

Library will be unavailable for finals week

Lounge will serve as a study space until end of year

BY MICAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

The library is closing early for its relocation to Judd Hall.

To accommodate the move, Rowley will close earlier than usual this year — May 26. All books are due back on May 20.

In the meantime, the senior lounge will also close on May 20 and reopen on May 26 as a quiet study and printing space where laptops can be checked out. The Kenwood Kafé will also be available as a work space during non-lunch times.

The day after the library closes, the librarians and a moving crew will begin to move materials.

During the coming months, the high school library's collection will move to the largest room on the second floor of Judd, which previ-



Susan Augustine

ously served as the library of the University's Department of Education, and more recently as offices for language teachers and others. Under the new room identification system, "C" denotes "central," and will be the high school building's code.

"So you can imagine, we're going to have to move 40,000 books, and we have to keep them in order, which is a challenge," librarian Susan Augustine said. "We also have to move all the AV stuff, all the shelves have to be taken out, all the personal stuff, archives in the back, yearbooks, back issues of magazines, supplies, all the behind-the-scenes stuff that you don't necessarily know the library uses."

As part of this, Ms. Augustine and Shirley Volk are also working get rid of books no longer needed. A cart with some of these books has been

"So you can imagine, we're going to have to move 40,000 books, and we have to keep them in order, which is a challenge."

— Susan Augustine, librarian

placed at the front of Rowley, so students can take them home.

After school ends in June, a wrecking crew will come to begin renovation of Rowley.

The space currently occupied by the high school collection will be refurbished, and then converted into the middle school library, retaining the name Rowley. The learning and counseling department will move into the space currently occupied by the middle school library.

"We've been told the high school library will be done with renovations in August," Ms. Augustine said, "so Ms. Volk and I are trying to reserve some of our summer to come in and work with the movers to get things back in their place."



MIDWAY PHOTO BY ALEXIS PORTER

CULLING BOOKS. Librarian Shirley Volk sorts and categorizes books in preparation to move them to Judd Hall.

MAKE AMERICA GREEN AGAIN



MIDWAY PHOTO BY SAMUEL FLEMING

I'M A BE-LEAF-ER. Sophomore Victoria Gin moves a cut-down tree trunk into a bonfire at Whistler Woods Forest Preserve on the morning of April 23. As part of the Earth Day celebration, Green Team organized the Saturday morning outing of about a dozen participants to the preserve located in Riverdale, Illinois. Participants in the trip spent half a day cutting down and burning a variety of invasive trees in order to make a clearing for native plant species to regrow in their former places. The trip also included a bird-watching experience.

Lipman elected to all-school; '18, '19 presidents re-elected

BY ALEX HARRON
MANAGING EDITOR

The guy with the money got the gavel. Junior Jonathan Lipman, formerly All-School treasurer was elected All-School president.

"I'm honored, humbled, and hopeful for a productive year of improving the life of a Lab student," Jonathan said.

Results from the April 29 election were posted on Student Council's website and the U-High Midway's Facebook page later that day. Students also voted on and passed Student Council's proposed constitution that they've been working on all year.

In his candidate statement, Jonathan spoke about his plans to move Student Council to an events, services and advocacy model.

"So events are things like dances, grade events, Labstock, and I think we have a lot of places we can improve on things there," Jonathan said. "I want to move to a services approach. Services are things like the course review. Me, Fabrice, Fikayo, Ciara and Otto have been really pushing the course review."

Advocacy is also very important to Jonathan.

"In the wake of the threatened shooting, I thought it was so ridiculous that the administration could not communicate with all students by email," Jonathan said. "So I talked to Ms. Appleby, Ms. Campos and Ms. Braendel. And, now, the administration is actually sending things."

Jonathan took over position as All-School President on May 2.

"I symbolically handed over a gavel," senior Fabrice Guyot-Sionnest, 2015-16 All-School President, said. "I think Jonathan is going to do a fantastic job. I've worked with him so much this year on so



Jonathan Lipman



Alex Azar

Student Council election results

All-School Officers

Jonathan Lipman, president
Alex Azar, vice president
Xander Tyska, secretary
Mathew Ferraro, treasurer
Katherine Zhang, Cultural Union president
Pascale Boonstra, Cultural Union vice president

Senior Class (2017) Officers

Alec Kaplan, President
Benji Wittenbrink, Vice President
Ilana Emanuel, Cultural Union representative
Imogen Foster, Cultural Union representative

Junior Class (2018) Officers

Elizabeth Van Ha, President
Rachel Schonbaum, Vice President
Florence Almeda, Cultural Union representative
Megan Moran, Cultural Union representative

Sophomore Class (2019) Officers

Shiva Menta, president
Emma Trone, vice president
Aly Latherow, Cultural Union representative
Elena Liao, Cultural Union representative

many committees. I know that he not only has the best intentions and has many new, creative solutions, but he has the ability to make those changes a reality. He's shown that over and over again."

Female students hold all the positions in Cultural Union.

"I think it's very interesting that all the CU candidates were female, but I don't think it's indicative of any larger trend," Fabrice said. "In all honesty, the class representatives have very similar responsibilities."

INSIDE

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Through sculpting figures and faces with clay, plaster and wood, senior Rosie Weaver finds her passion for creativity, imagination and freedom.



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Stephanie Weber begins as principal on July 1. Members of the U-High community offer her their ideas and opinions on how the school can improve.



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Jonathan Kutasov finds success through exerting the same passion and intensity on the tennis court as he does in math competitions and independent math study.



New library will house ‘free expression space’

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

You can find U-High’s freedom of expression policy in a proposed room of the new high school library once it opens in Judd Hall in September.

The room, called a “free expression space,” has been part of freedom of expression dialogue between Student Council and administration. The discussion began following the removal of a poster for the volleyball team in October, for its display of papier mache breasts. As it stands, the zone will be a clearly marked study room where explicit student art will be on display.

MUN finds success in recruits

BY SARAH PAN
NEWS EDITOR

Recent results: Northwestern University MUN, April 14-17, Best Large Delegation Award (First Place Overall)

2016-17 Board: Rising seniors Alexander Azar, Gabby Conforti, Genevieve Liu, Jacob Mazzarella (all seniors are also Secretary Generals) and juniors Michael Rubin, Harrison Shapiro and Teresa Xie.

“This year we recruited the largest and deepest class of freshmen I can remember,” senior and MUN co-captain Andrew Chizewer said. “Previously, our team has been consistently ranked top five in the nation, but in order to be the best MUN team in the country, you need to bring a large delegation to every conference, and this year we made that transition.”

The growth of new members has been a highlight for the team.

“I can say personally, just seeing our freshman and even sophomores grow has been amazing,” Director of Novice Affairs and junior Genevieve Liu said. “I think one highlight was the incredible amount of freshman interest that we got at the beginning of the year, and how many of them stayed on with the team.”

MUN plans to expand.

“I know that we plan on expanding our own model UN conference, bringing in more schools and having more committees,” Genevieve said. “I think we are also going to be focusing on preserving our junior and senior members, even if they aren’t interested in being on board.”

Goals for next year include more committed members and leaders.

“Going into next year, I hope the team will focus on developing the core members, those kids that will prioritize MUN above all other extracurriculars,” Andrew said, “because those are the kids that will form lasting friendships through the team and those are the kids that will make us better, not just competitively, but in every sense of the word.”



Andrew Chizewer

Ellie Roussos, senior, had her art confined to classrooms in the past due to its content. She said she is happy with the creation of a space for art with mature themes, but sees ideological inconsistencies surrounding the room’s creation.

“We’re teaching sex-ed in fifth grade and they get that ‘Perfectly Normal’ book that has literally drawings of the variety of naked bodies you could encounter,” Ellie said. “If it’s ‘Perfectly Normal,’ then let’s commit to that. They can see it in a classroom setting, but they can’t walk outside and see this presentation of a body.”

Dean of Students Ana Campos also supports the space, and said

she views it as a good way to restrict the consumption of explicit art to mature eyes. To Ms. Campos, the room offers choices.

“It’s not restricted,” Ms. Campos said. “It’s just about making sure that we have the right systems in place to ensure we’re taking care of the youngest members of the community.”

Junior Jonathan Lipman, 2016-17 Student Council president, said he feels the space is a good short-run compromise between student and administrative views.

“This discussion isn’t over,” Jonathan said. “This is sort of us coming up with a creative solution for now on how we can respect what

they want and still get our agenda passed. At the end of the day we do have to come to some sort of compromise, and to be quite honest with you, this compromise is better than having nothing.”

Jonathan also feels that revising the student handbook is necessary to guarantee adequate rights of expression for members of the U-High community. The handbook’s current Freedom of Expression statement uses the University of Chicago’s policy, which is modified “...to fit Lab’s special educational environment and to take into account the ages and developmental phases of other students.”

On May 9, the handbook com-

“It’s just about making sure that we have the right systems in place to ensure we’re taking care of the youngest members of the community.”

— Ana Campos, dean of students

Science team reaches new competitions

BY SARAH PAN
NEWS EDITOR

Recent results: WYSE - 2nd at regionals (March 17); 2nd at state (April 11)

JETS - JV placed 3rd at state, all 3 teams qualified for nationals (March 18)

Envirothon - varsity placed 1st overall and JV placed 8th overall and 2nd in Cook county at regionals (April 7); 2nd at state in Monticello (April 27-28)

Upcoming competitions: JETS nationals (June 23 - July 2)

Science team drew in a lot of new members this season.

“We got a lot more people inter-

ested in science team this year,” ISO captain and senior Tiffany Suwathee said, “expanding our team a lot with freshmen and sophomores, something we were lacking before.”

Smaller teams grew in membership.

“We also got more interest in our other competitions,” Tiffany said, “JETS and Envirothon, which are our smaller competitions.”



Tiffany Suwathee

Other teams, like Envirothon, performed better than ever before.

“For the Envirothon team, this year has been very different from other years because we have never made it this far in the contest,” Envirothon captain and senior Joanna Cohen said. “We have never been to the state contest and are excited to learn about how the next step of the contest works.”

Next year, new leadership will carry the team in it’s success.

“I’m counting on the sophomores and juniors,” Tiffany said, “because a lot of them are really strong and most definitely could help carry the team next year.”

This year’s captains hope the team will continue to do this well next year.

“We are hoping that the team will continue the momentum we made this year and win the regional contests in the future,” Joanna said.

Recruitment plays a crucial role in that continued success.

“It seemed like this year especially it was hard and confusing for new members to jump into the team,” ISO captain and junior Emma Mueller said, “so recruitment is definitely one of our goals for next year. We want to make it less scary to get involved.”

Academic teams finish their seasons strong

Debate team unsure of next year’s coach

Recent results: During April 30-May 2, Alina Cui and Reed Rosenbacher competed in the Tournament of Champions at the University of Kentucky.

First and second National Championships at Woodward Academy (for freshmen and sophomores) on March 18-20: In the second year division, Michael Hellie and Alex Blocker went 6-1 in prelims and were top seed, finishing as quarterfinalists. Additionally, Michael was ninth speaker and Alex was 11th speaker. Dheven Unni and Henry Cassel went 2-4 in preliminaries. In the first-year division, Elena Liao and Roshni Padhi went 3-3.

The team is unsure about their coach for the next season, but members hope to find a more lasting one.

“From what I know, our coaching situation is a bit up on the air,” next year’s captain junior Jackie Walker said. “Our coach now, Sonny Patel, may be leaving but we’re not sure. If he does, one of my goals as captain is going to be trying to find a more permanent coach. Regardless of whether Sonny stays or goes, I do want us to find another faculty adviser that doesn’t have to know a lot about debate, but does know a lot about philosophy.”

Jackie said she wants to build the team’s competitiveness.

“Next year’s topic is about U.S.-China relations, and economic engagement topics are always really interesting,” Jackie said. “I’m also really hoping that we can grow as a team and recruit more novices, but also send a team or two to the Tournament of Champions. We managed to get to a lot of differ-



Jackie Walker

ent tournaments this year, which I think people enjoyed, so I want to make sure we do that again.”

