

Mr. Obama goes to Washington (Park)

Presidential Library could be just a few blocks from U-High

by **Julian Lark**
Associate Editor

With Chicago Park District approval Feb. 11, a 20-acre Barack Obama Presidential Library is one step closer to coming to Chicago's south side, near U-High's Hyde Park campus. That is, if the University of Chicago-backed plan is accepted by the Barack Obama Foundation, and passes the legal resistance of conservationists.

Chicago native and U. of C. alumnus Martin Nesbitt chairs the executive board of the Foundation, while Mayor Rahm Emanuel, Obama's former chief of staff, has promised to "move heaven and earth" to bring the library to Chicago. As a result, the Washington and Jackson Park proposals are considered frontrunners among five competing locations. The others are the North Lawndale corridor project at the University of Illinois at Chicago, Columbia University in New York City, and the University of Hawaii in Honolulu.

Friends of the Parks promise resistance

Friends of the Parks CEO Cassandra Francis said her organization will press legal challenges to the proposed devotion of publicly owned Chicago parkland to this private venture. Friends of the Parks successfully delayed the decision to place the Lucas Museum of Narrative Art along the lakeshore.

"We're not opposed to buildings — recreational fieldhouses are fine — but this library is a private entity with little if any public access," Ms. Francis explained. "With regards to the Washington Park neighborhood, it is park-poor when measuring public park space. In a community like that surrounding Washington Park, due to historic demographic changes and recent foreclosures, there is a sense that there is significant open space, but most lots are development sites and are not available for public greenspace development. There's definitely no lack of utilization in Washington and Jackson Parks. Numerous schools, the YMCA and a number of neighborhoods use the parks, and there is significant demand, particularly at peak times."

Ms. Francis, who's been at Friends of the Parks since last year, also referenced the historic nature of the parks in question. Washington and Jackson Parks are designated Historic Districts by the National Register of Historic Places. Both were designed by acclaimed landscape architect Frederick Olmsted, who designed New York's Central Park.



Source: OPL South Side/University of Chicago

Two parks near U-High are a part of the University of Chicago's proposal to host the Barack Obama Presidential Library. The library plan must first be accepted by the Barack Obama Foundation, and a decision could come as early as next month. Other contenders include the University of Illinois at Chicago, Columbia University in New York and the University of Hawaii in Honolulu.

Ms. Francis explained that Friends of the Parks does support a Chicago location for the library complex, suggesting the site be limited to 11 acres already jointly owned by the University of Chicago, the City, and Chicago Transportation Authority directly adjacent to the Garfield Park Green Line stop.

"The claim is that they need a minimum of 20 acres for this library, even though the JFK library, on an urban site in Boston, is well accommodated on a 10-acre site," Ms. Francis also supports the UIC bid on Roosevelt Road.

UChicago pushing hard

Chicago residents and University of Chicago neighbors strongly support placing the library complex on the South Side, according to recent polls. University of Chicago News Director Jeremy Manier cited a January Chicago Tribune poll where 62% of residents citywide approved using park land for the library. The numbers are higher in the four aldermanic wards surrounding the proposed library site. A University-sponsored poll showed 79% of these residents approved of the parkland transfer.

When forming its proposal, Mr. Manier said the U. of C. made certain to include the goals of community leaders, such as not displacing large numbers of residents, not taking down residential property or using eminent domain, and bringing in economic growth.

A study conducted by the Anderson Economic Group predicted that construction alone could be expected to bring \$600 million to the neighborhood and \$220 million in ongoing revenue annually.

"We knew that it wouldn't make sense to put it near the already

well-developed UChicago campus," Mr. Manier said, "so we agreed with our contacts in the community that it should be placed in either the Washington Park or Woodlawn neighborhoods."

In response to the suggestion that the bids be reduced to the 11-acre plot already owned by the University and City Hall, Mr. Manier explained that past presidential libraries have extended far beyond the scale of even the existing proposal, with the George W. Bush Library occupying 23 acres, the Clinton library occupying 38, and the George H. W. Bush Library taking up 43 acres. Additionally, he pointed out that city regulations will only allow buildings on five acres.

