were immediately drawn to it because of its gorgeous art deco feel and decided that it would fit perfectly with that theme. We took a vote among Prom Committee members and a majority agreed that it was a beautiful, reasonably-priced space. We took a vote among Prom Committee members and decided that it would fit perfectly with that theme. We took a vote among Prom Committee members and a majority agreed that it was a beautiful, reasonably-priced space. We took a vote among Prom Committee members and a majority agreed that it was a beautiful, reasonably-priced space.”

Great Gatsby! Senior Prom will celebrate the Roaring ‘20s
By Marissa Page
Associate editor

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From glass sculpture to making films, music, May Projects cover wide range

By Hebah Masood

Association editor

Placing glass into a boiling hot furnace, Senior Kiry Pujihayashi, is learning how to manipulate melted glass into complicated sculptures in the Talisman Glass Studios, pursuing an art she has been fascinated with since last summer for her May Project.

*After taking seven classes last week at Corning Museum of Glass in New York City, Kiry said she learned basic glass blowing skills that she brought back to Chicago and used in an advanced class the last week of her project.

EXPLORING A new activity, Kiry is one of 104 seniors out 112 pursuing a May Project, coordinated by World Language Teacher Francis Spaltro. May Project was founded by the Class of 1969 offer seniors the opportunity to pursue career interests, do community service, and design individual study projects.

Kiry said she found out about Glass Blowing when she was in New York last summer and saw a portable glassblowing truck from Corning Glass incorporated doing a show. “It’s like really cool how versatile a material is,” Kiry said. “It’s been around such a long time but it can be used for so many different things, especially now. It’s used for science and technology. They made glass instruments for science experiments.

The May Project has been really interested in the Corning Company because they also make the glass used in smartphones not just sculptures and other things. I was researching the company and kept finding cool new projects they have on their website. There are videos of a future house made of glass and technology that you can use those flat surfaces as computers basically.”

Other May Projects are:

- Catherine Adams, making a guide to photography and writing. Nominating her teacher, new Sophomore, for the show. Their final project is a picture book.
- Jordan Einhorn, examining a street food documentary. Morya Borstone, making a video campaign. 17 years in Hyde Park and at Hot Cow Sheller, building a prison comedy, and photography, setting and blogging book.
- Lauren Birkel, making a podcast about Murphys; Doctor Holly Benjamin; Morya Blockstone: making a tech talk documentary. Jordy Beaudin, learning about the bomb. Lucas Buchheit-Jurisson, interned with attorney Daniel Galig
- Ramonuk Chattman-Morris, shadowing the CEO of Gilad’s Club Chicago. Kyle Lewis, cooking to cook for college. William Chung, learning the art of basting. Annette Barsky, working with the homeless.
- Jordan Davis, making cupcakes. Micheal De Moss, weight training; Nathan Dotley, greenhouse gardening; Jason Deng, Arkady Jordan, photography and technology.
- Annelisa Dervin, anime and manga club. Lucy Cianetti, studying music and music history. Moira Difford, volunteering at the South Suburban Humane Society. Michael Fisk, cooking with Ben Harris; Jilliam Decker, studying Asl, and exploring deaf culture.
- Jordan Einhorn, Harris School internship; Nora Engelsd, mastering pottery and ceramics; Miss Eigner, mastering the raspberry, shilat. Anne Fink, blogging and studying Butly the Vampire Boyce; Ricco Benefield, studying in Costa Rica; Encarnacion Franziel, shadowing a pro shopper; Jacob Gaynor, building a gaming computer; Sophia Gotth, Youth Violence Prevention Program of St. Brendan, Jessica Glimp, teaching Zumba; Natalia Ginsburg, account study.
- Megan Heng, learning Donny Most’s Magana Dolosa Gomes, Arctic trip preparation; Charlie Green, urban farming; Melissa Green, urban farming; Willa Green, cupcake creations; Alexis Green, gardening.
- Addie Giese, building a chicken coop. Alejandra Guereza, learning how to cook; Amst Ali, studying physics; freeway bikes; and Chicago and India; Morya Hansen, creating a professional fashion magazine.
- Conrad Horro, learning Chinese cooking; Audrey Harrison, making pottery and ceramics; Courtney Hill, biking and filming Chicago; Markus Hoeckner, research scholar; and Amy Horner; Adam Kalsick, shooting a music video.
- Akiki King, studying yoga and meditation; Dan Konstow, internating in a biomedical research lab; Giselle Knight. Learning Arabic; Deborah Kruijll, Chicago Board of Trade internship; Beverly Law, learning Chinese holiday cooking.
- Matt Lawrence, cooking with Ben Harris; Lawrence, cooking; Hana Hars; or Anne Leopold, constantly working on photography. Meryn Lewis, biking a filming Chicago. Jabricia Lewis, studying ASL, and exploring deaf culture.
- John Lin, Recording Arts for 30 Days; 2008 song cover, Rolling Stone with the October Sky space and rocket launchers; Natalia Libin, Chicago trader’s blog; Ellen Lynch, designing sketchbooks.
- Sean Owen Mangi, musican American corn maze; Manuel Montalvo, masterig asl; Amanda Mazzella, Chicago icon’s blog; John McAvoy, rod, favorite music; Ben Meyer, Chicago Bus Rapid Transit. Matt Morgan, script.
- Katee Rosengarten, writing a Children’s book; Mark Mitchell, writing a cook book; Jordan Monat, leads yoga classes and opens solo voice performing; Maximne Morgan, interning with Michigan food staff of the White House.
- Thanh Hien Ngo, learning to cook for college; Annette Nong, learning the art of boxing; Nadja Barlera, making a guide to yoga; Abigail Davis, teacher’s aid; Mia Epner, blogging and

writers read their words to appreciative audience

More than two dozen Lab School students presented their poetry and a wide range of writing and acting to a large and appreciative audience in Rowley Library May 2 for “Labbeat,” a new event sponsored by the English Department and librarians. In addition to scheduled presenters, several members of the audience came to the microphone.

In the photo, senior Akili King reads her poem “Our Eyes,” about her conversations with my grandmother, who passed away many years ago, about growing up as Native American. By the end of the poem, people started clapping and some were even crying, so I could tell they were moved and interested in what she had to say.