— TALIA GOERGE-KARRON

Scholastic Bowl rebuilds team; poised for success

Recent results: ATROPHY on April 16, a pre-nationals tournament where team composed of seniors Lauren Onel, Robert Bacon, sophomore David Pan, and freshman Derek de Jong got 7th out of 14 and Lauren was 6th individually. In IHSA state, the team won regional and placed 3rd in sectionals. At NAQT State, the team placed 7th and their B team was 39th. Senior Lauren Onel was one named one of the top 20 players in the state IHSSBCA (Illinois High School Scholastic Bowl Coaches Association).

Upcoming competitions: The High School National Championship Tournament on May 27-30 and the Partnership for Academic Competition Excellence National Scholastic Competition on June 4-5.

Scholastic Bowl started a middle school team this year, which has done incredibly well. They also formed a solid B team, which has been rare in the past.

“Last year, we graduated two of the best players in the state,” captain and senior Lauren Onel said, “who lead us to an 8th place finish at nationals. We’ve had to do a lot of rebuilding, but I think we’re in a really strong place for next year and the future, which was my goal for this year.”

2016-17 captains will be junior Emma Mueller and sophomore David Pan.

“Recruitment is really important,” Emma said. “We’ve had a few



Lauren Onel

freshmen and sophomores join the team this year, but it would be great to have an even bigger group, and just more overall interest in the team. Also, we want to create a well-rounded team. The past couple years, we’ve had one or two really strong players, but it’s ideal to have four or five stable, strong players.”

— TALIA GOERGE-KARRON

Cooperation drives math team’s triumphs

Recent results: Illinois Council of Teachers of Mathematics State, May 7, third overall

“The math team has made a lot of progress this year,” sophomore Matt Atassi said. “We have come together as a group to help each other in areas we knew less about.”

This collaboration between students has helped them reach their full potential, sophomore Ashwin Agarwall said.

“Our eight-person team has gotten much better at communicating with, organizing, and helping each other,” Ashwin said. “We teach each other things that we didn’t know before like equations, methods, and it has really paid off.”

The teamwork and dedication of the students paid off at this year’s competitions.

“This year, we moved up from the 2A to the 3AA division since last year in the Illinois Council of Teachers of Mathematics compe-



Ashwin Agarwall

tion, and placed third in this new division,” junior Malika Ramani said. “This was a big step for us as a group. We were first at Regional for ICTM, Second in North Suburban Math League.”

— ZOE GOLDBERGER

Certamen overcomes member shortages

“There has been a lack of members, especially in the Novice level team,” junior Hazel Martello said about Certamen, a competition with a quiz bowl format consisting of information from Latin language, Greek/Roman mythology, Latin Literature or Roman history.

“Some freshmen initially expressed interest but had to leave due to time conflicts,” she said. “On the bright side, we’ve started lunchtime practices in addition to afterschool practices and have officially consolidated into the Latin Club.”

Although the team is small, members are working hard with a University of Chicago coach to improve their scores.

“Our biggest accomplishment is our Intermediate player, Chloe Schneewind, was MVP on her level this year and all of our teams placed in the top three teams overall this year per level,” Hazel said. “In large part due to our UChicago coach who volunteers his time. Overall, we’ve experienced moderate success and have a bright future!”



Hazel Martello

— ZOE GOLDBERGER

Corrections • Issue 8, April 14

Page 4: Sam DuBose is a freshman. The “Bye Bye Birdie” cast is 27 people. The production crew includes 30 people. The story mistakenly said that Sweetapple, Ohio, is Conrad Birdie’s hometown.

Page 12: The dance that Ariel Toole performed at Art in the Dark is called Bharatanatyam.

Community completes Title IX training

BY CLYDE SCHWAB
FEATURES EDITOR

For the first time, U-High students, faculty and staff will participate in Title IX training led by University of Chicago Title IX Coordinator Sarah Wake.

Title IX training took place for seniors on April 28, and is today for freshmen, sophomores and juniors. Training is expected to continue annually.

Title IX of the Education Amendments of 1976 prohibits sexual discrimination, including sexual assault or harassment, against “academic program or activity participants” for institutions that receive federal funding. U-High’s legal relationship with the University of Chicago, which receives federal funding, means that it falls under the umbrella of the University’s Title IX office.

Additionally, Acting Associate Principal Frances Spaltro said in an email to U-High students that the administration “will continue with annual evaluations of the policies and procedures in the U-High Student Handbook, including those around sexual misconduct, and we will develop a Title IX resource guide for you and your families.”

Student training focused on the purpose and requirements of Title IX, the responsi-

bilities of faculty and staff in reporting misconduct, the different resources available to students, as well as the definition of harassment, discrimination, assault, and consent. Ms. Spaltro described the goals of the training, emphasizing the importance of making sure students know their resources.

“The goal [of the training] is to make sure that everybody at Lab, students, faculty, staff, and parents are more familiar with Title IX and Lab’s policies in its handbook when it comes to any kind of sexual misconduct or harassment,” Ms. Spaltro said. “We want to make sure that everybody knows what the resources are for them, where to turn and who to ask questions of, and also what their obligations are in response to Title IX as well.”

Ms. Spaltro also noted that because of the scope of Ms. Wake’s responsibility at the University working with every department, U-High would likely require a Title IX deputy of its own, an idea Ms. Wake echoed during the senior’s assembly. Ms. Spaltro noted that the Title IX training would be part of an attempt to shift the larger U-High culture.

“The problems that happen in college don’t start just in college and they don’t always just start in high school either, so start-

ing as early as possible is important,” Ms. Spaltro said. “We don’t think any age is too early to start talking about what behaviors are appropriate, inappropriate, or harmful. I think that’s something that, moving forward, we can work on together as an entire community. Parents are a big piece of that. There are 168 hours in the week and we get you for maybe 40, so getting parents to think about this issues and getting them involved is really crucial.”

Senior Sam Aronson said that while the training was valuable, it needed to be part of a larger discussion.

“I think that the training was definitely a step in the right direction, but it is also kind of a bummer because that they did it at this point in the year, because something had to happen for them to bring someone in like this,” Sam said. “I think if I were here longer, I would have wanted a followup session. It all felt very legal, and I think that if they were to do a follow up question for the other grades, it could include stuff like what should I do in this situation or the atmosphere at our school. It was all good information, but a lot of it was over our heads, and it we need to put it on a more basic level and see how it relates to our school.”

Prom features garden theme

BY ELENA MAESTRIPIERI
HEALTH EDITOR

Moss on the tables? Check. Flowers in the vases? Check. Ivy on the walls? Check. Seniors and their dates won’t be bringing hiking boots to this year’s Prom, but they will be stepping into nature this June at the Harold Washington Library’s Winter Garden at 400 S. State St. in the Loop.

Planning for the dance, which will be held Saturday, June 4, from 6:30-10:30 p.m., began more than a year ago. The Prom Committee, a small group of now-seniors, booked the venue last March, and since the Winter Garden comes with its own trees, PromCom decided to embrace the nature theme.

Senior Tiffany Suwatthee is in charge of the dance’s food and venue, but she has also taken the lead on many other aspects of planning. She explained that in addition to booking the Winter Garden and getting the German-American restaurant Berghoff to cater, she also scheduled the DJ – Rumor Chicago DJ service – and ordered much of the dance’s decor.

PromCom fundraised around \$5,000 selling various candies, T-Shirts and Thai food, from a Thai restaurant owned by Tiffany’s father. With that money, Tiffany expects Prom tickets to be between \$100-105, depending on how many people plan to attend. Parents will be billed for the tickets through FACTS after ticket orders are placed.

She observed that selling Lab spirit gear was by far the most successful business venture this year.

“Those ‘Lab Dad’ and ‘Lab Mom’ T-shirts were super popular,” she said. “It was challenging because we needed to find volunteers to help sell and distribute. The committee did most of the work, but we drafted some helpers. Also, there was some confusion with buyers about placing and receiving orders, but it worked out in the end.”

SOCIAL JUSTICE WEEK



INSIDE OUT OUTSIDE. Rolling wheat paste onto sidewalk, freshman Roxanne Nesbitt and art teacher Sonny Neater help sophomore Elizabeth Van Ha create the Inside Out photo collaboration in celebration of Social Justice Week. Inspired by photographer and street artist JR, Elizabeth began putting together the piece in February. Since then she has taken 150 photos of kids, faculty and staff in the Lab community, asking what makes them who they are. “It’s this idea that we are all individual people,” Elizabeth said, “and together we create a community.”

MIDWAY PHOTO BY ALEXIS PORTER

NEWS IN BRIEF

Biology teacher honored

BY MAIA BOUSSY, MANAGING EDITOR

A Lab alumnus graduating from Stanford University has honored one of his U-High teachers.

Charles Jiang, a 2012 graduate, was awarded the Frederick Emmons Terman Award and selected biology teacher Daniel Jones to speak on his behalf on April 9 at a banquet at Stanford to celebrate the recipients.

The award is given annually to the top 5 academic percent of graduating seniors of the Stanford School of Engineering. Each selected student nominates a high school teacher they feel has been the most influential in their academic career. The nominated teachers are invited to a luncheon at Stanford to receive the award, where they make speeches about the students.

“I actually sat down and cried and had to read it twice because it was kind of emotional,” Mr. Jones said about receiving the nomination. “In the email that Charlie sent, he had included a couple other teachers and explained that he would like to choose all four of us but he was choosing me.”



Daniel Jones

Sophomore lobbies in D.C.

BY ELIZABETH CHON, OPINION EDITOR

As a student ambassador for the Save the Children Action Network, sophomore Natalie Glick lobbied in Washington, D.C. April 9-12, to support early education and maternal and newborn survival.

According to Natalie, the main goals of the trip were to

raise awareness and reach out to representatives.

“The lobbying was to talk to representatives and say that as a high school student and as someone who can’t vote, I want to make a change and support the causes I care about,” she said.

The student ambassador program is active in Illinois, New Hampshire, South Carolina and Washington. However, a significant number of students who showed up to support the organization were not affiliated — about 175 students were on the Hill to help lobby and raise awareness.

For Natalie, the Save the Children Action Network’s purpose is something she cares about deeply, and she plans to continue her work as a student ambassador throughout college.

“I know I’m really lucky to get the education that I’m getting here, and I know that in a lot of other places, especially in Chicago, kids are not getting this kind of education,” Natalie said. “They’re not getting a good start, and they’re slipping through the cracks — it’s just not fair. And the fact that there are kids dying before the age of five, and moms that are dying when they’re pregnant — in the world that we live in today, this shouldn’t be happening anymore.”

LabArts now in Gordon Parks

BY DHEVEN UNNI, MIDWAY REPORTER

After four years in Sunny Gymnasium, LabArts moved to Gordon Parks Arts Hall, and is running in the lobby of Gordon Parks Arts Hall from April 29 to May 13.

LabArts, a celebration of the school’s visual arts program, features student performances as well as 1,200 pieces of student art. Each student from nursery school to 5th grade contributed a piece for the showcase, as did select high schoolers. According to Gina Alicea, head of the Fine Arts department and organizer of LabArts, LabArts provides students a venue to make their voices heard and the chance to bond with the younger members of the Lab community.

“The most amazing part of this is that you get to see how the Fine Arts Program runs a

thread of creativity from kindergarten all the way to 12th grade,” Mrs. Alicea said. “It might inspire the little ones to make a type of artwork that they had never even seen before.”

With the move to Gordon Parks, LabArts was bigger than ever, allowing students to show off their artistic prowess.

“It’s a chance for our students to be really proud and a moment for creativity to shine,” Mrs. Alicea said. “The Gordon Parks Arts Hall offers us the opportunity to take what we’ve been doing for years and take it to another level with all the new facilities, equipment, and materials.

“The Fine Arts faculty didn’t have a venue to really showcase the artwork that the students make,” Mrs. Alicea said. “For music, there’s concerts like every month. For sports, there’s sporting events. For visual arts, what’s the opportunity? That’s why we created an opportunity to show what the students are doing, because they’re doing amazing work.”

Junior will represent Illinois in D.C. journalism conference

BY JACOB POSNER, MIDWAY REPORTER

Junior Clyde Schwab will represent Illinois as one of 51 students in the United States to attend the Al Neuharth Free Spirit and Journalism Conference June 18-23 at the Newseum in Washington, D.C.

He was accepted into the program through a rigorous admission process that included essays, recommendations and samples of his writing.

Clyde, who is features editor for the Midway, decided to apply for the program in part because of his inspiration, Chicago columnist Mike Royko, who Clyde believes was “really tenacious.”

