



The Hawkeye

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The Founding of PCS

By Jonina Hou, Madeleine Tsai, and Madeleine Yang

Princeton Charter School was founded in 1997 by 17 educators and parents following the passing of the Charter School Program Act of 1995. The Hawkeye was able to interview Maureen Quirk and Peter Yianilos, two of the many original founders of the school that PCS is today. Ms. Quirk and Mr. Yianilos both shared their unique perspectives and experiences with the process of founding PCS.

Before starting PCS, groups of parents spent about five years planning and talking to each other about a school that would be serious about top-level education. When asked about the original goals of the school, Ms. Quirk explained, “We wanted to be more academic and to put more stress on education rather than self esteem.” The founders wanted to create a consistent curriculum that would help students actually learn and build on their skills year after year since they didn’t see this consistency in the other public schools in Princeton. They found that different students in the same class would have a different educational background depending on which teacher they might have had the last year. Ms. Quirk gave the example that, “In third grade one teacher

doesn't teach the multiplication tables and the other two do. Well now in the fourth grade, the teacher has all the kids mixed up over every year. So now you have the students who didn't learn it in the third grade, and the fourth grade teacher would have to teach it. Then the other two thirds of the class, they already learned it now they're bored. And this is why there was no consistency.” The goal was to create a carefully thought out, consistent sequencing to the education of young students. Mr. Yianilos recalled, “We felt that it was essential that the curriculum be strong and challenging, and we also challenged the idea that was quite popular at the time that for all kids we would destroy their self esteem if we told them that they need to study a little bit more or work a little harder.” When addressing self esteem in young students, Mr. Yianilos believed that, “True self esteem was built by achievement and that students from the youngest age know very well when they earn the self esteem versus when they were just told that they were terrific. Our goal was an integrated program, and we recognized from the beginning that having kindergarten through eighth grade in one campus would ultimately provide a more continuous path for the evolution of the students at PCS.”

On July 5th 1996, a couple of parents wrote an editorial to a local paper that proposed offering parents and teachers

a choice between the approaches of the existing Princeton schools and a proposed new Charter School. One approach was to offer specialized schools that would focus on one subject per school depending on the desires of the families. The other approach was to offer a charter school. Parents began talking to each other about how to approach the conflict, and they settled on founding a charter school. Ms. Quirk explained how the founders of the charter school met: “On Friday, September 27, 1996, we got [parents] from each of the four elementary schools in a living room, and people came and talked about what they would like more for their students. And so we coagulated into this group and that’s how we got all the founders.” Mr. Yianilos added that “writing the charter was the easy part. It was a lot of work. It was a hard process with a lot of all-nighters, but it wasn’t a struggle.”

After meeting several times together, the founders came up with overarching ideas for their charter. Ms. Quirk read a segment from the original charter, explaining where the idea of the milestones came from: “PCS believes that knowledge must come first and that children should acquire genuine self esteem through academic accomplishment. Many schools currently deprive learners of the experience by failing to set and celebrate milestones of achievement.” She talked about the mission of PCS in the charter, saying, “PCS believes that a thorough, efficient education is best accomplished through a rigorous curriculum that requires a mastery of core knowledge and skills.” According to Ms. Quirk, when writing the charter, “[the founders] basically knew what we wanted,

but we had to divy it up. So I did mathematics and English, others did science, others wrote the music, and another wrote the art. Somebody would write their section, and then somebody else would rewrite it like a coauthor because we didn’t have much time to do things.” She remarked on the fact that before PCS was a functioning school, “we got together to put things together, and we went to this one house, 229 Shady Brook. Then we sat at the dining room table and got a lot of the writing done there. That was the Charter School.” Ms. Quirk reported that, in October 1996, on Columbus Day weekend, the founders “wrote like crazy. We had to put this thing together. We thought it was pretty good. We thought, ‘This reads pretty nicely, it has flow, and it touches all the requirements.’”

Once the group of founders had finished writing the charter, they read the instructions for the submission. Ms. Quirk noted, “One woman decided to look at the charter instructions and said, ‘Oh dear. We need an executive summary.’ So we went and found paragraphs from different people and pieced them together. But then the woman said, ‘Oh, we have to have a table of contents in a specific order.’ But ours wasn’t [in] that order. We were putting in a charter, and we weren’t following the instructions. We had four people, and we had to rearrange this document. So we split into two [groups]. Two people were typing, and two people were watching until we put it all together. We finished at 6:30 in the morning.”