Different scheduled presenters included the following:

- Senior Maya Rodero, Stadma Gomes, Alex, Greene and Glennis Ginsberg, 2nd place; Leah Barber, Zoe Brisk, Heidi Mitchell, Loren Sorenst and Angie Zingales, 1st place; and Aya Himar, and Besharah Grace Aufdamm, 3rd place.

- Whitney Buechheim-Jurisson, shooting a music video.

- Jordan Davis, making cupcakes.

- Mike DiMora, weight training; Nathan Dotley, greenhouse gardening; Jason Deng, Arkady Jordan, photography and technology.

- Annelisa Dervin, anime and manga club.

- Lucy Cianetti, studying music and music history.

- Moira Difford, volunteering at the South Suburban Humane Society.

- Michael Fisk, cooking with Ben Harris; Jilliam Decker, studying ASL, and exploring deaf culture.

- Jordan Einhorn, Harris School internship.

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- Morya Hansen, creating a professional fashion magazine.

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After 46 years here, teacher ready for new adventures

By Natalie Holley

Associate editor

Volunteer work, visit with family in New York, and learning Italian (she loves opera) top Spanish teacher Susan Joseph’s plans as retires from U-High after 46 years as a pioneering World Lan-

guage teacher.

Known as an outstanding teacher with both in-
telligent and witty personality, Ms. Joseph grew up in Detroit, Michigan and attended New Re-
college. She became interested in language studies, first teaching a literature class in elementary school. ”When I was in 6th grade there was a language-

pilot program at my school because back then they didn’t really teach younger kids foreign languages,” she explained. “The first time I heard French I loved the sound of the language and knew I wanted to study it. We learned the song ‘Dites-moi’ from the musical ‘South Pacific’ and I sang it over and over again. I ended up continuing with French through junior high and high school, where I also began tak-

king beginning level Spanish.

Ms. Joseph attended Hunter College in New York City, where she majored in Foreign Literature with a minor in English.

“In my student years, most women studied to be-

come teachers, social workers, librarians and nurses.” She decided to combine my love of the French language and foreign literature with teach-

ing. I left New York as I was offered full tuition scholarship to graduate studies by the University of Wisconsin, as well as a teaching assistant post. ”

PURSUING A master’s degree in Media Studies from DePaul University, Community learning coor-

dinator Luis Pascasio will become a full-time student in fall.

Before his six years at U-High, Mr. Pascasio moved to Ohio from Miami, the capital city of the Philippines. I studied my advanced studies in the Philip-

pines at the University of Santo Tomas, and then moved on to the U.S. and my Master’s Degree in Commu-

nication at Ohio University.”

Mr. Pascasio said. “I moved to Chicago in 1997 after graduate school. I was interested in becoming a writer at the American AIDS Foundation and then moved on to school programs.”

MY JOB at Lab has been very rewarding. As a Community Learning coordinator, I have gained a body of experience and knowledge that has broadened my understanding of life on and off campus and on social issues. My experiences here will serve as crucial a foundation as I continue on with my education.”

Mr. Pascasio said that Ms. Joseph will be leaving the school after eight years. Ms. Snook came to U-High af-


fter heading the learning program at Columbia College.

Briefly:

Kevin Van Eron, a clinical psychologist presently clinically supervises the children at the Clarinet Center on 55th and Everett, will join the faculty next fall as learning coordinator, replacing Suzanne LaLonde, Elizabeth Sullivan, Leah Umansky, Sophia Firoamonti-Gorchow, Alexander Foster, Jennifer Jurisson, Grace Cain, Merrick Fahrenwald, Ben Meyer, Katie Ragsdale; cum laude: Lane Gunderman, Andrew Scovil, Maude Jensen, Maggie Sullivan, quirks.

Students on the trip were as follows:

FRESHMEN–

Gabrielle Rosenbacher, Tommi Tsao, Max Archer, Clea Braendel, Eric Giger.

Sophia Firoamonti-Gorchow, Alexander Foster, Jennifer Jurisson, Grace Cain, Merrick Fahrenwald, Ben Meyer, Katie Ragsdale;

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Juniors get first-hand college advice

From "useful" to "silly," juniors offered a range of reactions to "Day with the Deans" Wednesday, May 22. Deans of admissions from Amherst, Stanford, Chicago, and Michigan universities offered their wisdom about the college admissions process.

Morning workshops involved groups discussing fictional applications to fictional Fairbanks University with the deans and college counselors, discussing what schools search for in applicants. A panel discussion in Palevsky Theatre followed with the deans answering questions ranging from disciplinary records to parental involvement and stressing not every student need apply to top colleges such as their own.

Students and parents from the nearly Woodlawn Secondary School, a U. of C. charter school, were invited to be part of the program. After the panel discussion, The faculty and guests enjoyed lunch before the visitors departed.

In the photos, Principal Scott Fech (top) introduces the discussion panel, Tom Parker (behind Mr. Fech), Amherst; Ted Spencer, Michigan; Rick Shaw, Stanford; and Jim Mondorf, Chicago.

In the morning workshop (bottom), with participants intently at work, junior Leah Helpingsite, right with her mother Delia, reads the fictional applications to discuss first with their roundtable and then the deans.

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2007 math whiz returns, as teacher

By Christine Obert-Hong
Midway reporter

For Harley Chang, Class of 2007, coming back to U-High to teach alongside his own previous teachers, felt a bit odd.

"Everyone seems to think that it's like teaching alongside people who were my own teachers while I was at Lab," said Mr. Chang, a cheerful and engaging young man.

"IT WAS a bit weird at first, but really, I'm fairly comfortable around them now. I think the main reason for that is because the Math Department and all the Lab teachers in general have treated me as a professional, as an actual teacher with all the responsibilities that come with it, instead of a student at the teacher's desk."

"So, yeah, I've very much felt like a teacher in the Lab community now. At the same time, in my mind, I still view all of the teachers as my teachers, just in a different sense. I'm still learning from them every day on how to be a better educator."

Mr. Chang is substituting for Julia Maguire, who went on maternity leave and then gave birth May 6 to Vivian Grace Maguire.

A senior year Mrs. Maguire's classes will be taught by Lizabeth Joseph from the Facker Collegiate Institute in Brooklyn, New York, where she has been math department chairman five years. She previous taught at Memorial High School in Pelham, New York, and the prominent Beacon School in New York City.

As a U-HIGHER Mr. Chang participated in numerous activities and became Amme Club president senior year.