“He’s known for being really unrelenting in his criticism of Richard both M. and J. Daley,” Clyde said. “He cemented himself as



Clyde Schwab

a guy who spoke for the people.”

According to the Newseum Institute’s website, the program was designed to “promote the vital role of the First Amendment as a cornerstone of democracy” and to motivate students to pursue careers in journalism.

Clyde believes he will learn a lot by meeting a like-minded yet diverse group of students from all over the United States.

He said, “I’m really looking forward to meeting other people who are as passionate about journalism as I am, getting to interact with people from across the country and also seeing what I can bring to the table with my experience as well as what I can learn from other people.”

Civic engagement internship created for underclassmen

BY ZOE GOLDBERGER, MIDWAY REPORTER

The summer Internship of Civic Engagement is now available due to Alexandrand Wallace’s coordination with the University of Chicago’s Community Programs Accelerator. Running for five weeks, it will allow rising freshman, sophomores and juniors to participate in community learning..

Ms. Wallace, manager for Special Projects and School Outreach, is in charge of building relationships with the University and its affiliates.

“Through these partnerships we hope to build unique educational experiences for our students,” Ms Wallace said.

The 10 students selected for the internship include Saige Porter, Clemente Figueroa, Emma Trone, Jake Lim, Hazel Martello, Megan Moran, Zora Navarre, Clyde Schwab and Nathan Blevins. They will work at organizations such as Project Exploration, Quad communities Development corporation and LUV institute.

“Students will develop a deeper understanding of community and a life-long commitment to social change,” Ms. Wallace said. “Working alongside our community partners will expose our students to both the needs and assets of our neighborhoods, challenging them to think critically, problem solve and become active agents of change.”

ESCAPING STRESS THROUGH HER ART

Senior Rosie Weaver discovers freedom in creatively molding materials to bring sculptures to life

BY GRACE ANDERSON
EDITOR-IN-CHIEF

Plaster. Clay. Wood. These are the tools that allow senior Rosie Weaver to bring her art to life. After taking Introduction to Sculpture as a sophomore, Rosie fell in love with the tangible act of molding and creating a physical project.

“There’s something very interesting to me about the intricate process of making things with your hands instead of just painting it on a 2-D surface,” Rosie said. “When you’re working with clay, for me, there’s a lot more imagination and creation that goes into that, which draws me in more.”

Since there are no advanced sculpture courses, Rosie completed sculpture independent studies for two years, which gave her more freedom with her work. Within her independent study Rosie has worked with plaster, wood and clay in order to create projects ranging from the bust of an old woman to a full body cast of a University of Chicago student.

“I have free range of what I want to do or how many projects I want to make and what time I meet,” Rosie explained. “There’s no strict curriculum for what materials you work with so I just get to experiment, which is awesome.”

Art teacher Mirenxtu Ganzarain sponsors Rosie’s independent study and explained how Rosie fell in love with sculpture from the beginning.

“She took intro to sculpture and

had no idea that she was going to fall for it,” Ms. Ganzarain said with a smile. “She fell in love with the first introductory clay project. I literally saw her there once just holding it, just gazing at it. It was a bust of a head and you would not believe the progress she has made. She fell in love with that first piece, but the piece in the gallery is just a million years more advanced. It only took one year for her to from a basic face with proportions to such a realistic-looking face of someone that she knew.”

For Rosie, art has always been about the freedom to create and let go.

“It’s been that free time during the day when I don’t have to be academically stressed out thinking about that English paper I haven’t done or that math test I have to study for, and I can really just let myself go. It sounds really cheesy, but it allows me to give in to the artistic feelings and it helps to just blow off steam.”

Although her independent study is technically a class, her projects provide a breathing period during a busy school day.

“Even if it’s just 45 minutes a day, it is so refreshing and helpful to just your psychological well-being during a period of time when you may be constantly stressed out,” Rosie stated. “It’s a really good outlet and I think it’s sad that more people don’t take advantage of it.”

One of Rosie’s most recent projects was the full-body cast made of plaster recently displayed in the senior art show in Gordon Parks Arts Hall. In order to create the cast, Rosie covered University of Chicago student Reilly Heiman with plastic wrap and then covered his body with strips of plaster. She created the work over three

days by casting his legs, torso and head in separate pieces.

Titled “Reilly in Pompeii,” the work recalls the image of the pumice—and ash—encased bodies left in the city of Pompeii. Rosie intended for this particular work to represent how society perceives adult men and it contrasts the vulnerable figures found in Pompeii.

“I chose Reilly specifically as the model because he’s this 6-foot – plus, buff guy,” Rosie said. “In my opinion, for a guy of that figure and that height and that build, there’s this image that you’re supposed to uphold of being super masculine and super confident and you’re not scared of anything. I had him lounging in that position to show off his confidence... I felt the piece really embodied the expectations we have for guys, especially adult men.”

Another one of Rosie’s favorite works displayed in the senior art show is the bust of an older woman. Rosie shaped this bust out of clay using a freestyle technique, but she also took inspiration from her older neighbor, who lives across the street.

In this sculpture, Rosie investigated her own interest in aging and attempted to represent the beauty behind this process that many people fear.

“I see a lot of examples in society and within my family with older relatives of people trying to cover up aging,” Rosie said. “My personal opinion is that if you get plastic surgery or Botox and it will make you feel more confident and more yourself, then go for it. But, my personal belief is that I will never get plastic surgery or Botox unless it’s a life-threatening problem and I have to.”

“I think embracing the fact that

“REILLY IN POMPEII”



“I took a lot of inspiration from the bodies that are left in Pompeii from the volcano explosion. The bodies that are left in Pompeii are all in very vulnerable positions and there’s even a very famous one of a mother covering up her child or a dog cowering in the corner. Those are very famous stone figures from Pompeii. For me, I had Reilly pose in a very relaxed, confident way in order to represent how we are in society today.”

“BUST OF AN OLD WOMAN”



“The wrinkles are just this super-complicated, fascinating feature on people’s faces. I think it’s really sad that a lot of society takes that for granted and there are a lot of procedures so that you can get rid of them, but really they’re so complex, and nobody’s wrinkles are the same.”

MIDWAY PHOTOS BY PAIGE FISHMAN

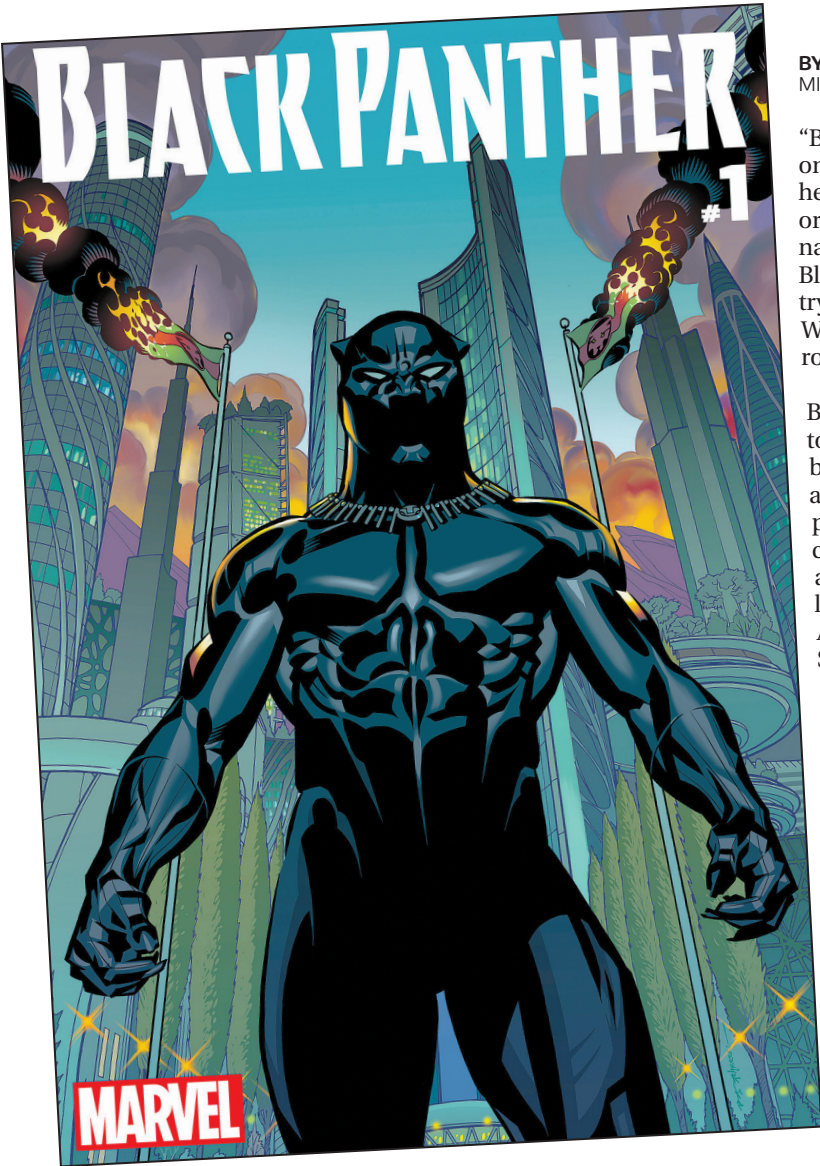
we all age and that everyone’s skin and everyone’s body is going to oxidize and we’re all going to die is really important. It’s actually a beautiful thing in life to watch people change physically.”

While Rosie plans to continue with art after high school, for her it will always be an escape from reality, rather than a full-time job. She realized this after visiting a number of art schools, including the

School of the Art Institute of Chicago where she took classes this past summer.

“Seeing what it’s actually like to be in an art school made me realize how unhappy I would be if my full-time job and my career path ended up being fine arts. I realized I wouldn’t enjoy it because the reason why I enjoy art now is that it’s my escape from the stress of the real world.”

Significant black character represents change in Marvel



BY MARISSA MARTINEZ
MIDWAY REPORTER

The first reboot issue of Marvel’s “Black Panther,” out April 6, opens on T’Challa crouching on all fours, head bloodied. T’Challa, the orphan-king of fictional African nation Wakanda, also known as Black Panther, observes his country’s people battle each other as Wakanda faces threats from a terrorist group called “The People.”

“Black Panther,” illustrated by Brian Stelfreeze, uses dark colors to reflect the serious tone of the book, with the main, royal characters bearing shades of deep purple and black. Those with costumes are sleekly outfitted in all black with red accents, vaguely resembling tribal makeup. According to an interview with Stelfreeze for Marvel’s website, the artist was deeply influenced by different African cultures, including the Masi and Ancient Zulu.

Written by award-winning

RICH PURPLE AND DEEP BLACK. Using formal styles of dialogue and description boxes with less dry humor, first-time comic book contributor, Ta-Nehisi Coates, adds a level of respect and eloquence between the characters.

SOURCE: MARVEL

author Ta-Nehisi Coates, a first-time comic book contributor, the script also differentiates the comic from others in the Marvel lineup. Dialogue and description boxes have a formal style with less dry humor and double meanings than, say, “Spider-Man.” Coates is known for his careful wording, most notably in his National Book Award-winning “Between the World and Me.”

Similar tones occur in “Black Panther” with literal and particularly weighted words. For example, when Black Panther surveys the internal destruction of his country, he remarks solemnly, “For I am their kind and I love them as the father loves the child. But among my children, all I found was hate. The hate spread. And so there is war.” Such wording is usually reserved for ancient villains in typical comic books yet is commonplace in “Black Panther,” adding a level of respect and eloquence between the characters.

The first mainstream black character has been featured in comics since “Fantastic Four” #52, published in 1966. He received his first solo issue in 1977, and remained an important character, reaching prominence in 1998 with illustrator Christopher Priest’s famous rendition.

While the superhero was not conceived in conjunction with the rise of the Black Panther party (the comic was created months

before), his induction into Marvel did have a lasting effect. At the time, there were no black superheroes in the franchise. The comic wasn’t necessarily meant to combat racial prejudice occurring in America at the time (the “X-Men” franchise was more inclusive of these issues). However, Black Panther did play a role in introducing images of strong, black men to mainstream comic readers. He is a king who protects the most technologically prominent country in the world from outsiders who want to exploit the valuable resource vibranium—these images directly contradict stereotypes about black men upheld during this time period.

