

Are field trips a thing of the past?

Due to academic pressure, students are opting out of class excursions

by Maya Kowitz

It may surprise teachers that the reason why students opt out of excursions is because they don't want to miss school

English department chair, John Cadwell, explained how it's disappointing that many students choose to pass on these out of class experiences.

"The teachers who are offering the field trips have put a great deal of time and energy into making sure they're integral to the course and help advance the objectives of the course," Cadwell said. "They are not whimsical in terms of selection."

Junior Julia Bosco explained that there is too much pressure within the school to get work done on time to risk falling behind.

"I think students don't want to risk putting their grades in jeopardy to go on an excursion, even if it's for educational purposes," Bosco said.

When we were younger, we begged our parents to let us stay home from school or would fake sick, but these days we turn down opportunities to skip school and insist on going to classes for fear of falling behind.

Junior RJ Meyer said he loved missing school as a kid and still does, but the stress of junior year has made missing school or going on excursions a less enjoyable experience.

"Now, even though I have the choice to go on excursions or skip school, I typically choose school because the added stress of making up class work, tests, or quizzes is unappealing," Meyer said.



The Chinese language students took a trip to Chinatown last Friday | Kessel

Meyer raises an interesting point. It may depend on the age group going on the excursion, along with the workload this is correlated with that year -- with junior year and first semester senior year barring the most weight.

Second semester senior Elena Karras said she jumps at every opportunity to miss school.

"As a senior, it's easier to miss school, whereas I kind of understand why juniors and sophomores don't go on excursions because they still have a heavy workload."

Karras said, "If excursions were less school-based and more experience based, then I feel like students would be more compelled to miss school because it would be more fun and seem more like a break."

The idea of making up work seems to be the number one thing that drives students away from participating in excursions.

Junior Brett Zaslavsky said, "I think when you have a system where testing days are staggered and classes are almost always on different pages, there's no such thing as a good day to miss," Zaslavsky said. "Unless the excursion is absolutely vital, students find it necessary to be at school to get that

information, know what they're working on, and participate in class to enhance their education."

Cadwell emphasized that New Trier's teachers are very flexible with understanding makeup work from excursions.

"For the students to not choose to go on excursions because of fear of 'make-up work' means they are missing out on what we feel is an important part of the learning experience of the course."

Junior Francis Fay believes all students should take advantage of excursion opportunities, identifying the importance of excursions and educational experiences away from school.

"Since you're in school for a majority of the days throughout the year, it would be nice every once in a while to learn in a different environment and get out of your comfort zone," Fay said.

Cadwell described the significance of these excursions as necessary learning experiences. "We want to make sure students takes advantage of other field trips, and as a school we have committed ourselves to expanding the range of experiences so that the learning is more advanced and effective outside of the classroom."

Students scour for summer employment

Work experience and initiative can be found during the summer months

by Lindsey Burns

When school lets out for the summer, students find themselves with lots of extra time on their hands. They fill their summers traveling, playing sports, hanging out with friends or going to summer school.

In addition to these activities, some students find summer jobs to occupy their time. With college ahead for many, a summer job reflects well on an application, as it teaches responsibility and initiative.

Getting a summer job isn't always easy, according to Career Counselor Susan Thorngren. She offers assistance to students looking for jobs in the career office.

"[Students should] think about how they spend their free time and make a list of potential jobs that might connect to their interests and think about jobs that intrigue them," Thorngren said.

Junior Katie Lowenbaum explained that she applied to multiple jobs because it can be difficult to get a one. She likes to spend her summers outside, so that's her top priority. "You don't get to go outside all year round, and so it makes the job more enjoyable when you're outside in the sun," Lowenbaum said.

Usually, when summer arrives, some students can end up just laying around with their friends. Lowenbaum said she "needs structure for [her] summer and [believes] a job does that."

Junior Davis Ryan said, "I wanted to do something in the summer and

I get bored easily, so I decided to get a job."

Whatever the reason for students getting a job is, it often benefits them in the end. "Summer jobs are a great way to experience daily tasks and responsibilities that help students understand a little bit more about what they would like to do in a job and maybe what they realize are negative aspects of a job," Thorngren said.

"Oftentimes, realizing what they like or dislike about a summer job can help them figure out what they are interested in as a potential career."

Thorngren also suggests that students should apply to jobs with tasks and responsibilities that they appreciate. "If they enjoy talking to people, they would apply to a job in customer service, restaurants, retail. If they enjoy children, they apply for a job as a counselor, coach, assistant nanny, or tutor."