Freshman and sophomore years he did swimming, but then switched to cross country and track for his last two years. Junior year, Mr. Chang joined the Midway, and senior year he became a news section editor and video game reviewer.

During his summers he did something few U-Highers ever get to do; he taught in China. His parents both were born in China and have family there.

In 2005 Mr. Chang taught English at Guangxi Normal University in Guilin, Guangxi, along with his classmate Jason Hu; in 2006 he taught at the Inner Mongolia Normal University High school in Hohhot, Inner Mongolia; in 2008 he taught at high school in Beijing, and in 2009 he taught at the Blue Tassel School in Suzhou, Jiangsu.

"My parents are both well known professors," he explained, "and they're always taken the opportunity to go to places, mainly China." Mr. Chang, "Wherever we went though, it was also like a vacation. But while my parents love traveling, I actually despise it. I hate planes."

Mr. CHANG'S FATHER is Xiao Si, who goes by the name Josh, and his mother is Jie Q, who goes by Jackie. Xiao Si is a professor at the College of Lake County. He teaches philosophy and humanities, and specializes in East Asian Philosophy and Ethics. Jie Q teaches at Erikson Institute, and specializes in Early Child Assessment.

After Mr. Chang graduated from U-High, he left for China and taught English for a year in Beijing before beginning college at Grinnell College in Iowa.

"My mom mentioned teaching in China in passing," Mr. Chang said, "but I thought it was a good idea and really latched on to it. So my family worked our connections a bit and I got myself a position as an English teacher at Beijing #12 High School. Most of the foreign language teachers that taught at the school were native English speakers."

Mr. Chang graduated from Grinnell last year with majors in Math and Chinese.

"The reason why I went to Grinnell was because I always knew that I wanted to go to a small school, where I could have a personal relationship with my professors and classes that weren't taught mainly by grad students."

"Looking back, the dedication of my professors, my education professors in particular, really helped prepare me as a teacher and become the person I am today," Mr. Chang said, "I'm eternally grateful to all the people who were a part of my life during my student teaching."

Mr. CHANG SAID he wanted to become a math teacher because, for him, definite answers have always made more sense.

"Math was something I understood," said Mr. Chang. "It was something I had a lot of experience in tutoring before I ever started formally teaching, and at least for me, I witnessed a lot of moments when teaching math than with other subjects, so it felt like the most easy to do."

I also wanted to teach because it helped me understand the subject better, by discussing the subject with others.

"Not trying to be cliché, but I loved that feeling of being thanked for something I was able to help someone understand."

"Another reason why, is because I was always a shy kid, and I always thought being a teacher would allow me to talk to people more, joke around with my students, instead of being a computer program or sitting in a cubicle all day long."

"After I realized I wanted to teach math, I knew the next thing I had to do was gain some teaching experience, because that's a big factor in whether a school will hire you or not."

"I usually rubbed for the Chicago Public Schools before, I took this job," said Mr. Chang, resting his arm on the chair at Mrs. Maguire's desk. "Before Mrs. Maguire, I've subbed for a couple of other teachers."

"Fortunately, Mr. Seroff hired me as the TA for the Summer Geometry course that Summer Lab offers and I did that for two summers. He was kind enough to not only give me a few less lessons but also went over my lesson plans and helped me reflect on the lesson after I taught it."

"I grew up in a very education-based environment, so it was kind of natural for me to become a teacher. Basically, my parents had a constant influence on me."

"My dad is a community college professor and the students would always say how they changed their lives so much through his philosophy and ethics courses. Many of them are older, so they have family or they're also working at the same time, and many of them tell him that they learned how to manage their family, or how they need to teach their kids how to treat them."

"That's why I decided to teach, because I wanted to have that same feeling of being able to help."
Fighting to keep schools open

Relocation of Wadsworth Elementary to Dumas Technology Academy facilities causes a stir as many oppose the consolidation of three schools onto one campus.

By Sonia Bourdaghs
Editor-in-Chief

Chicago public school closings result in next year's relocation of Wadsworth Elementary, which shares facilities with University of Chicago Woodlawn Charter School on 64th and University, to Dumas Technology Academy facilities.

Dumas Technology Academy on 66th and Ellis and Canter Elementary School on 50th and Blackstone are two of 49 schools scheduled for closure in Chicago because of underutilization. Blackstone are two of 49 schools scheduled for closure in Chicago because of underutilization.

Wadsworth, and students from Wadsworth, and Ellis and Canter Elementary School on 70th between Dante and Dorchester, will join former Dumas students on the campus.

COMMUNITY LIAISON and Parent Coordinator for Dumas, Yolanda Harris runs the parent room there. The room offers workshops, CPR, certification, computer classes and help in filling out job applications, among other things. As the mother of four children attending the school, Ms. Harris expressed concern for students, parents and teachers at Dumas.

“The students are not naive,” Ms. Harris said. “They know what's happening. They are feeling stressed and abandoned. We have a lot of crying, and a lot of older kids are angry. The smaller ones are going to the rallies with their parents but they are discouraged.

“If they decide to pursue with the Wadsworth students coming to Dumas, our students will stay but they want their parents to take them out, and become Wadsworth students.

“ALL THE THINGS” they are saying on TV they’ll bring to Dumas, we already have. We have three-four day-pre-kindergarten classes, three Mac labs and teachers certified on online classes. Pre-kindergarten has a computer lab; we are starting that young.

“They’re saying they’re bringing all this technology but we already have it. It looks good on paper but we know the truth. CPS is doing a lot of lying.

Concerned about the sudden change in management, Ms. Harris said she was especially concerned for the Special Education program.

“SPECIAL EDUCATION KIDS at Dumas are still in class with other kids. They get pulled out of class for required classes, but they’re still with other kids. At Wadsworth, Special Ed is all in one class. That’s going to be ugly. You can’t have the kids cooped up, that’s going to be a big issue.”

Wadsworth and Dumas credentials are essentially equal, said Ms. Harris.

“Dumas has been on probation, that’s true, but Wadsworth has been on probation the same number of years,” she said. “What logic that they did to say those teachers are more qualified is none for me because it’s the same situation.

“I’m confident in our teachers and our staff. People are making decisions who never stepped into the building I don’t think Wadsworth's teachers are any better than ours. I don’t know how it'll work if they don’t bring some of our teachers in to keep it stable.