In itself, “Black Panther” is a comprehensive book, made by two of the most prominent black men in their fields today. Veteran illustrator Stelfreeze works well with first-time comic writer Coates to involve the reader in fictional Wakanda. With great scene setting and interesting character development, as well as sharp writing, the comic represents a change in the formulaic books of old. When considered with the implications of a strong black superhero in the most technologically-advanced country in the world, the Marvel franchise as a whole has grown stronger because of this comic reboot, assuredly drawing new comic book readers who can see themselves in this classic superhero.

With new album Beyoncé defies expectations

As co-writer, co-producer and co-director Queen Bey earns significant praise for ‘Lemonade’

BY ELIZABETH CHON
OPINION EDITOR

Sorry, Beyoncé ain't sorry. Beyoncé's sixth album, "Lemonade," has captured the attention of millions — as her second visual album, it earned a No. 1 album on the Billboard 200 chart within a week of its release on April 23. Any new album from Beyoncé is going to have its well-deserved fame, but "Lemonade" is different: it's extremely personal, as it's mostly about the bitter side of her rocky marriage with rapper Jay Z.

Beyoncé has been known to be private about her personal life, so "Lemonade" was quite a shock to the public. Fueled with rage and hurt, the music itself conveys her emotions well, but the added visual element of the film truly brings the album alive. In the video for her song "Denial," Beyoncé walks down the street as she smashes a car window with a baseball bat, fire rising up behind her. It's beautifully filmed but painful to watch.



BOY BYE. With features and contributions from artists like Kendrick Lamar, James Blake, the Weeknd and Jack White, Beyonce makes fierce, lyrically driven statements through her music. The hour-long film also has cameos by celebrities like her husband Jay Z and Serena Williams.

"I'll always remember feeling like I was no good — like I couldn't do it for you like your mistress could," Beyoncé sings in "Resentment." With honest and powerful lyrics, Beyoncé exposes the raw heartbreak of being cheated on. In "Don't Hurt Yourself," she says, "If you try that s--- again, you're going to lose your wife," throwing her wedding ring.

It's no secret that celebrities put on a front to conceal personal matters, especially difficult or scandalous ones. But "Lemonade" is especially a big deal — it's Beyoncé! She's viewed as a deity, the epitome of perfection. The general public tends to forget that even the most idolized stars can go through the same hardships as ordinary people.

Despite the fact that many of her songs are fueled with anger, Beyoncé also sings about the better parts of her familial life. She even included clips of her wedding and her daughter, Blue Ivy. Jay Z also shows up in the film during a scene about forgiveness.

“Beyoncé has been known to be private about her personal life, so ‘Lemonade’ was quite a shock to the public. Fueled with rage and hurt, the music itself conveys her emotions well, but the added visual element of the film truly brings the album alive.”

"Lemonade" isn't about self-pity or humiliation — those who watch the film will be able to see that Beyoncé did this for herself. It is purely art and self-expression, not an ask for commiseration or an excuse to publicly incriminate her husband.

Aside from her personal life, "Lemonade" also carries themes related to racial and political issues such as police brutality. In one part of the film, the mothers of African-Americans who were unjustly killed hold up photos of their children. Lesley McSpadden and Sybrina Fulton, mothers of Mike Brown and Trayvon Martin, respectively, are included.

Beyoncé released a truly respectable album: it's artistic, empowering, and relatable for many people. "Lemonade" is available for purchase on iTunes and can be streamed on Tidal.

Students find community and joy in rock climbing

BY NATALIE GLICK
MIDWAY REPORTER

Taking a step back and looking at the route ahead of her, junior Emma Rafkin gets ready to get to the top of the rock wall. In her head she thinks of the fastest way to get to the top. Emma moves toward the rock wall.

Taking her first step, Emma's hand reaches the gray wall. She extends her arm as high as she can reach, before pulling her body up. The knuckles on her right hand turn white. She stops for another second, looking for her next move.

Emma moves her right hand further up the wall, trying her best to ignore the pain that extends throughout her body. Pain is one of many challenges rock climbers experience on the path to the top.

Emma and fellow junior Allie Kreitman wanted to take on the physical and mental challenge that rock climbing brings to its athletes. Emma wanted to face the challenge at a young age.

"My sister climbed before me. I always wanted to do it, but my parents didn't want us competing like that," Emma said.. "However, I really loved it and decided that I didn't really care. I started when I was around 9. But honestly the reason my sister found it is because my old gym was in the basement of a gymnastics gym, and every little girl does gymnastics at some point."

Allie decided to leave gymnastics, but she still wanted to stay active. She looked for a new labor intensive sport.

"I started a team in 7th grade after I quit gymnastics because it was in the same gym as my gymnastics," Allie said, "so I had always seen it and had a lot of upper body strength from gymnastics."

Both Allie and Emma climb on the team at First Ascent Climbing and Fitness, one of many climbing gyms in the Chicago area. The competition season is broken up into two different seasons —bouldering and sport.

"In both bouldering and sport, the climbers are places in isolation so that they cannot see the routes," said Emma "Once the climber leaves, they sit in a chair facing away from the wall and towards the crowd for while the person ahead of them in the running order climbs. And after the allotted time they climb. And then move to the next route."

Rock climbing is one of the hardest sports. This be in terms of physical demand it requires of the climbers.

"It is pretty demanding for the level we are climbing," Allie explained. "But at a starting level it will just take time to get used to it."

- Places to climb in Chicago
- Maggie Daley Park Rock Climbing**
Field House, 337 E. Randolph Service St.
First time climbers (includes equipment: helmet, harness, shoes): \$19
Top rope climbing: \$10 for bouldering
- Brooklyn Boulders**
100 S. Morgan St.
Membership only
\$10 a month
- First Ascent**
3516 N. Spaulding Ave or 4718 North Broadway
For a day pass: \$15 with student ID.

The physical pain the rock climbing is part of the appeal of the sport for Emma.

"You do need upper body strength to climb, but no one starts out being able to do 50 chin ups. Climbing involves dedication," Emma said. "It takes constant conditioning to maintain and improve your strength. We work out three or more times a week for three hours. We run, climb, stretch, and condition. Often times by the end, the skin on your hands is very raw, so it hurts to get back on the wall. The only way to get better is to push yourself farther than you think you can go. Basically, climbing hurts, but in a really satisfying way. Every climber has a lot of respect for blood, because that's how you know that someone was giving it their all."

"It's a really open, welcoming group of people. Everyone just loves climbing. People come from different walks of life and are really interesting to talk to," said Emma. "I've found my best friends through the sport, and even though we all compete against each other, everyone truly wants their competitors to succeed."

While it may seem intimidating to try and get up a wall and self motivated, for Emma and Allie, climbing has undoubtedly been a rewarding experience.

"Climbing has completely shaped me as a person," Emma said. "Not only has it given me physical strength, it give me a wonderful and supportive group of friends. Growing up climbing has really given me something to dedicate myself to. The climbing mentality of having to give something, everything you've got really seeps into every part of my life. I can't really say what the best part of my years climbing because I love all of it."



CLIMBING TO SUCCESS. Jumping and balancing onto a smaller hold with her feet on the wall, Allie Kreitman propels herself towards the top of the climbing structure at First Ascent. Determined to touch the top, Allie looks upwards in search of her next hold.

MIDWAY PHOTO BY LILLIAN NEMETH

Dear Ms. Weber,

You are about to become the principal of U-High, one of the top high schools in the nation. It's been an interesting year, and next year looks to be even more complicated. So before you begin in July, here are a few things you might want to know. We wanted to share our thoughts and reflections on Lab with you.

Sincerely,

The U-High Community



Q & A: New Principal seeks to understand community

Midway Editor-in-Chief Grace Anderson sat down with new principal Stephanie Weber to learn about her perspective on different aspects of the Lab community as well as certain issues the school recently faced.

How do you plan to get to know the Lab community?

My primary goal over my first three months here will really be just listening to and getting to know members of the community. So, spending time with faculty, parents and students during those first couple of months just to really listen to people and hear what their thoughts are about Lab as well as any advice they might have for me...That will help me to frame my understanding of the place... Then I can think, you know, what are my goals for the first six weeks that I'm here, what are my goals for the first year that I'm here, that's what I'm looking to do.

How do you plan to address the large amounts of growth Lab will see next year?

I think part of that will be working with the class leaders in the 9th grade. It may be helpful also to talk with some of the students who are finishing 9th grade, who were both new and returning that year, to get some student input and understand where people felt they fit in right away or where people felt like an outsider because they were new.

I think we have to do some work with advisers and have advisers be in conversation with teachers about how many more students will be unfamiliar with Lab and with how Lab works and the Lab culture...When people come new you want them to be part of the community and you also want to welcome new ideas that they might have that

could inform the community.

What's your philosophy on balancing freedom of expression with the need to provide a safe environment for all ages?

With freedom of expression, as with any other freedom, there also comes a significant responsibility. I don't think freedom of expression means just saying or posting whatever's on your mind without considering the audience. If you have younger children in the building you have to understand that it may be considered inappropriate. I think that people also need to differentiate between opinion and fact. We can have different opinions but we can't have different facts.

I think have an artist statement that accompanies the work can be very helpful because if someone's creating a piece that's meant to be provocative or if it's meant to be responsive, you don't know that and it's important to understand the artist's perspective.

What do you think a good schedule should try to achieve?

I think most importantly a schedule needs to create meaningful time. I think sometimes the more transitions you have the less meaningful time you have available because sometimes when you move from place to place and subject to subject it takes a few minutes to transition in and that time can be less valuable. I think typically when you have longer blocks of time, that time allows you to have more meaningful instruction. I also think that we tend to over-schedule ourselves and that if we're booked all day long back to back with no room to breathe, we really can't bring our best selves



MIDWAY PHOTO BY NIKITA DULIN

ANEWERA. Incoming principal Stephanie Weber met with the brand new student council last Monday. She spoke with junior Jonathan Lipman, the new All-School President as he and other underclassmen said goodbye to outgoing seniors.

or our best focus or our most creative selves to whatever we're working on.

What are your thoughts on the sex-education curriculum? How would you like to improve it?

I think that all high school students need a really comprehensive sex-ed program that talks about all components of sex-ed. You have decision making, you have the emotional component, we're all sexual beings, there's basic things such as anatomy. I think it really just needs to be comprehensive and we need to think about the society in which we live and how society looks at defines

sexuality.

Years ago, there was a much more limited scope of what sex-ed was, but I think it needs to be frank, factually correct and there are need to be opportunities for students to ask questions. There is a responsibility that also comes with sex-ed because every student will hear what's being taught in a slightly different way. It's a loaded topic and it needs to be taught with the highest level of intentionality and integrity and respecting that if students are provided with enough information they will be able to make adult decisions.

LOOKING FORWARD

While U-High is already a strong and vibrant community, there is room for growth. We polled students, asking what areas they would like to see change in the future.

Community needs greater diversity focus

BY MARISSA MARTINEZ
MIDWAY REPORTER

Diversity. This past year, the U-High community tried to tackle the issue in different ways. Between hiring Director of Diversity, Equity and Inclusion Ken Garcia-Gonzales and holding advisory talks with school counselors, Lab's administration has tried to rectify what many see as a problem.

Junior Jennifer Jiao joined the diversity committee, headed by Mr. Garcia-Gonzales, to talk about these types of problems and search for solutions.

"I don't think we have a faculty that reflects our student body at all," Jennifer said, "which is something we're trying to change. I know that the school tried to hire someone to replace Mr. Branham and they went to a specific diversity fair to find someone to teach

African-American history. I think Ms. Weber should pay attention to the hiring process and make sure that we're not excluding minority teachers."

In March, the committee released a climate survey to garner what problems affect Lab and potential solutions. The survey included opportunities to rate aspects of Lab's diversity out of 10, and provide short answers containing solutions to supplement.

"This survey sees where the problems are at Lab and how we can solve them," Jennifer said. "I hope the new principal will take time to evaluate every response and take the written answers as importantly as the quantitative."

Sophomore Michael Rubin co-founded the club Stop the Stigma to raise awareness about mental illnesses because he didn't see them discussed in

school. In his opinion, this lack of representation poorly reflects Lab's diversity.

"These are huge topics, and we can't just leave them blank within the school setting," Michael said. "We need to have somewhere where we can talk about them and learn about them. I've seen changes to that this year, but we haven't talked a lot about physical disabilities or serious illnesses like autism or Down syndrome."