Another struggle was encountered when the printer broke and the founders had to email the document to themselves to print it out in another location. Ms.

Quirk explained, “We wrote the charter in somebody’s dining room, and then it took all day and all night to reorganize it.” The founders were to be told on January 15, 1997, if their charter was approved. She said, “Suddenly on January 15, they said we could have a charter. We got a grant of \$90,000 from the U.S. government to help charter schools open. However, [it only covered] credit, stuff like textbooks, science materials, desks, chairs, etc.” It could not be used to build a building.

Regarding the approval of the charter and the opening of the school, Mr. Yianilos reported, “Now the problem was that that news came in January, and we were told that we should be open by September of the same year. We had no faculty, no head of school, no building, and we really had no money. So the first struggle was how do we solve all of those problems in a matter of nine months.”

In order to find teachers and a head of school, Ms. Quirk’s mother-in-law went to the independent conference for schools. Ms. Quirk said, “Charles Marsee, the first founding head, at the time, was the head of a girl’s school. He and my mother-in-law both went to this meeting, and they were both very busy. He was trying to find a new job. Later he interviewed with my mother-in-law, and she thought that he was terrific. I didn’t call him because I thought that he wouldn’t take the job as the head of our school because he would get a better job. So after a week of my mother in law bugging me about it, I finally called him, and he said that he would be very interested.” Later on, the founders of PCS were all able to meet Mr. Marsee, and they all agreed that he was a very sensible person and was fit for the job of being the first head of PCS. Simultaneously, the

founders advertised for teachers in both local and state run newspapers, and they were able to get teachers interested in the school. They were also trying to get a building, so according to Ms. Quirk, “Each founder threw in about a thousand bucks to pay fees and things like that, and we [got a] mortgage.” Talking about the materials for the school, Ms. Quirk reported, “Lawrence middle school was refurbishing their science lab, and they said that they had fifty desks that they were throwing away. We told them we’ll take them. Another woman’s office was moving, and we got most of the desks from there. Princeton University had a surplus of materials, and I would buy things for ten bucks. And that’s mainly how we got materials and opened the school.” Once the school was ready, the founders advertised for students and sent a letter to every elementary school kid to get them interested.

When the school originally opened, PCS only had three grades and had to expand. The school was rapidly renovating what is now the 5-8 building.. What is now known as the lower school building was once a property owned by the New Jersey Bankers Association, and according to Mr. Yianilos when “we were applying to renovate it to become the lower school, a fire broke out on the old building and destroyed the entire building.” PCS became the owners, so they replanned and constructed the new building which is now the lower school. Considering the new design of the building, Mr. Yianilos said, “The building and the renovation of the main building were designed by a very famous architect and his students. We got a world class architect who later designed

part of the area around the World Trade Center after 9/11.”

After the school had finally opened, several more struggles were initially encountered. One was the cleanliness of the school. Mr. Yianilos remembered, “Finding the head of school, Mr. Marsee, with a mop in his hand when I came by after school. I said, ‘What are you doing?’ He said, ‘The big problem we have at PCS is mud because it was raining and there were no [floor mats]anywhere and the whole school was filthy.’ So the head of school just got a mop and a bucket, and he started mopping.” Another struggle that occurred very early on and that was unanticipated was the difficulty of implementing a tracked math program. He remembers, “We struggled with the fact that there was so much emotion in both students and parents having to do with the decision of which track a student belongs in with respect to mathematics in particular. And I’m very proud of the fact that within a year or two, we implemented changes that removed about 90% of that tension. And they had to do with ideas like the ability to move tracks early on and then become more rigid.” A further struggle was the school’s physical education department. There was no playground or swing set, and the school had only a muddy field. Mr. Yianilos recalled, “A lot of the founders took matters into their own hands. I remember one put on his jeans, got some concrete, and put up some basketball hoops. We had to improvise to come up with ways for the students to let off some steam and then when winter came, we didn’t have a gymnasium. The students at PCS used to go ice skating because they had to do something, and we even had a ski trip.” That was how school

compensated for the lack of a gymnasium at the time.

The founders of PCS used their creativity and hard work to found a school with a consistent curriculum that provides a steady path for students who are passionate about their education. Many struggles in both writing a charter and opening the school were overcome, ultimately producing a functioning, successful Princeton Charter School.