“IT MAKES ME think it’s a political thing because Wadsworth shares buildings with the U. of C. Makes me think they have requirements to Wadsworth that the university will not mess with its students.

They say that has been a job. Some strings were pulled. If that’s not true, prove it. I don’t see any other way. They bring Wadsworth and Fermi kids we’re going to be overcrowded. Right now they are saying we are underutilized but there are at least 35 in the kindergarten class. My child is in that class, and it’s not under-utilized at all.”

SHAYNE EVANS, director of University of Chicago Charter School and managing director of Urban Education Institute, said the University’s charter schools had no connection to school closings.

“We have no involvement in that,” Mr. Evans said. “Our school is already in the Wadsworth building and we won’t be using any additional space next year. We are currently in the Wadsworth building and we have been for the past seven years.

“We are not currently looking to expand. It’s not clear in this case how we would be charged, not clear in this case how we would be charged, building and have been for the past seven years.

“We are not currently looking to expand. It’s not clear in this case how we would be charged, building and have been for the past seven years. We just want good schools for Dumas, and preparing a hundred percent of our students for college preparation. One hundred percent of our seniors were accepted this year to college and last year. It was 96 per cent the year before, and 98 per cent in 2010.

“We had a request to bump our enrollment up from 590 to 650 students but that wasn’t because we needed more space, but because we’ve had such demand from the community for access to University of Chicago Woodlawn charter school in sixth and ninth grade. We just want good schools for everybody, that’s the goal.”

HISTORY TEACHER Paul Horton, however, believes the University is also trying to increase influence in the Woodlawn neighborhood.

“The University is interested in creating high quality education,” Mr. Horton explained. “Through a charter school it can use its resources to make a good school. However, the pact with Woodlawn was that they wouldn’t go below 62nd. The University has been subsidizing staff in Woodlawn with forgivable loans.

“They want to do that because it would make the property they own more valuable and stabilize the community. Whenever you do something like this, people who rent in these areas will have a problem paying the higher rents.

MR. HORTON'S PRIMARY concern for Wadsworth students relocated to Dumas facilities is the lack of green play space there.

“These kids are sent from Wadsworth which is a huge school with the capacity for 1200. The grounds are designed for little kids. There are 300 kids at Dumas, and they are getting 400 from Wadsworth and 100 from another school.

“The real issue with Dumas as a facility is that there is no green space. The playground is asphalt. 67th, immediately south of the school, is busy, and across the school there’s a cemetery. Every school should have green space. There’s more room for kids to run around and stretch their legs.”

CPS has avoided closing schools in Hyde Park due to the U. of C’s political power, believes Mr. Horton.

“The University has a huge interest in Ray School so that faculty have an option for their kids,” he explained. “If they don’t close Ray they can’t close Kosminsky or Kenwood. Real estate agents in Hyde Park want to keep property values up, and whenever a school closes property values go down.”
A school in a time of change

By Duncan Weinstein
Opinion columnist

A few months ago, I was chatting with former Midway editor-in-chief Rachel Sylvia, Class of 2011. “How’s Lab?” she asked.

Then it hit me.

In the two years since she was a senior, U-High has undergone dramatic change. We have a new principal, a new weekly schedule, and a new arts wing on the way. It’s not completely altered. Half the students and most of the teachers remain the same, and the buildings still stand.

But at the same time, U-High provides plenty of extra period for students to make the best use of their free periods.

At the same time, U-High provides plenty of extra period for students to make the best use of their free periods. Between the Computer Lab, Language lab, library and iCarts, all replaced every few years, I’ve thankfully never had trouble finding functional computers.

Ultimately, running the school is expensive: the Lab Schools spent $4 million last year, according to the annual development report. And costs matter to the type of school U-High wants to become.

As always, the Lab community discusses, stresses over, and almost obsesses over diversity. But if U-High wants to attract not just racial diversity, but class diversity, the economics of attending the school matter. I’m not convinced that’s been a real goal.

As the Midway sees it

Published 10 times this school year by journalism and photo- 

ography students of University High School, 1562 E 59th 

Street, Chicago, IL 60637, Phone 773-702-0991. FAX 773- 

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University High School, Chicago, Journalism Department. 

FINANCIAL SUPPORT

Amol Gundey, senior
I would have turned in more effort to keep a balance between my schoolwork and social life. It is very easy to get alienated by schoolwork, stress as much about getting a good grade as I did, I would have turned in more effort to keep a balance between my schoolwork and social life. It is very easy to get alienated by schoolwork, stress as much about getting a good grade as I did. But at the same time, same new additions have been a long time coming. A third college counselor was added last year, increasing seniors’ access to their college counselor. Because the new schedule, U-High added some part-time teachers, such as Physics teachers Michael Wong and Ellen McCullagh.

Also, technology has become increasingly present in student life, though in some cases less beneficial than others. I’ve never found that the interactive SmartBoards in the Language Lab contribute more in class than a regular blackboard. Every room has a computer, most never used since teachers have their own laptops.

At the same time, U-High provides plenty of computers and printers in school, which helps students make the best use of their free periods. Between the Computer Lab, Language lab, library and iCarts, all replaced every few years, I’ve thankfully never had trouble finding functional computers.

Ultimately, running the school is expensive: the Lab Schools’ operating budget exceeded $40 million last year, according to the annual development report. And costs matter to the type of school U-High wants to become.

As always, the Lab community discusses, strives for, and almost obsesses over diversity. But if U-High wants to attract not just racial diversity, but class diversity, the economics of attending the school matter. I’m not convinced that’s been a real goal.
THE CORE OF PAUL HORTON’S DISCONTENT

National education standards? Test-score driven curriculum? Standardizing teaching despite student differences?

A history teacher says ‘no!’

By Julian Lark
Midway reporter

“Democracy has not been allowed in our city.”

So said U-High History Teacher Paul Horton to CBS 2’s Mike Parker in a T.V. interview May 15 during a school-closing protest near his Woodlawn home. Mr. Horton has on his own been fighting what he calls a destructive school reform both in Chicago and across the country.

“My older brother run an underground newspaper while I was in college, and now he’s a contributing editor to Harper’s Monthly,” Mr. Horton said in a recent interview in the U-High history office.

“He used to also be the president of the International League for Human Rights. My great-great uncle was the judge in the Scottsboro Boys case in Alabama, his decision overturning racist precedent in the South for a generation. My ancestor was a colonel in the New Model Army who signed the death warrant of King Charles I. So in a way, I guess fighting the establishment is in my blood.”