Stop the Stigma headed a campaign about fighting stereotypes of depression in November. Members of the student body were invited to write about misconceptions of the disease on a white board. Michael noted the campaign's effectiveness, saying, "If we don't take small steps forward to discussing them, we're never going to get to the big stuff."

Workload creates stress, prepares students

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

The amount of time doing homework needs to change at U-High, according to underclassmen.

A recent Midway survey found that 17 out of 44 underclassmen respondents identified "workload" as the area most in need of change at U-High.

Anna Schloerb, freshman, feels stress about the impact of classes on the college process, and thinks the best solution is to get advice from peers about their experiences during an assembly.

"Maybe we could have a speaker talk for 20 minutes and have little workshops talking about stuff with one on one classes," Anna mused. "Freshmen could speak to upperclassmen on their experience with college and classes

and stuff. I think that would be really helpful."

Derek DeJong, freshman, agrees that the workload is heavy at times, but doesn't view it as a bad thing. In his eyes, the workload-related stress students endure is good preparation for the future.

"I think there's quite a bit of peer pressure, probably from adults too, to take difficult classes which give you quite a large workload," Derek said. "In general, it's a pretty good setup to the workload that you're gonna have as any adult. Because, as an adult, you're gonna have to work a lot."

Acting Associate Principal Frances Spaltro believes that in order to minimize workload-related stress at U-High, students, faculty and parents

need to engage in individualized dialogue. In her opinion, every student's path should be tailored to their individual strengths. She feels the Challenge Success committee embodies this idea.

"I think Challenge Success and the practices that Challenge Success espouses are really important, because they do focus on what you do yourself," Ms. Spaltro said. "Faculty focus on what they can do, parents focus on what they can do in the home, students focus on what they can do in terms of their own behaviors and ways of thinking. You don't even have to call it 'Challenge Success,' it's just a way of evaluating your role and how you can improve your life and the level of stress in your life."

Teachers hope for depth, dialogue in academics

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

With U-High academics, flexibility is the name of the game.

A recent U-High Midway poll, which surveyed 66 students across grade levels, found that students believe U-High's academics are strong but hope requirements will become more malleable in the future.

English teacher Rachel Nielsen feels that the key to improvement is understanding the philosophy behind the daily schedule. For Ms. Nielsen, this philosophy is one of deeper learning along with breaks during the day.

"The thing that excites me is depth over breadth," Ms. Nielsen explained. "I would like to see more time and less business in the day. This is a hot but-

ton topic, but I like blocks. I like the idea of doing fewer things, of students having to focus on fewer things in the day and having to delve more deeply. I would like to see more flexibility — Lab school being more of a "lab" to do more experimental, hands-on, interdisciplinary, creative kind of learning."

Charles Disantis, history teacher, thinks that balance is crucial and wants to see open dialogue between Ms. Weber and school faculty.

"I think what the new principal can do is have really genuine and open conversations with individual teachers to get a handle on what departmental values are, to understand what people value in their teaching, and understand what kind of opportunities they want to see in the future," Mr. Disantis

said. "The more she shows she's getting to know people, the more open they will be to feedback."

Julian Lark, senior, agrees that dialogue with the principal is key, but emphasized student involvement so they can find their areas of passion.

"She should talk to all of us, you get a good sense of character through that," Julian said. "Even though there are things that need to be worked on, try to combat these issues by not changing the culture, but the structures that allow them to flourish."

"A big thing is competitive stress," Julian noted, "but that will exist since it is a facet of a competitive school. It isn't about changing the school's character, but finding situations where kids succeed individually."

Top administrators reflect on their time in principal's office

As U-High enters into a new phase with incoming principal Stephanie Weber, we asked our former and acting associate principals to share their thoughts on their time serving at the head of the Lab community. Both Scott Fech and Francis Spaltro emphasized Lab's unique nature.

SCOTT FECH

DIRECTOR OF EDUCATIONAL PROGRAMS
U-HIGH PRINCIPAL 2012-2015

"I think in all cases people need to be patient and listen and learn from one another. I think the most important advice I got when I started, which I would pass along, is to appreciate the quirkiness of this place. It is absolutely unique and something to be valued and there's a challenge in learning how to challenge a quirky system in order to make it better."

"I wish I had known — I don't know if anyone can teach you this before you get here — is just how special this place is in so many ways and how to capture that... I think the synergy that exists here with the University of Chicago and the Hyde Park community and the city of Chicago is a really unique combination."

"I've been doing this for 14 years, the majority of that as principal in various locations, and you see conversations over and over about the same kinds of books in history, but the conversations here just end up taking a different path because of who you guys are and your curiosity. That's quirky. I mean, smartness is just really valued here, and that's not the norm in most high schools."

"It's so wonderful at the ninth grade level when there's just this new infusion of people. It helps to challenge the system a little bit because we can get into some group-think of 'This is just the way we do it at Lab.' Then you get someone who's new and they ask, 'Well, why do we do it that way at Lab?' Then we have to think about that and why we do it and if it's the right way to do it. That's the thing to capitalize on with the new principal coming in."

FRANCES SPALTRO

ACTING ASSOCIATE PRINCIPAL, 2015-2016

"I think the best advice I got was about self-care. This is a highly stressful job; most of the people that come to the principal's office are upset about something, whether it's students or parents or faculty. There's a level of stress there that you just don't have when you're in the classroom. So, the best advice I got was to take care of myself, to be kind to myself."

"The work follows you home sometimes. Principals don't stop working at four or five at the end of the school day. There's a lot of problem solving involved, sometimes it's just organizational, sometimes it's logistics and sometimes it's problems that really do impact students."

"As somebody who has been part of the University of Chicago for 20 years now, I take the culture here for granted... I think the most important piece of advice (for Ms. Weber) would be to take her time getting to know the community and to ask a lot of questions of everyone."

"Lab is a really unique place and the University of Chicago is a really unique place, so when you've been part of it for as long as we have you have a hard time pinpointing and articulating what makes it unique."

"So, somebody who comes into the community brand new has to go through and parse that out in a way that we just don't have to... It's also important to have patience with yourself because coming into a brand new community is a challenge."



Scott Fech



Frances Spaltro

PEER TO PEER: 12 RECOMMENDATIONS FROM 12TH GRADERS

Nick Andraun

1 "This is more general, but I would say I failed to be more involved in life at Lab in terms of clubs and things. I played for the soccer team, but I never really stuck to any specific clubs and I wish I had. You should go out and try some clubs or sports because maybe you'll enjoy something you didn't expect to enjoy."



Veronica Baio

2 "Well, messing up, and failing, is a part of learning especially in high school. I know I have felt like I have failed in the ways I've studied for tests because I assumed it'd be easier than it was or that I knew the material better than I did. I dealt with it by working harder the next time by just not letting it stop me from trying again and actually getting it right the next time."



Mbella Beseka

3 "I think my freshman year as a whole was a struggle. I was new to Lab, so I always gave myself that excuse if I didn't put in as much work as I know I could've. I didn't have a sense of time management or work ethic... it definitely was a learning experience. I took that regret and used it to turn my grades around my sophomore year. It was almost like the trial run that didn't go so well, so I made the necessary improvements and I'm really proud of where I am now. No matter how tiring, depressing or impossible high school may seem, there is a light at the end of the tunnel."



Luke Herrigel

4 "For me, a lot of my success is getting myself out of crisis with schoolwork. It doesn't feel like like success. It felt like me getting myself out of crisis I'd built up by being behind. With schoolwork and papers and stuff, I feel like I have less motivation, and the way that I motivate myself to do is by putting it off and off. Eventually, it just gets to the point that it's so anxiety producing. Through that, I got unpleasant motivation. I regret doing that in high school a lot."



Julian Lark

5 "I would ask for more help. I would have done this like I vote: early and often. Genuinely, I have often felt a fair amount of shame when I fall behind in a class. I definitely struggle with self-discipline. I wish I'd been more aware that so many other people are struggling with their classes and with the exact same things that I am struggling with... When you're a freshman or an underclassman, you're innately more likely to ask for help. As I went into my junior and senior years, I should have looked for more advice and help when I could've."



Phoebe Lincoln

6 "The projects I'm most passionate about in school are the artistic ones. So I put in the most effort when doing them. Mostly in English and the occasional history project and, as a result, I get good grades. If you find something you're passionate about, hold on tightly to it and don't let go. Succeeding in what you're passionate about helps you stand out in the community and be more individual and it also helps with your future."



Halima Mossi

7 "I think that the obvious success events are when we're getting graded like tests, quizzes, papers. I think less obvious moments are when I can get a good night's sleep and have more valuable discussion in class and I'm able to be more alert throughout the day. I think that everyone has the power to do what they really want to do. I think that not everyone can do everything, but you need to chose five things that you really want to do... I know a lot of people are really busy and have crazy schedules. I think what's helpful is when people figure out the specific things that they really enjoy."



Ravi Nayak

8 "Last year I didn't get a Summer Link science internship and I was pretty disappointed. I ended up working for Dr. Gene Kim. He's a cardiologist at the University. I really enjoyed my experience and was glad I was doing something related to medicine because I eventually want to be a doctor... Short term, I learned that I can rely on myself to solve my problems and long term I think I'll have some really good experience in the field I want to go into. It turned a failure into a success. I learned to not be complacent if I'm not happy with where I am."



Jonathan SooHoo

9 "I'm the only upperclassmen on the men's foil team so I should be doing the best. During the last two competitions of the season, I basically choked... I regret the second to last competition because I should have enough experience to be able to think about the match and calm myself down. Competing a lot gives you the experience you need to be able to think through the situation and not panic... Almost every situation benefits from you being able to calm yourself down. Experience is important but isn't everything... there's nothing you can do but try and move on."



Alex Soto

10 "During my sophomore year, I became very sick in terms of mental health. Instead of talking to an adult about it, I decided to keep quiet about it. My grades went down because of this, but I still didn't speak to anyone about it. I missed a ton of school and I never felt good about anything. Towards the middle of winter quarter, I finally spoke to my counselor and my mom and I got the help I needed. I had to realize that I couldn't do everything on my own."



Jamie Williams

11 "I was going through a lot of changes and struggles at home and at school and I wasn't doing my best in certain subjects that used to come easy to me. It was hard in the moment, but honestly the grades are not a reflection of who you are as a person... Just because I failed at one thing doesn't mean I'm a failure overall. Failure is normally seen as a bad thing, but I took that hard time in life to rethink and reflect on who I was and my priorities and I now know how to better manage my disappointment and how to learn from my mistakes."



Ellie Zimmerman

12 "When I got my SAT scores back for the first time and they weren't what I hoped they'd be, I felt like I had failed... I wish I knew that while SAT/ACT scores are important in college admission, there are other great ways to show colleges that you're a good candidate, such as the activities and school clubs that you participate in... There is a lot of unnecessary academic competition at Lab, which I think can take its toll on students. Instead, I recommend that students focus on competing with themselves, outdoing themselves... to be the best that they can be."



Is free expression free if it is confined?

The issue of student free expression, especially in relation to visual arts, became particularly contentious this year. Two incidents of censorship of student art in the fall, the removal of a poster advertising the Dig Pink Volleyball game which displayed papier mâché breasts, and the removal of artwork which involved visuals of menstruation, each stirred controversy because of the administration's lack of communication with students about the exact reasoning.

As the Midway sees it...