PCS 27 Years Ago

By Simon Santamaria

PCS started out in 1996 on the second story of a Protestant church with 72 students divided in three grades: fifth, sixth, and seventh grades. The school year was divided into quarters not trimesters. PCS moved into the current 5-8 building. However half of the building was rented out to businesses. There were only eight teachers and most only had one free period each day. The school then got a fourth and an eighth grade. (The school was even visited by Christine Todd Whitman, the governor of New Jersey in 2000.) The administrators also taught classes. Dr. Sherman English, the head of school for 5-8, taught seventh-grade English, and Mr. Marsi, the head of school, taught eighth-grade chemistry. The same year many trailers were added to the school to make class space for students before the K-4 building was constructed. The school used to go skating every Wednesday for an entire month as there was no gym. There was also a bowling trip that was replaced by the student teacher basketball game once the gym was built. There was also the ski trip, which was cut due to wild and

dangerous behavior by some students. The students had to take a morning lesson to learn how to ski. The teachers skied for fun. In the afternoon the teachers skied with the kids. The last time the school did this trip, a kid jumped off the chairlift and broke his leg. This activity had to be canceled because it was hard to manage, expensive, and dangerous. There was also an all-school trip to the Princeton Community Pool in June, but it was often canceled due to weather and was difficult for the teachers to manage and was also canceled.

The place where the K-4 building is now had been a bank that the school was in the process of buying before it burned down, and the parking lot, and drop off areas were woods. When the current K-4 building was being built, students had classes in one of six trailers scattered around the grounds. They often had plumbing problems, and smelled horrible, and attracted rodents. There was also a hornet nest in one of the trailers, and a teacher got attacked by them.

When the school originally moved to this location, the Marsee Center and the 5-8 building were already here. Later the Campus Center was added, and two years ago the new expansion was completed.

The school now has 430 students, three school buildings, and nine grades. There are roughly 55 teachers. The campus takes up seven acres. One of the reasons for the new expansion was to make kindergarten the entry point for each full class of students. Previously, the school had only a half class of students through fourth grade, and a new half class was added at the fifth-grade level. Some new fifth graders had trouble keeping up with the students already in the school

because of the Charter School's strong K-4 education. To combat this problem every K-4 grade was doubled to two classes so that there would be fewer or even no students joining the school in later grades.

Some classes such as math have a curriculum that has changed a lot. In the early 2000s, there was no set math curriculum and no mandatory standardized test that was sufficiently challenging. At the time New Jersey would test students in the math they should learn during their grade. For example, all eighth-grade students would take the eighth-grade math test. There were no Algebra 1 or Geometry standardized tests. Six or seven years ago New Jersey started to implement new tests. That increased the pressure on many teachers, because now they had to teach everything by April instead of June. Some schools only teach enough for their students to do well on the standardized test. The Charter School, however, doesn't teach to be ready for tests; it teaches the students so they can understand the material. Many textbooks have changed from the early days, but some are the same as those used twenty seven years ago, when the school opened. On the other hand, some parts of the curriculum French, for example, haven't changed much. New technologies and online platforms have been incorporated. However, the goals have always stayed the same. The French curriculum, like the program in all subjects and at all grade levels has been and still is flexible so new ideas, materials, and learning methods can be added.

PCS has changed dramatically from its founding in a church to now. It will continue to change as the years progress.

A Brief History of Schools as American Institutions

By Rohan Srivastava

You readers attend school in some way, whether as student or staff. A large part of your life is influenced by this government-funded institution as it will be influenced by another one in high school. In this country, school attendance is legally required until the age of 16 and is paid for not by individuals but with tax money. However, the World Bank found that 77 out of 79 countries surveyed received payments from parents. Some of these school systems require students to bring tuition money from home before they can be enrolled. So why is it that America and other countries do it differently and fund the schools with tax money that could be spent in other ways.

One reason that schools are publicly funded can be traced back all the way to Plato's works if you so choose to go that far. The founding fathers were influenced by these Ancient Greek ideas of education and had particular reasons to look up to Ancient Greece, which was a democracy like America. A democracy depends on the public to be involved, and for the public to make informed decisions, they must be educated. John Adams, the second president of the United States, said, "The Whole People must take upon themselves the Education of the Whole People and must be willing to bear the expenses of it." This is certainly a reason for the government's emphasis on schooling, but it still leaves unanswered the question of why there were schools to begin with. Believe it or not, one early reason was the desire to spread

Christianity by teaching it to children; another was the desire to build a sense of community among people.