Mr. Horton cites his over 30 years of teaching experience as an influence on his career as an activist.

“I STARTED OUT teaching in the early 90s at a middle school in the small town of Elgin in Texas near Austin,” Mr. Horton said, looking back from behind his laptop adorned with a bumper sticker reading “track the plutocrats.” “By the mid 90s I was in graduate school in Austin, and there I became active in the community.”

Austin, he said, was a hotbed of social activism and I took part in everything from the anti-apartheid movement to fighting the U.S. involvement in El Salvador and Guatemala.

“For the first couple of years that I taught, I was working up to 17 hours a day teaching and coaching, and couldn’t make enough money to cover rent, gas, clothes, and food. So I ended up working in a restaurant for six hours a day as well as at school just to make ends meet.

“You sacrifice a lot, working 12-, 13-hour days, and often you feel like you’re not being rewarded for your work. There’s an opportunity cost to the whole thing, which is something none of the propaganda you see today shows.”

FOLLOWING GRADUATE school in 1985, Mr. Horton got a job in a San Antonio public school. After five years he left that position because of his opposition to standardized testing and began teaching history at U-High in the birth of his child, sophomore Taylor Horton, in 1989. Mr. Horton and his family moved to Cedar Falls, Iowa, where he taught for 15 years.

While in Cedar Falls he taught both high schoolers and student teachers at an experimental school run by the University of Northern Iowa. Because downsizing, he had to get a job at an Episcopal school in Atlanta, Georgia until he was requested to return to U-High when he was 57.

Leaving his job in San Antonio came because of the way exit-testing was being forced on teachers, Mr. Horton explained.

“TEXAS BEGAN to adopt a standardized testing regime in the mid-90s, and then my state was being forced to teach to the test,” he said. “It became a game of memorization, which turns kids off to learning. Also, most of these tests are aligned with the assumption that everyone is starting at the same starting line, and that’s just not true.”

“From 1985 to 1990 I taught at a school in San Antonio where 70 percent of the 3,500-person student body were English-as-a-Second-Language students. Standardized tests didn’t show their mastery of the content, it showed how well they spoke English. Basix like spelling and grammar are framed assumption like this is practically criminal.”

The fight against standardized testing has become a widespread movement, one Mr. Horton has been a part of for over a decade.

“PEOPLE ARE UP in arms all over the place,” he said. “There have been many stories in the news about students at well-funded public schools being forced out of school districts to drop exit-tests. Many have formed protest groups so that their children do not attend these exams.”

“The idea that you can measure a school’s success by test scores is absurd. In fact, when we look at the school districts that have students living in these tests, D.C., Atlanta, and Austin, we also see the erup- tion of massive cheating scandals.”

PROMISING THAT U-Highers will not have to deal with the pressures students at other schools do, Director David Magill opposes standardized testing.

“We’re not here to create excellent test-takers, we’re here to create excellent thinkers who love learning,” Mr. Magill said. “Standardized testing does not measure those qualities, and I really don’t believe it adds value.”

“More than anything about this controversy, I am confident that students at U-High will continue to excel with those scores on the SAT and ACT regardless of whether they are or are not aligned with the latest standards pushed by some entity not affiliated with the Laboratory Schools.”

OUTRAGED BY the effect of reform on schools and teachers, Mr. Horton believes the educational system is being crushed by special interests and non-educators.

“There are very legitimate reasons for very reasonable Americans, conservative and liberal, progressive and libertarian, to be concerned about increasing top-down control of education,” he wrote in an entry on the teaching blog “Living in Dialogue.”

“In a lot of districts, across the country, investors and Wall Street types are pushing for the closing of schools because they can be replaced by charter schools, which are profitable, and virtual schools, like one in Florida which has been created in replacement of hundreds of real schools,” Mr. Horton said.

“It’s become education for investors, not students. They say they prioritize students first, but what really means is they’re demonizing teachers. What they’re really trying to do is bust unions and weaken teachers so that they don’t have to pay them as much.

“ADDITIONALLY, NOT ENOUGH resources are supplied to schools in poor areas. Many of these schools are being intentionally starved, including many in Chicago, because instead of increasing investment, people in charge want to destroy the public school system. City Hall, and Mayor Rahm Emanuel in particular is trying to starve low-income schools so that they can close them, and not have to pay for their upkeep.

“They don’t want to pay for kids that are, ‘failing.’ Besides, many of Mr. Emanuel’s biggest contributors are the same people who have invested in Charter Schools.”

“The Chicago Sun-Times reported that the cost for Navy Pier’s remodeling of Navy Pier is estimated to be around $278 million, and the cost for a new DePaul University Basketball Arena bankrolled by the city could reach $373 million.

“When people in communities, in black and brown communities, see Emanuel underwriting expensive projects like the arena at the McCormick center and the remodeling of Navy Pier, and then turning around to say that City Hall has no money for their local schools, they feel like they’re being abandoned. It’s not fair.”

MR. HORTON BELIEVES Mr. Emanuel will prove a one-term mayor, suggesting that he might run for senate.

“I think Emanuel is politically savvy enough to know that it’s not smart to close 49 schools,” he said. “Because he’s alienated at least 30 percent of Chicago’s population, he’s got to know that reordering public opinion decreases his legitimacy. I doubt he’ll run for re-election, maybe he’ll run for senator, but his support in Chicago is slipping away quickly.”

As of this year, Mr. Horton has become active in opposing a wave of new education reforms called the Common Core Standards Initiative. Written mostly by College Board CEO David Coleman, the standards represent an outline of baseline skills on which students can be tested to monitor the success of their teachers, schools, and districts. Tied to development grants from the federal Race to the Top program, the Common Core, as it is colloquially known, is in effect a federal initiative, according to Mr. Horton.

“I’ve ALWAYS published historical writing, but since January I’ve taken to writing against the Common Core,” he said. “I do it on my own time, naturally, and it helps that I have a network of journalists that I correspond with regularly including Ben Joravsky at the Reader and Valerie Strauss at the Washington Post. In reality, though, everyone who is involved in the education reform debate shares stuff with one another.”

“I don’t think any of that so few national papers are writing about this! Well, Students First, the organization run by former D.C. superintendent Michelle Rhee gave $250,000 to NPR for ‘education’ reporting, and this is like drops in a bucket for them, Students First got $8 million from the Walton Foundation for this purpose.”