Community leaders are working with the University, and some have also formed a group called Washington Park United to support the bid because of the expected positive impact it would have on their neighborhoods.

Steven Gazaway, external affairs manager for the KLEO Community Center, said that the issue of whether the library project would lead to gentrification has been raised, but he said it is not pertinent due to the long leases on mixed-income housing in the neighborhood.

Looking far forward

The Barack Obama Foundation is expected to choose a bid as early as next month, but it won't open for years. Supporters must raise hundreds of millions of dollars for construction. The George W. Bush and Bill Clinton presidential libraries each opened more than four years after the president left the White House. So, South Side residents still have years before they can see the potential library open.

Speaker: Avoid becoming simply 'excellent sheep'

by **Maia Boussy**
Editor-in-Chief

For most assemblies, students attend, listen and go back to class, but Feb. 5 was different when William Deresiewicz's unexpectedly controversial speech sparked substantial discussion throughout the day.

Mr. Deresiewicz is the author of "Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life," a book discussing the "herd mentality" when it comes to defining success, particularly with regard to college admissions and careers. Mr. Deresiewicz is a Columbia University graduate and taught English at Yale University from 1998-2008.

A frequent speaker on college campuses, Mr. Deresiewicz had spoken to parents Feb. 4 as part of the Parents Association speaker series.



Deresiewicz

In his speech, Mr. Deresiewicz stated that many students apply to certain colleges simply because they believe that liberal arts colleges do not provide the same opportunities for profitable careers as a graduate school. He strongly emphasized that this was a misconception and that liberal arts degrees provide the same financial benefits as far as careers. He also said students have grown used to jumping through "hoops," such as taking certain classes and earning certain grades, but when they graduate from college, they struggle without a prescribed path.

Agreeing with Mr. Deresiewicz's speech, senior Apoorva Gundeti felt Mr. Deresiewicz's strong tone was necessary to communicate his message.

"I know a lot of people had issues with the aggressive tone or thought the speaker was rude," Apoorva said, "but if he had delivered his speech any other way, he wouldn't have gotten the message across. The point of the assembly was not to say 'follow your path and make your dreams come true,' but if he hadn't been aggressive then that's what people would have taken away."

Senior Clare Keenen felt Mr. Deresiewicz's points were not very applicable.

"I thought that the message was largely inane," Clare said. "I don't think that anyone at this school or any other would assert that an Ivy League education is for everyone or even that the smartest kids should necessarily go to Ivy League schools. I think he also is used to having to be very defensive when he speaks about his work, which makes him come across as unlikely."

Despite not completely agreeing with Mr. Deresiewicz's speech, principal Scott Fech agreed with Ms. Kovacs that getting students discussing it was a great result.

"I think he was pretty provocative," Mr. Fech said. "I don't think he was 100 percent correct, but he asks some good questions. Students have to figure out how this relates to themselves."

"The main problem I've found with his speech and his book is he identifies the problems, but he didn't provide a clear solution. I think we have a good structure to address this problem already in place with Challenge Success. His points were in line with those of Challenge Success and in his book he actually references the founders of the program."

"His talk may have been hard to understand without knowledge of the book because he only had 30 minutes and decided to cut straight to the point. I don't think he was being defensive during the questions, I think he was trying to clarify points. U-Highers have a very unique student culture, they are very inquisitive and he might not have been used to that."

Mr. Fech wishes that students could have had more time to prepare for the assembly and discuss it afterwards.

"I hope in the future we can create a schedule which allows time for reflection after assemblies."



Fech

Exchange students visit from Beijing high school

by Raghu Somala
Associate Editor

Eleven Chinese exchange students visiting U-High from Beijing ended their three-week American high school experience by jumping onto the stage at Semi-Formal and dancing to Miley Cyrus's "23."