There are many reasons why schooling is required by law, but a very important one was the sheer amount of child labor at the time when the system was being set up. During the industrial revolution, many formerly skilled jobs became automated and therefore less difficult to obtain. For example, take the manufacture of textiles. Before the industrial revolution, textiles were made with spinning wheels and hand looms. Producing textiles this way took many hours and a lot of skilled manual labor, but after the industrial revolution, this task was sped up exponentially by machines. The thing was, the machines weren't fully automatic. They still needed people to operate them, but the difference was that people without special skills could now do so. This meant that mill owners would look for the cheapest labor they could find, which was often children. Children worked in terribly dangerous, unsanitary, and uncomfortable conditions, but thanks to activists like Lewis Hine, the public learned about the horrifying conditions. During a large movement known as the Progressive Era, laws were passed to prevent child labor and, instead, to keep children in schools.

Maintenance Issues at Princeton Charter School

By Ian Kim

Princeton Charter School is a great school that has gone through a series of changes over the years. Lately, however, some maintenance issues have come up at

the Princeton Charter School. Many current 7th and 8th graders know about the smell that happens in Mr. Myers' room after use of the nearby student bathroom. According to Mr. Byrne, the school caretaker and facility manager, there is an exhaust pipe that comes out of one bathroom and cuts through Mr. Myers's classroom, which is the cause of these smells. Mr. Byrne also mentioned that it would be very difficult to solve the problem because the whole exhaust system would have to be rerouted which could only be done over the summer. Nevertheless, he assured The Hawkeye that plans and estimates of the costs were being prepared to fix the pipes.

When Mr. Myers himself was interviewed about what he thought could be improved with the building, he recommended better sound proofing the classrooms so that learning would not be interrupted by noises from neighboring classes. Soundproofing the classrooms would also improve the acoustics of the rooms. He also mentioned that the building should have a central air conditioning system. Currently, there are individual air conditioners that are attached to windows. This is not as efficient as a central system, especially with no insulation attached around the individual systems. Of course, these window air conditioners also need to be removed during the winter to avoid cold air coming in.

The Hawkeye also interviewed Ms. Celik, who, like Mr. Myers, noted that the building had improved and had come a long way since when she first began working here. One of the resolved issues that she mentioned was the plumbing, including water from the pipes leaking through the ceiling and puddling. Ms.

Celik brought up the fact that it is currently difficult to hear announcements that are coming over phones. She also wished for a better way to communicate between classrooms, mentioning that when the phone rang it would be difficult to hear it, saying "The kids are saying the phone's ringing." Currently, we know that the school is considering installing the P.A. but there have been some technical challenges.

Some other problems that some students have been reporting are some mice at Princeton Charter School. One student reported that a mouse was seen in the Spanish classroom last year while another reported that they saw a mouse in Mr. Keogh's room. Another student mentioned the need for a new paint job to fix the peeling paint in some of the older classrooms. They also recommended smoothing out the rough walls.

Nevertheless, the school is hard at work fixing many problems. It's important to note that the building has gone through significant improvements, and it can be expected that the school will improve and reach new levels of comfort and functionality in the future.

Fall and Winter Sports

Wrap-up

By Aryan Kondakindi, Jonina Hou, and Madeleine Yang

The PCS fall and winter sports seasons have come to an end. Through participation in soccer, cross-country, field hockey, or basketball, PCS students showed a strong sense of sportsmanship, teamwork, and skill.

Soccer:

Coaches Miller and Gonzalez led the soccer team to many victories throughout the fall season with a season record of 4 wins and 2 losses. Whether students wanted to try out a new sport or joined the team for extra practice, soccer was available for everyone. The soccer team had a great time together at practices, games, and at the end, a party.

In an interview with Coach Gonzalez, he mentioned that the game against Abrams Hebrew Academy was especially memorable because one of the students scored five goals. He also mentioned some unforgettable team bonding happened on the bus rides to away games. A difficulty that the soccer team faced was scheduling, for they had to cancel their first three or four home games because of rain. In practices, the soccer team did a lot of cardio, some drills both individually and as a team, and some scrimmaging. However, he wishes that there were more practices, especially since after the games started, there weren't any practices. Now, a couple shoutouts from Coach Gonzalez: the four girls on the soccer team who played their best even up against predominantly all boys' teams—Madeleine Yang, Jaylah Hill, Arielle Chen, and Anya Patel; and David Li, the top scorer of the team. Coach Gonzalez said he enjoyed coaching the team throughout the season because he thinks of it as an opportunity to get to know many different students at PCS, and because he enjoys watching the students play and yelling from the sideline.