The implementation of the Common Core Standards was never discussed by the Illinois Legislature, has not been debated publicly,” Mr. Horton said. “And the federal government has its hands tied because the Secretary of Education, Arne Duncan, is empowered through the Elementary and Secondary Education Act to make exemptions and fudge the effect any legislation has. The way it was presented, the Common Core was to be a state initiative, but it really was something that the federal government persuaded states to adopt because, without it, they would miss money from the Race to the Top grant program.”

“The idea that you can measure a school’s success by test scores is absurd.”
Senior Prom fashions turn simply elegant

This Prom U-Highers move away from flashy, sparkly dresses, for a more sophisticated look.

Many senior girls have opted for more subdued gowns this year, focusing on elegance when selecting attire for the "Great Gatsby" themed Prom.

Finding and purchasing her dress in one day at the Macy's on State Street, senior Sarah Curci's gown is a floor length strapless dress in varying shades of blue.

"I looked online a lot before so I knew what styles I was interested in," Sarah said. "I just wanted a long dress because you only get to wear long dresses on a few occasions. I was looking for a nice reasonable price, but was pretty open-minded. I had no dream Prom dress.

"When I got there I just tried on a billion dresses. My mom suggested the store because it has reasonable prices and a big selection.

"Mine is definitely a Prom dress but I didn't want something too blinged out. There's the stereotypical Prom dress that's really out there and huge.

"The vibe this year is very classy and elegant and there are a lot of neutral colors; a surprising number of white and tan dresses. But there are some bright dresses. It's a good variety.

"I think there are a lot of stylish people in our grade with their styles set out, and the dresses reflect that. With the 'Great Gatsby' theme I know some people were thinking more classy and vintage, but I don't know if that actually happened."

As in past years, senior girls formed a facebook group to share Prom dress photographs, where senior Jordan Einhorn shared the dress she purchased at Bloomingdales.

"I think people are moving away from the typical Prom dress," she explained. "Dresses are less flashy and less beaded and blingy. I think there are more dresses that you wouldn't necessarily wear again, but that you could see at an adult cocktail.

"They are still full length, but not as bedazzled. Mine has a little shimmer but it's pretty simple and I knew that's what I wanted.

"When looking at Prom photos you can see a very distinct vibe between Proms in the city and suburbs. A lot of girls in the suburbs wear a lot of flashy blinged-out dresses. The styles are more toned down in city."

Some U-Highers have opted for dresses in neutral tones like the tan dresses shown above from Macy's on State Street. Sarah Curci selected a dress at there, noting the wide selection available for Promgoers.

Story by Sonia Bourdaghs, photos by Fiona Potter

Munch on Medici during the finals crunch!

Stop by Medici to ease your hunger pains and refresh your body and mind as you work towards summer! As the weather heats up, we can help you cool down with our icy refreshments and delicious ice cream sundaes. The best part is that we're just a block away from U-High, so you can stop by during free periods, lunch and before or after school. Try our crispy salads or savory pastas. Or, dig into a yummy reuben and mixed berry smoothie. At the Medici, we have something for everyone!

Stop by the Medici for refreshments and a snack on a muggy May day. Sophia Weaver, Michael Horio and Max Archer look forward to ice cold strawberry lemonades and a mouth watering, cheesy, deep dish pizza. With the Medici just a block from U-High, they know they can easily stop by at anytime!

Photo by Fiona Potter

Stop by Medici for refreshments during the finals crunch! 1327 East 57th Street  (773) 667-7394
Monday-Thursday 7 a.m.-10 p.m.
Friday 7 a.m.-11 p.m.
Saturday 9 a.m.-11 p.m.
Sunday 9 a.m.-10 p.m.
the award assembly June 10. They will receive this year’s Cecil Denton Williams; and Maya Hansen, University of Chicago.

Jamie Toepp, University of Illinois; Jordan Davis, was a question no one needed to ask on Senior "Do you know where you’re going to college?"

Three to receive investigative reporting award

Renaissance editors promise magazine of multiple textures

By Clea Braendel

Midway reporter

Textures will provide the theme for this year’s edition of Renaissance, the school’s art and literary magazine.

The staff is hoping to distribute the issue before school ends, said Senior Graham Lewis, art board coeditor with Senior Jordy Breslau. Senior Hannah Resnick is literary board editor.

"We are trying to give everybody a copy in school instead of mailing it out," he explained.

"But we had a lot of submissions this year and only about five people working regularly on it.

"There were an enormous amount of submissions this year, and we thought the magazine might even be 120 pages. There are about 50 artwork submissions and probably about 65 literature pieces.

"The lit pieces are all over the board. We got creative writing, poetry, nonfiction, science fiction, everything.

Three to receive investigative reporting award

Midway editors-in-chief will receive this year’s Cecil Denton Award for investigative reporting at the award assembly June 10. They

Graham

Jordy

"We tried to get in as many submissions as possible. For art we got a lot of paintings and drawings. Also a lot of photography, but more mixed media has been coming in the past few publications which has been nice.

Describing the theme of textures, Jordy explained, "All the backgrounds will be ambitious textures, so we have grass and wax and sweater material, among others. We wanted a design that would be repetitive so that the focus was on the art, but also elegant.

"Last year's theme was watermelon, which was really beautiful, and we liked the abstractness of it, so we wanted to replicate that feel.

Other members of the Renaissance staff are freshmen Luke Herrigal and Genevieve Nemeth and senior Katie Ragusdale.

The adviser is Allen Ambrosini, theater program co-director. Mr. Ambrosini has long experience as a magazine editor, designer and publisher.

"Faces of ‘In’ Crowd"

"Do you know where you’re going to college?" was a question no one needed to ask on Senior T-Shirt Day, May 6. "We’re in!" signaled, from left, Jamie Toepp, University of Illinois; Jordan Davis, Williams; and Maya Hansen, University of Chicago.

"Face to Face"

Invited to come in masquerade, about 40 sophomores turned out for a gym lock-in April 26-27. "We watched movies, ate dinner, we basically just chiled out for a long time," said class president J.T. Williams, the man behind the horse mask. The unicorn is Glenn Decker.