The students and chaperone teacher from Beijing No. 4 High School visited from Jan. 17 to Feb. 8 as part of the second annual Chinese Exchange program.

Twice a week, the Beijing No. 4 students went on day-long tours around Chicago, such as to the Skydeck, an architecture tour, Art Institute of Chicago, Millennium Park, Maggie Daley Park, and Mu-

seum of Science and Industry. They also attended regular daytime classes with their host students.

"We want them to experience a typical high school student's life in America, communicating and interacting with students in our Chinese program," Chinese teacher Jin Yin said. "By leading Chinese culture workshops, going on a walking tour of University of Chicago and other cultural exchange activities the students got to share their culture while learning about a new one."

The exchange students also provided much insight into Chinese culture.

"This year we designed a special curriculum and ac-

tivities for the students," Mrs. Yin continued. "For example, they attend AT World History twice a week, where they discuss topics on modern China, sharing their opinions and perspectives."

The exchange students also attended a pizza-making workshop designed specifically for them.

"I eat pizza very often, but making it was extremely difficult," Beijing No. 4 student David Du said. "I kept kneading the dough incorrectly, so my pizza didn't rise perfectly, but ended up tasting a lot better than I thought it would."

U-High students will also get the chance to immerse themselves in Chinese cul-



Photo by Wyatt Dandy
Chinese exchange student Angel Pan talks with sophomores Katherine Zhang and Tobias Ginsburg about American perceptions of China during Ms. Jurisson's AT World History Class.

Twelve selected students will visit Marine Bio Lab

by Grace Anderson
Associate Editor

Squid dissections, a salt marsh ecology cleanup project and whale watching are just a few items that students can look forward to at U-High's first excursion to the Marine Biology Laboratory this August.

From Aug. 23-27, biology teachers Sharon Housinger and Daniel Calleri will lead 12 selected students on a visit MBL, a science research and education Laboratory in Woodshole, Massachusetts. Interested students must have completed intro biology by the end of the year and have to submit a résumé, a short personal essay, a teacher recommendation and a research paper by Feb. 27. Selected students will also be required to enroll in an independent study for spring quarter to prepare for the trip.

Ms. Housinger described how the affiliation established two summers ago between MBL and the University of Chicago made this trip possible. The university initially approached former director David Magill, who helped the Science Department get involved, which resulted in Calleri and Housinger visiting MBL last May.

"While we were there we met a lot of researchers and people who worked there," explained Ms. Housinger, "and we started to put together an idea of how our students could travel out there, visit and experience the Laboratory. We decided that it would be best to travel there in late August because MBL is crazy crowded during the rest of the summer. Scientists come from all around the world to do research there and the Laboratory also brings outside professors to host very intense classes."

During their time at MBL, U-High students will work with active researchers and take advantage of the naturally rich marine environment around them.

"We're planning a number of activities with researchers who have already expressed interest in providing experience for us," Dr. Calleri said.

Projects include microscopy and embryology, as well as a potential experiment on rotifers (a minute multicellular aquatic animal). Students will also assist in the collection, maintenance and dissection of animals at MBL's Marine Resource Center.

"The marine environment is just so much more rich and varied than anything here. I mean, just amount of

algae that grows along the shore, the barnacles, and all the invertebrates will blow your mind. You can't see this stuff and not get excited."

In the future, the science department hopes to expand this project into an ongoing relationship between U-High and MBL.

"The university is funding the program this year and we hope that they continue to do that," Ms. Housinger said, "but I think everyone is really looking to see how this year goes. It would be great if the trip could expand into opportunities for May Project experiences or maybe research internships in the summer. We don't want the project to have legs yet necessarily, but maybe fins."

Artsfest changes to include new 'Scav'-inspired activity

by Elizabeth Chon
Associate Editor

As U-Highers scroll through dozens of workshop choices online and purchase doughnuts at bake sales, the anticipation for this year's Artsfest grows rapidly as the longtime tradition inches closer.

With increased student involvement and more entertainment, this year's Artsfest will include several changes and additions.