Student Council argued in its recent "Statement on Freedom of Visual Expression" that because hallways are shared "by the entire Laboratory Schools Community, ranging from students in the third grade to seniors in high school to faculty and staff," art in these spaces needs to be limited to what is appropriate for the youngest members of the community. The statement detailed a plan for a room specifically dedicated to works deemed too controversial and "inappropriate" for the public eye, a "Freedom of Expression Space." Work including nudity, violence, coarse language or things that make others uncomfortable would be allowed in the space along with an artist statement. A sign outlining the purpose of the room would be placed outside, and a committee comprised of nine students ap-

pointed by Student Council, the Faculty Steering Committee and the Administration would act as directors of the room. This suggestion implies that protecting lower school students, the group that needs the most sheltering from forms of expression that may be inappropriate, is more important than encouraging mature discussion. When signing up to come to Lab, one signs up to be challenged or made uncomfortable by ideas — indeed, this is one of our core values as a community and is an essential part of learning. At a glance, the proposal is laudable: our student government recognized our dissatisfaction and came up with a solution acceptable to the administration. The goal of the space would be to protect the youngest members of the Lab community (and perhaps visiting prospective students), which is an understandable concern. Clearly, expectations of what is appropriate for such a diverse community vary widely, and perhaps shared hallways aren't the place to challenge certain social norms. On the other hand, relegating work to a corner of the library — the proposed location of the space — perhaps defeats the purpose of the work in the first place, and creates the assumption that ideas deemed dangerous by the administration or an ad hoc committee shouldn't exist outside a space reserved to protect people from them. The act of displaying work in a shared space such as a hallway or classroom validates that expression,



ARTWORK BY KAT FLOCKE

and different methods of display have different implications. It prevents provocative work from being part of the conversation and potentially stigmatizes it. Rather than encourage students to explore challenging concepts and learn by doing so, such a space could give the school an easy out for tough conversations about what is acceptable. For instance, if a work was politically offensive and commented on the Israel-Palestine conflict or race relations, both sensitive topics, could such important debates be silenced, setting a precedent of censorship for discussion generally? More importantly, who decides

what is deemed offensive? Even with general social norms, artwork that has historically helped shift conservative social ideas would yield little power if it only existed where those who wished to see it would. Instead of designating a space specifically for inappropriate visual expression, what if we sectioned off space already within normal high school hallways where lower schoolers wouldn't be permitted? If we accept the need for a "Freedom of Expression Space," several things should be considered. Transparency is essential, especially in regards to the appointment of the proposed

committee governing the room and the administration's policy surrounding what artwork is deemed too inappropriate for a shared space. For this idea to work, students need to be able to trust that their administration and Student Council have their best interests in mind. Considering administrators don't necessarily have a great track record in this regard, perhaps a new principal and student government will offer a fresh perspective, and allow this to be a step forward rather than backward. This editorial represents the opinion of the Midway's Editorial Board.

Prom traditions should not be heteronormative

BY MAIA BOUSSY
MANAGING EDITOR

Prom. The highlight of high school in every movie about teenagers. In the movies, the guy gets the girl and they slow dance the night away into their happily ever after. However, reality is slightly more complicated.

Tradition dictates that seniors are to take dates to prom. Couples are expected to go together. Boys are supposed to ask girls in a dramatic, romantic way. This is usually called a promposal, and although not required to be, the ask generally occurs in a very public fashion. Promposals get posted on social media to share the event with even more people and to clarify who they are taking to prom.

The majority of seniors are not in a relationship, but still want to go to the dance with someone. They are therefore faced the question: Who are you taking to prom? Seniors search through their single friends, trying to find someone to go with. But is this all really worth the stress? Even if you go with a group of friends, each friend is expected to have their own date. There is substantial pressure to get a date of the opposite sex. My question is why? I understand that tradition is a strong mo-

"But for those who are not particularly close to anyone of the opposite sex, why is it not acceptable for them to go with a friend of the same gender?"

tivator and some people may have good friends of the opposite gender that they want to go with. But for those who are not particularly close to anyone of the opposite sex, why is it not acceptable for them to go with a friend of the same gender? To be clear, a lot of the pressure is not necessarily shown through open critique. A significant amount is simply because of traditions and a fear of being judged, even if not openly. This year reflects the changing thoughts and dynamics as more people feel comfortable going with a group of friends rather than a particular date. Some girls are even taking other female friends to prom. But there is a substantial, undiscussed stigma towards taking a friend-date of the same sex to prom, particularly for guys. We need to be more careful about the stigma and social norms we are establishing, rather than simply using the convenient excuse that it is part of tradition. Prom is all about seniors coming together as a grade and having a fun night. People should be allowed and encouraged to go with people they both feel comfortable with and that they feel like will make prom the most enjoyable.

Students deserve to know reasons behind assemblies

BY DHEVEN UNNI
ASSISTANT EDITOR

It's hard to take an assembly seriously when each one feels like it dodges the events happening in our community right now, and students, including me, are getting tired of it.

The administration has launched a recent campaign against microaggressions and other forms of racism, sexism and homophobia, but some feel that it's an unnecessary appeasement of a specific portion of students. This campaign, sparked by multiple instances of minority harassment, has been accompanied by a few assemblies to educate students about different ways that discrimination is perpetuated. While these assemblies were geared toward tolerance, they've provoked resentment.

When the administration keeps these issues vague, it undermines the purpose of the assemblies. When nothing is told to the students, we often assume that it was not a big deal. We distrust the administration because they won't provide us with any information. We resent the students that motivated the assemblies because we see no reason for them to be upset.

This negative reaction comes in part

from the inability of the administration to provide information about past incidents due to the rules and regulations on student confidentiality. While this is understandable, it is frustrating when the school holds assemblies about discrimination yet no one knows or understands the incidents addressed in these meetings. Each assembly is confusing to most students. There has to be some communication between the students and the administration if we want to solve any of the problems that our assemblies address. While the school can't — and shouldn't — necessarily provide specific details about incidents that have happened at our school, they can use the assembly periods to explain why we're having the assembly and give examples of incidents that have happened at our school. They don't need to give the names of the students to have this conversation. The administration's refusal to make these issues more transparent gives the impression that they're prioritizing their own public image over the students. Rather than engaging in a never-ending attempt to solve problems without talking about them, they should try to be honest with us. They tell us to be mature, responsible young adults, but they treat us like children who can't keep a secret. Some trust and respect would go a long way in making sure that students stay invested in these issues, and being intentionally obscure makes us feel patronized.

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SOUTH CHICAGO

An aging neighborhood prime for exploration

MIDWAY PHOTOS BY CLYDE SCHWAB

GHOST OF A STEEL MILL. The immense concrete walls, partially demolished in some spots, look out on a quiet section of Lake Michigan. Inland to the west, prairies lead to South Shore Drive and the quiet South Chicago neighborhood.

Forgotten park a bike ride away

CLYDE SCHWAB
FEATURES EDITOR

Biking south on the Lakefront trail, past 61st Street, beyond Jackson Park, along South Shore Drive and onto an almost completely empty extension of Lakeshore Drive reserved for those lost while attempting to skirt toll roads into Indiana, one arrives in an area seemingly separated from the crowded urban life of Chicago: South Chicago.

Started in the post Civil War industrial boom, South Chicago became a hub for steelworking and the corresponding working class community. U.S. Steel used South Chicago as the home of South Works, but the neighborhood declined alongside South Works in the 1980s, and has since struggled economically. While originally composed of Central European immigrants, the neighborhood has since become 75 percent black and 20 percent Latino. Eastward, the murky Calumet River, flanked by layers of hulking iron bridges and sometimes dilapidated factories, snakes south.

Beyond the banks of the Calumet to the south and Lake Michigan to the east lie single-family homes with green lawn and sever-



SMOKE SHACK. Calumet Fisheries has been smoking fish, including trout, salmon and sable, on site since 1940. It also offers fried seafood made to order, though the restaurant has no seating beyond a few picnic tables outside. While not glamorous, the restaurant is often featured on the city's "Best of" lists.

al mom-and-pop restaurants and shops. While a few of the restaurants offer delicious, no-frills food, the true treasure of the neighborhood sits in the seemingly abandoned South Works brownfield, now home to the hulking concrete remnants of the docking station. The walls themselves are massive—several stories tall, and stretching several blocks. Next to the walls, a small meadow grows alongside the lakefront. However, other than

a few fishermen next to the water and the occasional weekend stroller, the park is largely devoid of people.

The site was briefly home to a \$4 billion effort by Chicago real estate developer McCaffery Interests and U.S. Steel to redevelop South Works into 13,000 homes and 17.5 million feet of commercial space, an idea which failed after U.S. Steel withdrew earlier in February, leaving the space ripe for exploration.



PRAIRIE BETWEEN THE WALLS. Between the partially demolished concrete walls, once used to unload and load incoming barges, trees and grass now grow alongside boulders, making for patches of urban prairie.

‘My Block My Hood My City’ exposes teens to new sides of Chicago

BY ARIEL GANS
EDITOR-IN-CHIEF

“You can’t take them to China, but you can take them to Chinatown.”

This is the philosophy behind the My Block My Hood My City program, which takes teenagers from under-resourced communities on daylong explorations of areas in Chicago such as the South Loop, Greektown, Edgewater, Uptown, Rogers Park and Little India. Founded just two years ago by community activist, author and social entrepreneur Jahmal Cole, it’s now an organization with worldwide support.

“You can travel the world without leaving Chicago,” Mr. Cole continued. “I know firsthand what it felt like to visit England, to visit Hawaii, Nebraska, New York and L.A. I can’t afford right now to take teenagers with me overseas, but if you take the Red Line from 95th to Fullerton, it’s like going on vacation for a lot of kids. If you show kids better, they’ll do better.”

Born and raised in North Chicago, at 32 Mr. Cole has already won the Sign Motivate Toyota compe-

tion for Entrepreneur of the Year, the Chicago Ideas Award and recently the Chicago Urban League Innovator Award.

Mr. Cole added that the organization recently secured tax exemption status to apply for grants from foundations, which would provide funding for 10 trips per explorer this year.

Mr. Cole takes teenagers from any school, and has 150 on the waiting list to be explorers. Each trip costs almost \$1,300, which Mr. Cole raises through sponsorships and My Block My Hood My City apparel sales on the program website. He



“If you take the Red Line from 95th to Fullerton, it’s like going on vacation for a lot of kids. If you show kids better, they’ll do better.”

— Jahmal Cole

hopes to use any grant money he gets to expand the explorers program in Chicago and to other cities.

“Our goal is to be sustainable with the 60 explorers that we have,” Mr. Cole said. “Then we want to make it so that they can do it again next year. Once we can do that, then we’ll be able to expand to 120 explorers, 150 explorers and then we want to go to a different city, and show them how we work out there.”

About 60 teenagers from Pullman, Chatham, South Chicago, Englewood, North Lawndale and Humboldt Park are part of the program, but Mr. Cole was inspired to create My Block My Hood My City after volunteering at the Cook County Juvenile Detention facility.

“I talked to a lot of young men there,” Mr. Cole said, “and it became clear that a lot of them had never traveled beyond their block or their neighborhood. So their entire worldview, what they thought was possible for themselves and their peers, was restricted to their neighborhood. That meant that their sense of well-being, their

sense of self-inefficacy, their education, their economic outcomes, were almost entirely dependent on the infrastructure of their community and their social economics there.

“If you think about it, that reality poses significant limitations for some teenagers in Chicago, and conversely providing opportunities for others,” Mr. Cole said. “If we’re going to be serious about all teenagers having a fair shot, then that’s an inequality that has to be addressed, and I recognized that early on through volunteering.”

Mr. Cole realized he could make a difference.

“We talk about how Chicago is segregated, but that’s kind of a blanket statement. All these men talked about was my block is 21st street, my hood is the Low End,” Mr. Cole continued. “To me it was tragic that they didn’t feel a part of something larger outside of a few blocks of where they lived, so I asked them, ‘What about your city?’”

And so it began. Mr. Cole began distributing sweatshirts saying “My Hood My Block My City”

to barbers and beauticians across the city. He told them to recruit the most disconnected youth from the community and explained how he planned to take them on field trips.

“There’s really no rocket-science to it,” Mr. Cole said. “I go to other community organization meetings and learn from them, and I do rallies for interconnectivity and affordable housing, where I pass out the hoodies. The best promotion for us is just engagement. People see the hoodies and we get recognition. It’s really simple, but it’s not easy.”

And the organization has certainly received recognition. In addition to the six Chicago schools currently participating in the program, there’s outreach for another 15-20 schools in Chicago alone.

“I believe that it’s going to be a national model for educational reform throughout the country,” Mr. Cole said. “We even had some outreach in Panama, Harlem, and I saw a picture of someone wearing one of our shirts in Sri Lanka. So many people recognize the power of the program.”

Intensity and passion drive junior to success

Jonathan Kutasov brings dedication, focus to pursuits of math, tennis

BY SONNY LEE
ARTS EDITOR

Intensity is habitual. Emotions are addicting. And for junior Jonathan Kutasov, the drive is internal. Whether it's on the court firmly gripping a racket or in a classroom gripping a number two pencil scratching on a piece of paper, Jonathan exhibits intensity by pushing himself — never giving up a point and never giving up on a problem.