In an interview with Coach Miller, she mentioned, like Coach Gonzalez, that their strong game against Abrams Hebrew Academy was the most memorable for her

because the team won 6-0. Also, she said that the end-of-season pizza party and the bus rides were great team bonding moments. Coach Miller said the biggest difficulties this year were the bus issues and getting the team to be flexible when faced with weather challenges or field challenges. In practices, the soccer team focused on drills and scrimmaged. Coach Miller enjoyed coaching because of the great community that was established with the soccer team and her passion for coaching a sport she loves. Looking back on the season, Coach Miller enjoyed the days of practice where the team could join cross country and get some conditioning in and get in friendly competition with the runners. Finally, some shoutouts from Coach Miller: all of the eighth graders—Arielle Chen, Aleric Deess, Daniel Gu, and Marvin Zhu.

Cross-country:

Coaches Burt, Trenholm, Papp, and Vogel led the cross country team through many long runs to prepare for the cross country meets. Clearly, these practices helped students hone their long distance running, as the cross country team had an amazing season. The girls' team had a season record of about 50 wins and three losses, and the boys' team was very strong as well, with a season record of about 45 wins and 10 losses.

Coach Burt said that he found the Mercer County Invitational in Hightstown to be the most memorable event, and the boys' team got third place among all of the big public schools in Mercer County. The girls' team won every single invitational they competed in except for the Stuart Invitational where they came in second and the Mercer County Invitational where

they got fourth. He mentioned that the team's pre-season runs were fun team bonding time as well. Coach Burt also said that thankfully, there weren't any serious injuries, but since there were up to 50 runners on the team, scheduling was difficult because everyone had different activities. In practices, they always ran off campus to a nearby park or neighborhood and did many different exercises, such as hill work, sprints, and distance. Coach Burt also said that he really enjoyed coaching cross country and this team because it's a very competitive sport, and it's very rewarding for him to see students discover that they are stronger runners than they think they are. He encourages the eighth graders to continue running after they graduate Charter and the sixth and seventh graders to run during the summer.

Field hockey:

Field hockey, led by coaches Madia and Burd, was an amazing experience that was full of passionate students. With many returning players from 7th and 8th grade and eager 6th graders ready for a learning experience, the field hockey team focused not on the scores of games but on improving their skills and leaving 100% of their hard work on the field. They tied three games and lost five games, persevering and continuing to make new memories along the way.

During an interview with Coach Burd, she found the first field hockey game of the season, against Princeton Middle School, to be the most memorable. Although this was the field hockey team's toughest game the whole season, to Coach Burd, this match stood out because of the improvement she saw throughout the match. She thought that the team this year

was really close with each other, and they were always supporting one other by clapping, encouraging, and motivating each other. She said that as a whole, the entire season stood out to her because it was a constant support system. In their very limited amount of practices, the players learned a lot of the basics and rules of field hockey. When asked if she enjoyed coaching the team, Coach Burd said that she truly did like coaching at this level of field hockey because she gets to see so much progress unlike coaching a collegiate team where every player is already extremely experienced. She also wishes that there were more practices for the team to work on technique and more skills. A couple shoutouts from Coach Burd include Rahi Patel, the team's goalie, because the last line of defense requires a strong mentality, even though the whole team was amazing. She also said the three sixth-graders on the team, Anika Heuck, Willa Meehan-Ritter, and Uma Jain, were phenomenal throughout the season.

Girls' Basketball:

Coaches Ciuffreda and Redmond were the coaches for the girls' basketball team. Encouraging and mentoring every step of the way, they set an example for the team with their knowledge and many skills.