Faces of Heroes

Among 10 “Unsung Heroes” honored at the annual Community Learning annual appreciation lunch were teachers Darrin Brown, left, and James Catlett. Also honored were: Faculty members Brian Wildeman, Chris Harper and Louis Conzelman; athletic training Midway Mikahel; support staff member Cynthia Wiley; gym attendance Terry Shum; security officers Mike Cephus; and catechesis executive chef Rodolfo Arellano.

History Team members going to Nationals

Three History Team members will be the first U-Highers to compete in the National History Day competition, June 9-13 at the University of Maryland at College Park.

The team, advised by history teacher Cindy Jurisun, had won top honors in city, regional and state competitions.

Students presented original historical research projects, including scholarly papers, but also exhibits, documentaries, performances and websites to be judged by qualified volunteers.

In State competition May 2 in Springfield, Natasha Ginsburg, Madison Hoffman and Josh Smith qualified for Nationals.

Seniors’ May Projects

(continued from page 2)

Eileen Skowyra-Lotz, singing songs from the Republic of China; DJ Smith, cooking with Bobbi Bub; Avery Soble, illustrating a comic book; Libby Stiller, The Life of a Photograph; Shocking Mario Monihan, Blitzen, finding pizza on the road; Maggie Sullivan, exploring protecting high school publications and advisors has yet to prove successful.

Curzi, Rachel Conley and Valentina Gallon also were finalists. Natalia won the George Javara Memorial Award for superior history, and Maddi and JD won the Margaret Cross, Norton Award for best use of primary sources.

Honors also were won by Miranda Garfinkle and Valentina Gallon, ComEd award for history of science and technology; Rachael Conley, outstanding promise in history of public health.

Regionals took place March 2 at Northern Illinois University in Dekalb and May 11 at the Illinois Institute of Technology.
Triumphing over tragedy tennis star wins Sectionals title
By Mike Glick
Sports editor

Sylvie de Lott is a U-High tennis player who got a real nice job of knowing when to tackle the ball, and she's one of the team's best strikers," Liana said. "She's a really good shot, and everyone on the team has encouraged her to shoot the ball more. But she really distributes the ball to other players on the team better than anything else."
By Maia-Claire Boussey
Midway reporter
Pep! Wearing glasses, red gloves with non- slip padding, navy blue boots, a tan sling to keep the gun from slipping, and a shooting jacket, Christine Obert-Hong aimed and fired her air rifle in far South Suburban New Lenox with the River Valley Sharpshooters on a recent cooling off weekend. Firing at a small black bullseye, target, Christine practiced with a few of her teammates.

After attempting to find an extracurricular activity to participate in, Christine Obert-Hong began shooting air rifles after her track and field season was over. She shot a Sporter rifle, then advanced to the heavier and more expensive Precision rifle.

"I ORIGINALLY was just trying to find an extracurricular activity to do, and my dad was helping me with that," Christine said. "So when he sug- gested that I try Air Rifle, I thought it sounded like a good idea. I shot Shoter for less than a year, then I went to River Valley Sharpshooters and have been shooting Precision for about a year and a half. So in total about two years."

Air rifle fires projectiles by means of compressed air or other gas. The River Valley Sharpshooters, the club Christine competes with, now in the town of Clifton, is composed mostly of boys and ranges from 8-18 year-olds. The club consists of 10 kids in total, four shooting with Precision rifles and Christine usually practices on the weekends for about four hours.

"No matter the range, all shooters wear safety glasses, or at least regular glasses. Protection is very important. The bullet is always straight. We also wear gloves on the hand holding the gun, which depends on this. The trigger helps keep the gun from digging into our hand while we hold it."

"THE HAND you shoot with then depends on where your dominant eye is. If you shoot with your right hand then you shoot with your right hand. If your left eye is dominant, like me, you shoot with your left hand."

This whole factor usually has an affect on your accuracy so well you shoot because if your right handed and your right eye is dominant, then it will be easier for you to fore the shot because you're used to using your right hand.

"GOING INTO the ICLS Championship, my team was prepared to win both the boys' and girls' championships," Sarah said. "We weren't exactly expecting to win, but we definitely felt like we could do it."

"On the individual side, I was pretty ner- vous. I was in a lot of events and I knew it would be tiring and that there would be a lot of other fast girls that would be challenging me. I was really happy with how I did, and I was very happy to add to and help the team scores."

With a team-first mentality, Sarah helped the four-by-800 team—consist- ing of her, senior Hannah Tomio, junior Sonia Bourdaghs and freshmen Tiana Thompson and Hannah Cain—to win at Sectionals May 10 and a trip to State. At State, Sarah took 6th in the 800.

"SHE PUTS HERSELF down on the list of importance and always puts oth- ers first," Coach Ribbens said. "She has so much integrity, and she has a great support system in her family."

"She's just a wonderful young woman besides being an outstanding runner. She's really a role model for the younger runners, and she nurtures them. She helps calm them down. That's really reassuring."

"What you see on the outside is truly what you get from Sarah. That's really unique. She's the best about others before herself. But when it comes to race time, she's all business. She takes her training very seriously. She is gritty. Her concern this season was to get as many people down to State as pos- sible, all that meant doing relays was her game."

ALTHOUGH DONE competing in U-400 meters, Sarah will run next year in college at Washing- ton University in St. Louis.

"I think the track and field is more like Wash U. and the team so much was because it's so much like U-High track team at- tributed. The team is very close, like a family. I look forward to being part of that family atmosphere again."

Coach Ribbens has no doubt that Sarah will add to the great family atmosphere on the university's team.

"Sarah deserves all the credit for being able to run in college," Coach Ribbens said. "She deserves all the accolades she has received, and she's going to be a great college teammate."

Track teams wind up in championship style

By Mike Glick
Sports editor
"Kids like her don't come as an acci- dent."

So said track coach Debbie Ribbins of Sarah Curci, senior. Known for her early hair and always-bright smile and on the track for her long, quick strides, Sarah ran her final races on May 23.

"From the very start, I have learned that I do. I scuba dive, hike, and a few other things like writing and drawing."

Sarah participated for the second recently in the Illinois Citizen Markmanship Program in New Lenox. She competed in the third age group, which consists of 14- and 15-year-olds, as I was at 15. I placed second in my age group, but I did make the top points to compete at the actual Junior Olympics. I com- peted in the 2013 ICLP Three Position Junior Olym- pic competition March 16. It was the qualifying competition to go to the real Junior Olympics. I com- peted in the second age group, which consists of 14- and 15-year-olds, as I was at 15. I placed second in my age group, but I did make the top points to compete at the actual Junior Olympics.