On the tennis court, Jonathan pushes his limits and never holds back, even on himself.

"I've seen Jonathan work really hard," senior co-captain Julien Bendelac said. "It's not just like natural talent. When you watch his matches it's very intense, he's very hard on himself. He's the type of player who's just talking to himself during the match and yelling at himself. And you would think that he must be losing, but he's always winning."

Jonathan explained that his intensity in the game began at a young age, and the only way he could play seriously was to play with intensity and a dash of self-criticism.

"When I was little I played a lot of hard matches, like difficult losses and a lot of big wins and I just kind of got addicted to that feeling," he said. "Like in tennis, the emotions are so intense because it's just you, and it's your name up there in the score."

Jonathan enjoys playing soccer and occasionally basketball for fun, but he focuses seriously on tennis. He began playing soccer at a young age, eventually picking up tennis as a side sport when he was 7 and finally getting serious about the sport when he was 12.

"It was always kind of fun, like whatever, but when I was around 12, I really got intense about tennis. That was my main thing: tennis and school," Jonathan explained. "And tennis is really a mental battle. It's really intense. When you're out on the court, high stakes, every small thing makes a huge difference, and, for me, it's just kind of how I developed as a player. I could motivate myself, and the way my coaches could

motivate me best was intensity, self-criticism rather than relaxed positivity."

And his intensity with self-criticism has payed off. Last year, in tennis, Jonathan ranked tenth in Chicago for boys 16 and under and he was ranked tenth in Illinois for high school juniors this year.

Mental battles, puzzles and self-reliance intrigue Jonathan. It's what makes him click. Which is why he also enjoys math and physics.

"I've always had that intensity in math," Jonathan said, "I didn't really have a way to like to get that frustration out. In tennis, it's there — you know you missed that shot, like that's your cue to get mad — so it works as a way to release a lot of the frustration I had. I think the intensity is something that I bring to everything that I enjoy as much as tennis or math."

With many summers spent teaching himself math courses through textbooks, Jonathan always found an interest and eagerness to learn and explore math and science. As both a friend and teammate, tennis co-captain Ajay Chopra, a junior, explained that Jonathan's focus and determination was also exhibited in academics.

"He's really really focused about his studies," Ajay said, "and so it's not just like a grades thing, but like a personal edification, like he just wants to learn as much as he can about math because he's really passionate about it."

Ranking within the top 350 in the nation in the United States Physics Olympiad, the top five percent in the Math Olympiad Series and all the math courses available at Lab and a year of independent studies under his belt, it was time to move on to college-level courses. But in Jonathan's mind, learning is about trying out different subjects, topics and never being too comfortable.

"I think, really, the goal is just to explore it, so I can try physics, chemistry, math, all those different things that I might like, and see where it takes me," Jonathan said. "You never want to be in a class that's too easy for you. The point is to push yourself and see how that feels."

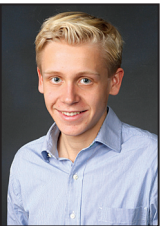


MIDWAY PHOTO BY TERESA XIE

EYES ON THE PRIZE. Jonathan Kutasov stares intently at his opponent at tennis practice. Jonathan's intensity extends beyond tennis into math, for which he takes independent studies and competes in a Math Olympiad as well. His competitiveness drives him to succeed. "I think some of my proudest matches are the ones where I come back from way behind," Jonathan said, "even if it's someone that I shouldn't be losing to. Coming back from behind is always a great feeling, cause it's so easy to give up when you're down." On May 6-7 at the Moline Tournament, Jonathan placed third in the singles division.

WHO ARE YOUR FAVORITE CHICAGO ATHLETES?

Chicago's most inspiring athletes, according to Lab



Andrew Beach

"Jay Cutler has never gotten the credit he deserves and is constantly made fun of in Chicago, yet he has never cracked and continues to perform at a high level and lead the team behind the scenes."



Fionn Stamatakis

"My favorite player is Jay Cutler. There is just something about him that I really like. I don't know if it's his attitude or his performance... he just seems to have that cutting edge to him, that makes you confident in him. Ultimately I just love to watch him play."



Mohammed Alausa

"I would say Jimmy Butler, because he went through a really big struggle when he was younger — he was homeless for a while — and he finally found a family, worked really hard, and now he's in the NBA making millions."



Ilana Dutton

"Elena Delle Donne, the WBNA Sky basketball player! She's a really talented player and has done a lot to try and get female athletes more respect, which is something that is definitely needed. I think she's really inspirational."



Robert Hannah

"Anthony Rizzo because he's on the Cubs and he's really good. He plays the game the right way and is a lot of fun to watch. He does everything you look for in a good baseball player."



Stephanie Miller

"My favorite is definitely Elena Delle Donne. She is the best player on the Sky Team. I love to play basketball as she is someone that I look up to. She plays the same position as I do. I also just love going to watch her play in Sky games during the summer."



Averie Miller

"My favorite Chicago athlete is Jonathan Toews. My whole family loves watching the Blackhawks, and it's a tradition for us to all sit down and watch the Stanley Cup final when they are in it. The Blackhawks have played very well the last few years."



Roxanne Nesbitt

"I don't really have a favorite but I like Dwayne Wade because he seems like a genuine guy as well as as being a good athlete."



Max Rochester

"Colin Fernandez — he's a kid from the fire that I used to play with. He's a year older than me, and went all the way from the academy to just recently having his professional debut with the fire. He's amazing."



Katie Stolze

"Patrick Kane. My aunt loves him and so we bonded over her telling me about him in a game and also because I don't know like any players on any other teams."

Soccer team camaraderie contributes to wins

Team's expertise improves record after rocky start

BY ALEX LUND
ARTS CO-EDITOR

After a rocky start, the girls soccer team has finally found its footing.

With an 11-4-1 record, varsity players defeated Francis Parker 3-1 on April 20, Elgin 7-1 on April 26 and Kenosha Bradford 2-0 at the Techny Park Tournament in Wisconsin on April 29 and suffered a 0-2 loss in the same tournament to Warren at Glenbrook South. Varsity won 5-0 against the Chicago Christian High School on May 3, lost to Latin 0-1 on May 5 and triumphed against North Shore Country Day School 6-0 on May 7.

The team was scheduled to compete in the IHSA regional semifinal tournament beginning on May 10, but results were not available at press time.

The players worked hard to keep up their morale after junior Julia Gately sustained a head injury in the game against Parker.

The varsity players have become more comfortable with one another — with the help of a new sense

of balance, dynamics and mutual support.

"The season is going really well," senior and co-captain Sam Aronson said. "We have a ton of talent. Each player is individually skilled and we've found a balance in working together. We're playing a new formation this season, and each player has been really devoted to learning different types of positions, so I definitely think that creates a positive dynamic."

Junior Tiffany Lau credits the varsity team's success and synergy to more than just individual strengths.

"To me and maybe to our team, I think our strength is really in reading each other," Tiffany said. "Even though Coach Moses can be yelling at us from the sidelines, like any sport, we have to read the play ourselves and make split decision. Despite our improvising, we recover and make up for it. We've definitely had good plays where we manage to pass back and forth until we've reached the other side of the field. This, I think, is a key goal we always work toward, and when we succeed, it can be really rewarding."

The junior varsity team, with a 0-2-3 record, lost to Willows Academy on April 14 and tied with

Francis Parker 1-1 on April 19, before their 0-10 defeat on May 5 to Fenwick.

Mira Jacobs, a senior and the captain of JV, thinks that the team's initial struggle was due to a smaller amount of upperclassmen joining, and difficulty with learning to play alongside one another.

"This year JV felt completely different because many people stepped up to play varsity," Mira said. "In the beginning it was difficult because we never played with each other. Usually the first week is rough, but we get accustomed after that. It was not like that this year especially because we have not had many games."

Despite the changes that Mira noticed, the JV team has continued to persevere against its opponents as they became increasingly more comfortable with one another. She credited their newfound synergy to communication and positivity between team members.

"I think practices have gotten much better now that we all show up with a purpose and we all put in work on the field," Mira said. "We continue to work on challenges like communication during games. I think that the season is going much better and we are working harder as a team."



MIDWAY PHOTO BY BENJI WITTENBRINK

SHOOTING THE BALL. Sophomore Isabella Light maneuvers the ball at a varsity home game against Illiana Christian High School on April 19.

Strong skills propel team to sectionals

BY SONNY LEE
ARTS CO-EDITOR

With just over a week until Sectionals on May 20, the boys tennis team is poised to finish the season strong. Co-captain Ajay Chopra, a junior, believes that with the addition of two very talented players this year, sophomore James Dill and junior Jonathan Kutasov, the team has some serious game to bring into Sectionals and state.

"I think we can actually win sectionals this year, like I think that's something that is very possible, and I think we can get all four of our teams to state which would be really, really cool," Ajay said. "But beyond that I think I just want us to work well together as a team, not be too individual, but have all of

us show up to everyone's matches and cheer each other on. It just makes it more fun."

A good team dynamic is one of the top priorities on the tennis team. Ajay Chopra explained that, especially for the doubles players, the team has to work together — the doubles teams have to move as one unit, and the singles players should feel supported by their team members.

"In the past the tennis team has not been close at all," senior co-captain Julien Bendelac said. "We weren't really friends, the bus rides were like two people talking to each other — not a very good team feeling. This year, I think for different reasons, everyone seems to match really well, I think most of us get along really well, like we're all pretty

good friends."

Even with a closer team, talented players and a good winning streak, Ajay thinks the team still needs to put in the work if they want to finish the season on top.

"I think it's important for us to be practicing a lot harder than we used to," Ajay said about staying after practice if need be.

Recent results: Moline Tournament, May 6-7, first; North Shore Country Day, May 3, 4-1; FW. Parker, May 2, 3-2; Elgin Academy, April 26, 5-0; Brother Rice Invitational, April 16, second; Latin School, April 14, 2-3; Fenwick, April 13, 4-1; Morgan Park Academy, April 12, 5-0; Sandburg High School, April 11, 5-0; Marian Catholic High School, April 8, 5-0.

Defeats affect record, but baseball team still bonds

BY KATERINA LOPEZ
MIDWAY REPORTER

The varsity baseball team is currently 6-7, while the junior varsity has won one out of the two games it has played.

The varsity's last game will be May 14 at Kenwood Academy High School, and after that they will participate at the IHSA 2A Regional Championship beginning May 18.

According to captain Dylan Olthoff, the season record does not reflect how much their team has grown and bonded. "I think that over the course of our last couple games, we have further developed skills, and come together to win close games against tough opponents," Dylan said.

Dylan also noted that the pitchers — Owen Lasko, John McKee, and Jake Leslie — stood out this season and consistently pitched solid innings. "I'm impressed with their mental toughness, they can stay calm in any situation. It was also impressive that all the juniors stepped up offensively and defensively when the game was on the line," Dylan said.

Senior Joe Curci, another varsity captain, also noted that while the team faced initial challenges, the team pulled through and is on a good track for Sectionals.

"We've been playing good baseball, and we've been playing as a team," Joe said. "Early in the season, some of the team didn't seem to be taking things as seriously. We had a lot of people missing for silly reasons or that were focused on other things. Our pitching and defense was really good while our offense struggled, but we've been pulling it around recently. We're really excited, playoffs are coming up, and our goal is to win regionals and hopefully sectionals."

Recent Results:

Morgan Park High School, May 7, 8-13; North Shore Country Day School, May 4, 8-2; Northridge College Prep, April 30, 2-12; North Shore Country Day School, April 29, 3-2; Elgin Academy, April 26, 10-0; Elgin Academy, April 26, 1-0; FW. Parker, April 19, 7-4; Latin School, April 15, 3-4; Northridge College Prep, April 13, 3-6.



Dylan Olthoff

Track and field team dominates ISL championships

BY NATALIE GLICK
MIDWAY REPORTER

Off to a slow start, the track and field team wins their recent meets. Two of three competition have been cancelled due to weather, and there is not a clear sight of the team's trajectory this season.

"As a team, we've only really just started competing again," senior Lucy Kenig-Ziesler said. "The team is still getting used to racing after indoor track, but we are doing good workouts and strong training, so I think the season is going to finish well. We don't have as many runners overall as we would like, but the runners we have are dedicated and work their hardest in every practice."