Applying with a friend can be great for summer jobs since students can share transportation and help each other prepare for the job.

"I'm applying to some of the same places as my friends and hoping that we get the same jobs," Lowenbaum said. "But I'm not making my decision based on where they work."

Ryan found work as a caddy at Westmorland Country Club. "I like golf a lot and I know that caddies make a lot of money and I love being outside. The money definitely is a motivation, but at the same time I love being outside and talking to all the members," Ryan said.

A job board created by the Career Center Assistant Mary Washelesky lists job opportunities around the community for students. This is located in the Career Center and is a great place for students to start the job search.

Take a page from these teachers' book recommendations

Teachers share an influential piece of literature found on their bookshelf

by Marie O'Connor

It takes more than just a sense of athleticism to be a KW teacher, and more than knowing how to cook to become a cuisine teacher.

Through literature, teachers in every department strive to better the way they teach and relate to their students.

Brian Doll, a Kinetic Wellness teacher and football coach,

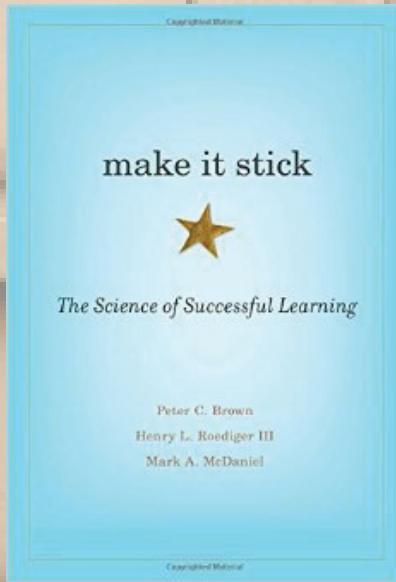
recommended the book "Outliers" by Malcolm Gladwell. Doll said, "I have read the book numerous times. It pertains to why different people are successful. It takes you through different reasons why people around the world are successful."

Doll has been the head football coach at New Trier for the entire span of the team's successful era.

"I am constantly looking for different ways to help students and to help athletes," Doll said. "The book taught me that the way that you've always done things is not necessarily the best. It tells us to not always stay stagnant and think the way you are doing things is the best way to do something."

Dawn Sullivan, cooking teacher in the Practical Arts department, also recommended a book that she feels her students and coworkers would benefit from reading: "The Rosie Project." "It made me laugh out loud and think about people with differences in a new light. It's realistic, you would be able to look at people with some slight differences in a new perspective, to may - be see where they're coming from, and be more accepting of those differences, in a humorous, laugh-out-loud way," Sullivan said.

"The Rosie Project," by Graeme Simsion, is a novel about a highly intelligent and successful professor who also has autism. Sullivan believes that this book can instigate acceptance through its reader friendly humor and wit.



The teacher book recommendations portrayed the dedication each teacher here at New Trier has for their job. History teacher David Heineman, an avid reader in constant search of ways to better his teaching style, has read thirty-one books this calendar year, surpassing his thirty book goal.

Heineman recommends the book "Make it Stick," by Peter Brown. "I read a lot of nonfiction, and this is one I really like. It's about how the brain processes information and how we learn things. And this is obviously really

relevant to me as a teacher and in thinking about how my students learn and how they're going to remember things," Heineman said.

Heineman uses what he learns from his rigorous reading to better himself as a teacher. "I think 'Make it Stick' is a really useful book in understanding how we think and maybe shaping how students study or how they should approach classes."

"The importance of forcing yourself to recall information increases the likelihood that you'll actually remember it. So self-testing is more effective than just looking over your notes," Heineman said.

Despite the fact that Heineman and most teachers encourage reading outside of school and embracing the reading assignments in school, Heineman understands the difficulty that can sometimes pose. "I think it's always better to read a book when you're not assigned to read it. It always feels more meaningful when you have the choice to do it. I don't know that I would have had

the patience for that sort of book when I was in high school, but now I have the ability to sit and read for a while."

Finally, a prolific reader, Brett Rubin, suggests a book he has chosen for his Global Voices class. "Something that I discovered this summer was 'Silence,' by Shusaku Endo. Just absolutely beautiful, delicate, simple clean prose, while at the same time remarkable exploration and examination of man's mistaken sense of importance. Just remarkable work."

Rubin continued, "It provides that lovely confluence of something that is rather engaging, it is not dense, again very clean simple prose but at the same time great artistry. And sophistication of human nature and our follies underlying this seeming simplicity, it's almost like a magic trick, which is always one of the best things to find with literature."