With a season record of four wins and four losses on the varsity team, the girls' basketball team played passionately every game. Coach Redmond says that she found the first game that the team won to be most memorable to her. Everyone on the team got playing time and had so much fun. Coach Redmond asked two sixth graders who were on the basketball team, Maryam Maruf and Allegra Shank, what

they thought about the team's bond. In response, they said that the most memorable moments that showcased the team's tight bond were the three team scrimmages during practices and the end of season team party. Coach Redmond also mentioned some difficulties with one of the team's players having a significant injury and being unable to play the whole season and several games being canceled due to weather. During practices, the team started with layup lines and dynamic stretches. They were taught different offensive and inbound plays. Many members of the basketball team had never played basketball before, so during some practices the team learned and reviewed the rules. Coach Redmond said that she loved coaching basketball because it's her favorite sport and so much fun. She also said that Coach Ciuffreda was a great head coach, and she learned a lot from him. Coach Redmond also brought up the last home game, where Mr. Laga DJ'ed, the entire Charter gym was decorated, and the team ended up winning!

Coach Ciuffreda said that he found the varsity game against Metuchen to be the most memorable because "we played like we were capable of playing". He found that the girls' basketball team really seemed to come together very quickly, and they all supported each other and worked together to become a better team. He believes that the future for the team is very bright because the team is quite young with a couple of starting sixth graders by the end of the season. In practice, they would work on different skills that needed work, and they had specific practices designated for offense and defense work. The team also did a lot of scrimmaging in practices to try to get the game experience.

A couple shoutouts from Coach Ciuffreda: the 6th graders on the team, 3 or 4 of which became starters by the end of the season.

Boys' basketball:

Coaches Garcia and Gonzalez led the boys' basketball team. Practices full of cardio drills and learning new concepts and game strategies were interspersed with fun times and laughter. The boys' basketball team won three games and lost nine games.

Coach Gonzalez highlighted the boys' last game of the season, an extremely intense, close game where PCS won by only two points. Coach Gonzalez also thought that the bus rides helped the team bond. During their practices, the basketball team did cardio in the beginning and then learned different skills and strategies. Coach Gonzalez said he enjoyed coaching basketball because it is his favorite sport and he enjoyed trying to develop the skills of different players and seeing their improvement throughout games. Looking back on the season, Coach Gonzalez would have wanted more practice sessions. A couple shoutouts from Coach Gonzalez: the three eighth graders—Aaron Wang, Shaan Rath, and Mathew Krolik; and Alex Xu, who did a great job this year.

This fall and winter sports season was a great opportunity for all students to practice and learn new skills, as well as a fun way to shed stress with peers. Whether they took part in soccer, cross-country, field hockey, or basketball, most students enjoyed competing in games or meets and attending practices. Thank you to all these amazing coaches for leading these sports

and making sure that students got the most out of the season.

Finals Study Tips

By Romy Heuck and Yusuf Maruf

The days leading to finals can be stressful. But here are some tips from the students and our staff about how to deal with the stress and how to study for finals. We gathered some of the best advice from students and teachers to help you feel more confident and prepared for the exams. We wish you the best of luck!

- Review multiple times a day, and use your activities as breaks.
- The finals have really low stakes, they barely change your grade (only 9% of your year end grade).
- Take advantage of the review week prior to finals.
- Remember you are not relearning the material, just reviewing!
- You can ask the teacher what format the test is in to help you feel more prepared.
- Do the study guide.
- Rewrite your notes on the topic.
- Teach the material to someone else.
- Ask the teachers about topics you don't understand.
- Don't stress about the test after you have taken the test.
- Make sure you get plenty of sleep the night before finals.
- Make sure you budget your time when taking the test.
- Take each weekend to review the material on each chapter.
- Remember that the more work you do, the more it benefits you.
- Trust yourself!

Jokes

By Lucas Cervantes, Romy Heuck, Aryan Kondakindi, and Yusuf Maruf

I told Nurse Erin that I broke my arm in two places.

She told me not to go in those places

Why does Mrs. Nahan need a ladder?
To reach the high notes!

How do you get straight "A's"?
By using a ruler.

What did the pencil sharpener say to the pencil?
Stop going in circles and get to the point.

What do cool English teachers say when they ask their students to leave at the end of class?
It's time to book!

Why did Mr. Ciuffreda draw his lesson on the window?
Because he wanted it to be clear

Where do you learn to make ice cream?
Sundae-School.

The school called a woman and told her, "Your son has been telling lies."
"You're right," she replied, "I don't have any kids."

What's the best place to grow flowers in school?
In "kindergarten".

Why did the dog do so well in school?

Because he was the teacher's pet.

How do calculators make great friends?
You can always count on them.

Why did the kid eat his homework?
Because his teacher said it was a piece of
cake.

What kind of school do surfers go to?
Boarding school.

What school requires you to drop out?
Sky diving school.

THE HAWKEYE
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