On the boys team, senior Jacob Meyer has the same confidence as Lucy. "Training is going pretty well. I am relatively confident," Jacob said. "From our one outdoor meet so far, most of the guys are in decent shape. People have been running pretty well. [We] got a good base of training in the winter and it shows so far in the outdoor season."

This season the track team has had number of people join for the first time. Juniors Amar Shabeeb and Ben Grobman are two of the new members of the track team.

Ben decided he wanted to quit baseball and try track this season.

"I had been playing baseball for so long that I had stopped enjoying it, but I was always reasonably fast and wanted to keep doing sports, so I decided to switch to track," Ben said. "It's a great group of people and I really enjoy that, at least for me, track is a sport where the main focus is pushing yourself to become better."

Recent Results:

May 7 at the Independent School League (ISL) Championships, Niles West High School: Boys placed second; girls team placed first; 100-meter run Charles Marks, first, and James Woodruff, second; 200-meter run Charles Marks, first; 1600-meter

run Jacob Meyer, first; 3200-meter run Jacob Meyer, second; 100-meter relay team of Jason Chang, Ben Grobman, Tom Sawada and Chris Kucera, second; long jump Mose Sreenby, second; triple jump Stefan Reh-kemper, second; 200-meter run Lilia Wilson, first, and Chavon Hussey, second; 400-meter run Taylor Thompson, first, and Chavon Hussey, second; 800-meter run Genevieve Nemeth, first; 1600-meter run Lucy Kenig-Ziesler, first; 3200-meter run Lucy Kenig-Ziesler, first, Elsa Erling, second, and Liza Edwards-Levin, third; 100-meter hurdles Shoshana Holt-Auslander, third; 300-meter hurdles Shoshana Holt-Auslander, second. 100-meter relay team of Taylor Thompson, Paula Herbst, Sarah Gray and Lillia Wilson, second; 400-meter relay team of Taylor Thompson, Paula Herbst, Shoshana Holt-Auslander and Genevieve Nemeth, first; 800-meter relay team of Grace Cain, Sally Carlstrom, Alice Carlstrom and Genevieve Nemeth, first; high jump Chavon Hussey, first; and Taylor Thompson, second; triple jump Sarah Gray, second.

April 29 at Chicago Christian Invitational: Boys team placed 11th; girls team placed second; 400-meter relay and 800-meter relay team of Jason Chang, Ben Grobman, Chris Kucera and Tom Sawada, second; 800-meter run, Jacob Meyer, third; 3,200-meter run, Nick Slimmon, sixth; 400-meter dash, Charles Marks, second; 3200-meter relay team of Grace Cain, Alice Carlstrom, Genevieve Nemeth and Elsa Erling, second; 400-meter relay team of Sarah Gray, Taylor Thompson, Shoshana Holt-Auslander and Lilia Wilson, second; 3200-meter run Lucy Kenig-Ziesler, first, and Elsa Erling, second; 100-meter dash Lilia Wilson, first, and Chavon Hussey, second; 800-meter run Genevieve Nemeth, first; 200-meter dash Lilia Wilson, second; 1600-meter relay team of Taylor Thompson, Paula Herbst, Chavon Hussey and Genevieve Nemeth, third.



MIDWAY PHOTO BY KARA COLEMAN

HITTING HER STRIDE. Junior Chavon Hussey practices sprints at Jackson Park track on May 4. At the ISL Championships May 7, Chavon placed second in the 200-meter and 400-meter run. She also placed first in the high jump.

Water, bananas at core of healthy eating habits

Sophomore sprinter’s diet keeps him energized for races on track

BY ELENA MAESTRIPIERI
HEALTH EDITOR

“In the past, especially through-out middle school, I was a big nu-trition freak,” sophomore James Woodruff explained. “I was start-ing to get seri-ous about track. I really wanted to try staying on my game and stay healthy.”

After research-ing healthy eat-ing habits for athletes, James made the deci-sion to reduce processed sugars and fatty meats in his diet.

He said the biggest casualty of his change in diet was chocolate and other candy, which he cut out all together.

“It does take a while to get used to,” he said. “But, once you’ve maintained it for a few weeks, it becomes really easy to say ‘no’ to bad foods.”

Now in his second year as a sprinter for the boys track team, James has come up with a routine to keep himself healthy and in shape for his races.

“I like to think that each meal

has a specific purpose,” he said. “You wake up in the morning and your breakfast is made up of mostly things that will keep you energized for the rest of the day. In the morning, you need a lot of carbohydrates, and you need to replenish the electrolytes and protein that your body used when you were sleeping. I usually have oatmeal with maybe a little bit of protein powder and raisins for the electrolytes.”

James also eats a lot fruit. Espe-cially bananas, he explained, are good for restoring energy. The rest of his meals are centered around his daily workout routines and are focused on recovery. His dinner is usually light, which makes diges-tion and metabolism easier on the body before and during sleep.

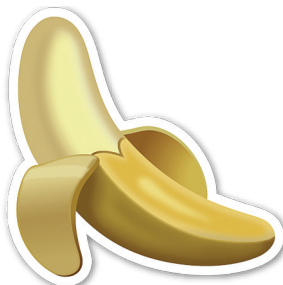
“For lunch I’ll have something to rebuild the muscle as I sit around at school: usually I have some salmon, rice and greens,” James said. “Usually people think dinner is supposed to be the largest meal of the day, but I think that’s a mis-conception. Just before you go to sleep you’re not supposed to eat very heavy and then you replenish yourself in the morning. I usually have a lot of greens for dinner, a lot of carbs and a little bit of meat.”

In addition to track, James also makes time in his schedule for fre-quent two-hour workouts.

“It’s a big commitment to eat healthy,” James admitted. “It takes getting used to. Obviously I don’t know everything about healthy eating, but I think I know enough that I feel confident in what I’m eating.”



> 400 g
The average adult should consume at least 5 portions of fruits and vegetables per day



> 3.5 g
The average adult can get this amount of potassium from consuming about 9 bananas per day



2-3 liters
Based on height and weight, adults should be drinking about 4-6 average-sized bottles of water per day

STATISTICS BY: WORLD HEALTH ORGANIZATION AND THE MAYO CLINIC

Senior chooses veganism, eating mostly uncooked foods for her daily meals

BY ELENA MAESTRIPIERI
HEALTH EDITOR

“For almost two months now I’ve been vegan,” she explained. “Meat has protein, but also has a lot of bad saturated fat, and it con-



Maria Privitera

tributes to higher cholesterol. If fat comes from avocados, nut butters, or other plant-based fats that are not sat-urated, it’s fine, but it does need to be eaten at a smaller rate than carbs.”

Maria’s diet centers around a high-carb, low-fat intake, and her breakfast and lunch are raw.

“For example, breakfast I had frozen bananas, some strawber-ries and made ice cream,” she said. “Sometimes I’ll put Hemp protein powder in my smoothies and ice cream. My dinner is usually starch based, so I’ll have a large amount of rice, with vegetables. Some-times I’ll make potatoes or gluten-free pasta.”

After having a digestive issue over the winter, Maria met with a nutritionist to go over possible so-lutions. She decided to change her

eating habits.

“Two days into the diet, all my symptoms were gone,” she said. “My digestion has been better than it’s ever been, and I have so much more energy than ever.”

Maria’s diet requires the con-sumption of at least 2,500 calories per day, although she says she usually eats around 3,000.

“In the vegan diet you can eat whatever you want,” she said. “There’s a vegan alternative for ev-erything and it’s cruelty-free and much better for your body. Every-thing that you eat in this diet has all the components of what you need to be healthy, like protein, just in smaller amounts.”

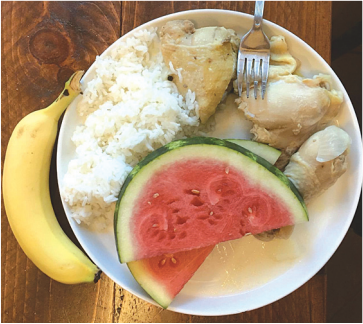
However, what you eat is not the only key to maintaining a healthy diet. Staying hydrated is crucial as well.

“I usually drink two to three li-ters of water per day,” Maria said. “You should be peeing clear and something like eight times a day.”

James and Maria, although their diets are different, both explained that they spent a lot of time re-searching what kinds of foods avoid and what kinds to eat more of. They also make time in their schedules to exercise frequently.

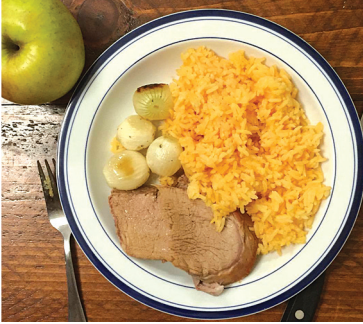
Eating healthy is also a privilege. The Food Trust, an American non-profit organization, conducted over 132 studies across the United States and ultimately found evi-dence to support the claim: “many low-income communities, com-munities of color, and sparsely populated rural areas do not have sufficient opportunities to buy healthy, affordable food.”

Post-Workout



James fills his plate with rice, chicken, and fruits like banan-as and watermelon.

Dinner



In the evening James eats rice, meat, some vegetables and an apple.

Breakfast



In the morning, Maria makes herself a bowl of ice cream with mangoes or strawberries.

Lunch



Maria cuts up nine mangoes for herself to bring to school with her, and she drink

For sale: fresh and local foods

BY TALIA GOERGE-KARRON
ASSISTANT EDITOR

Radishes, beets, rhubarb, oh my! Neighbor-hoods across Chicago have their own farmers markets and will open in the weeks ahead. Ac-cording to the Department of Agriculture, the number of farmers markets is up 180 percent since 2006. Farmers markets offer locally grown fresh fruits and vegetables, as well as locally butchered meats, fresh-made pasta and home-made bread.

Located in Lincoln Park or the West Loop, Green City Farmers Market is a favorite among foodies around the city. It opened for the season last Saturday and will be open Saturdays from 8 a.m.- 1 p.m. in its outdoor location at south end of Lincoln Park between Clark and Stockton Drive (approximately 1817 N. Clark). Complete with smoothies, freshly made food and guest chefs from Chicagoland such as Rick Bayless, Green City is the largest farmers market in Chi-cago and the perfect place to hang out with friends or to grab a carton of fresh strawberries.

Junior Hazel Martello said she frequents farm-ers markets in Chicago with her family because of the friendly, unique atmosphere and the ac-cessible healthy produce, which also has a better taste than food engineered to stay on a grocery store’s shelf.

“We like it because there’s usually a better vari-ety of produce and it tends to have more flavor. A lot of times grocery store produce sacrifices taste for longevity,” Hazel said. “Of course, the inter-personal relationship you build with vendors is also pretty nice.”

Keep an eye out for markets around the city

The Hyde Park Farmers Market

53rd St. and Harper Ct.
Thursdays 7 a.m.-1 p.m.
beginning June 2

Federal Plaza Farmers Market

Federal Plaza in the Loop
Tuesdays at 7 a.m.-3 p.m.
beginning May 17

Daley Plaza Farmers Market

50 W. Washington St.
Thursdays 7 a.m.- 3 p.m.
beginning May 12

61st Street Farmers Market

6100 S. Blackstone Ave.
Saturdays 9 a.m.- 2 p.m.
beginning May 14

Printers Row Farmers Market

Polk St. and Dearborn St.
Saturdays 7 a.m.- 1 p.m.
beginning June 25

Lincoln Square Evening Farmers Market

2301 W. Leland Ave.
Thursdays 4p.m.-8p.m.
beginning June 9

South Loop Farmers Market

1936 S. Michigan Ave.
Thursdays 4 p.m.-8 p.m.
beginning June 16

Chicago Botanic Garden’s Windy City Harvest

Washington Park Market
555 E. 51st St.
Wednesdays 9 a.m.-1 p.m.
beginning July 6

Evanston Farmers Market

1800 Maple Ave., Evanston
Saturdays 9 a.m.-1 p.m.

Lincoln Park Farmers Market

Armitage Ave. & Orchard St.
Saturdays 7 a.m.- 1 p.m.
beginning June 18



MIDWAY PHOTO BY NATALIE GLICK

NOW OPEN. Customers shop at Green City Market last Satur-day, May 7, the first day the market was open. Kale, spinach and swiss chard are some of the options available at the market. The fesh foods attract many people who want to eat fresh in the city.