To BE INVITED to compete in the Junior Olym- pics you have to be in the top 40 score out of the en- tire country. Even if all 40 are from the same state, all of the shooters are still invited.

I competed in a three-position competition which means you shoot for about 20 minutes lying on your stom- ach called prone. Then you shoot standing for about 25 minutes, and finally you shoot kneeling for about 20 minutes. Prone is the easiest to shoot because of how much more balance you have and how well your weight is distributed.

"Standing is the hardest because you have so much more weight and you have a smaller space to distribute your weight. For each position you shoot two shots of targets, and each one has ten targets. You shoot a three-position competition in the center. At competi- tion, you get about 10 minutes to shoot the practices targets on the first sheet. This way you can set up your position correctly."

"It's exacting, but really I find shooting relaxing."

Air rifle enthusiast aims to make it to Junior Olympics

By Maia-Claire Boussey
Midway reporter
Sonia Bourdaghs and freshman Grace cob Meyer, Frank Waggoner, Aaron Smith, and Lucy Kenig-Ziesler.

Girls' soccer

Girls' soccer

Girls' soccer

Girls' soccer

Girls' soccer
Preparing a new beetle specimen for mounting is Lower School Science Teacher Gerold Hanck, second from left, and Luke Horrigan as teacher Daniel Jones chimes in. More than 30 species of fish, reptiles and insects call the science classroom U-High 213 home, with new tenants continuing to move in.

“Last year’s class were the guinea pigs in trying to successfully raise Soldier Flies and have them produce offspring,” Mr. Jones said. “The process is still too new to hammer out a rearing protocol. We got them just fine from larvae to adults last year, but then hitting them to breed was what we strove for this year. Students got larvae and used materials like lights and drawers in the classroom to build fly habitats and take shifts taking care of the larvae.

Freshman Mattie Greenblatt had success raising her group’s flies to adulthood, but then hit a bump. “We had no success with mating, though there were groups who did,” Mattie said. “We kept our larvae in a small environment, then, when they matured, they were moved to a huge joint cage for maximum mating possibilities. I liked working with live organisms, since it’s very different from working with theoretical possibilities. I liked working with live organisms, and is good experience. My lab group did well, but often the work was not split evenly. A JONES BELIEVES working with the flies has helped students better understand the processes biologists must undergo when researching. “Last year’s class were the guinea pigs in trying to successfully raise Soldier Flies and have them produce offspring,” Mr. Jones said. “The process is still too new to hammer out a rearing protocol. We got them just fine from larvae to adults last year, but then hitting them to breed was what we strove for this year. Students got larvae and used materials like lights and drawers in the classroom to build fly habitats and take shifts taking care of the larvae.

“Having students run their own experiments like this, which aren’t guaranteed to succeed, is how they really learn how to do research and run experiments instead of just reading the textbook. And it’s really what the students put into it. If they didn’t check their flies or adjust their habitats, they didn’t get them to grow into adults. It’s part luck and part hard work, and it’s important for them to understand that.”

While Mr. Jones believes that research represents a key part of biology, he also believes illustrating the results of experiments is also important.

“WE BEGAN last year requiring illustrations but not to the extent we did this year,” Mr. Jones said. “We gave them specific techniques for them to use, and required them to use more technical drawings. Instead of just drawing what you saw, you also had to draw it to scale. Just trying to get them to shade things and give them that three dimensional shape in their notebooks.

“We required them to illustrate the fly larvae under the microscope, and drawing the tiny details helped them further understand the anatomy of the flies. Making them draw objects they see under the microscope helps them see details of the specimen that they otherwise might have missed.”

Outdoors classroom would offer new dimension to science, nature studies

By Julian Lark

Midway reporter

Located between Kovler Gymnasium and 59th Street, a planned outdoor classroom will feature rock covered in greenery, a pond with croaking frogs, a Street, a planned outdoor classroom will feature rocks covered in greenery, a pond with croaking frogs, a

One group got theirs to mate this year, and they got so excited and were clustered around the cage snapping pictures of flies having sex. They invested a lot of time building the habitats and monitoring the flies that they got so excited to finally see their efforts pay off.

“ULTIMATELY, though, the eggs dried out because the light in the cage was too hot. And we learn these things every year so we can apply them for the next round of soldier flies, hoping to get the eggs to grow to adulthood.”

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No flies on evolving Biology program

Hands-on experiences, technology, University links propel curriculum into future

By Moira Differding

Hundreds of elongated black fly larvae crawl inside drawers in U-High 213, a biology lab. But don’t call the Orkin man. There’s no infestation; there’s research going on.

Friar flies share nearly 60 percent of their genes with humans, and so are often used during gene experiments; as a result, they’re easy to breed. In recent years, however, many scientists have looked to Black Soldier flies to manage waste in industrialized countries, but reliable breeding instructions are known yet according to the scientific journal “Nature.”

TWO YEARS AGO, University of Chicago biologist Urs Schmidt-Ott decided to research Black Soldier flies from an evolutionary development perspective. But he faced one problem; according to U-High Biology teacher Daniel Jones. He wasn’t sure how to raise them.

So he asked a U-Higher if he knew anyone who wanted to help write protocol for raising the Black Soldier flies. The U-Higher relayed the message to Mr. Jones and fellow teacher Daniel Calleri, and after purchasing the eggs from a Georgia-based website, the main freshman class began claiming flies at U-High 213 and creating various terrariums to house their flies in.

The goal of having Introduction to Biology students raising the flies is to aid student’s understanding of biological protocols. Dr. Calleri explained. “EVEN SIMPLE RESEARCH is difficult,” he said. “It’s not just putting bugs in a box and watching buttonholes come out, it’s more of can you even get the bugs to survive to that stage? And I think that’s a huge part of the Soldier Fly experiments we ran with the freshmen. Biology isn’t always easy. And biology isn’t something you can just memorize, you have to actually do it with your hands.

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By Moira Differding

Located between Kovler Gymnasium and 59th Street, a planned outdoor classroom will feature rock covered in greenery, a pond with croaking frogs, a

Two years ago, Middle School Science Teacher Jeffrey Maharry explained the species’ diet to Michael Horio, one of his students.

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