Artsfest Committee presidents Lily Olson, Alijah Futterman, and Katie Adlaka, seniors, have held committee meetings since October, planning fundraisers, scheduling workshops, and arranging assembly events.

"We've organized our committee members into six fundraising teams with four people per team," Alijah said. "We're trying to turn fundraising into a fun competition to motivate everyone to raise as much money as they can. One group is selling carnations to teachers, and we're also selling doughnuts from Munster Doughnuts."

Students and teachers had the opportunity to submit applications describing what their workshop would entail. As the Artsfest Committee increased their advertising this year, student involvement has increased significantly.

"We did a lot more advertising compared to last year; we hung up a lot of posters around the school, made announcements on Facebook, and attended a faculty meeting to ask teachers to submit workshops," Alijah said.

"We received around 80 submissions this year, which is more than we've ever had in the past," Lily said. "The

other presidents and I went through the forms and selected 75 of them."

Art in the Dark will take place 6 p.m.-9 p.m. the evening before Artsfest in the cafeteria. Students will give short performances. Two faculty members, biology teacher Daniel Calleri and computer science teacher Dan Wheadon, will also perform.

Along with music and entertainment, two food trucks will sell dinner and dessert.

"We're having Cheesie's and More Cupcakes bring their trucks to Art in the Dark," Alijah said. "We're also trying to rent a cotton candy machine and have the snack bar open in the cafeteria."

Although the entertainment and food will differ from last year, the biggest addition to this year's Artsfest is one that is based on a U. of C. tradition.

"Our new event is called 'The Hunt'; it's a school-wide, art-themed scavenger hunt with a structure to UChicago's 'Scav,'" Alijah said.

The world's largest scavenger hunt according to the Guinness Book of World Records, Scav not only requires participants to find items in traditional scavenger hunt style, but also includes items that must be eaten, built, programmed, designed and painted.

"There's a lot to look forward to for Artsfest and Art in the Dark this year," Lily said. "Since this is our second year having Art in the Dark, it's been easier to plan and we're hoping to see more people come. We're really excited to have more workshops and entertainment; it's going to be a lot of fun for everyone."

Cheese? Yes, please!



Photo by Alexandria Ingrassia
Fresh out of the oven, a Medici cheese pizza sizzles before Kyle Kay cuts her first slice.

At Medici, we're known for our array of signature pizzas. From BBQ Chicken to Mediterranean to Garbage, we have something for everyone in the family to enjoy.



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U-Highers to tackle UChicago entrepreneurship challenge

by John Williams
Associate Editor

No high schooler has ever participated in the UChicago Polsky Center's Social New Venture Challenge (SNVC), but sophomore Genevieve Liu and senior Benny Friedman plan to change that.

Founder and Chief Innovation Officer of the social network Surviving Life After A Parent Dies (SLAP'D) respectively, Genevieve and Benny were invited by Starr Marcello, director and Chief Operating Officer of the Polsky Center at the Booth School of Business, to apply for the challenge. SNVC is a competition that spans several months and includes classes, mentoring, and coaching for aspiring entrepreneurs.

If their application is accepted, Genevieve and Benny will have the opportunity to work with a team of graduate students from the Booth School, attend a class on social entrepreneurship, and if they are one of six finalist teams, earn a portion of \$50,000.

"Being able to work with a team of Booth School students and professors would not only give us experience as young entrepreneurs," Genevieve said. "But also give SLAP'D some needed long-term direction. SLAP'D is my brainchild, so I want to take full advantage of this opportunity to develop the strategic component behind it."

Though earning a cash prize is not their primary goal, Genevieve and Benny have plans should they receive one.

"If we were to win a cash prize," Benny said. "It would probably go towards SLAP'D's outreach. There's a large number of kids who lose one or both parents in low-income neighborhoods, without access to computers. Those are our target users, so we would put that money towards getting them access to the network."

Genevieve was introduced to Ms. Marcello in February 2014 by Marcello's colleagues.

"I started mentoring Genevieve last year because she has

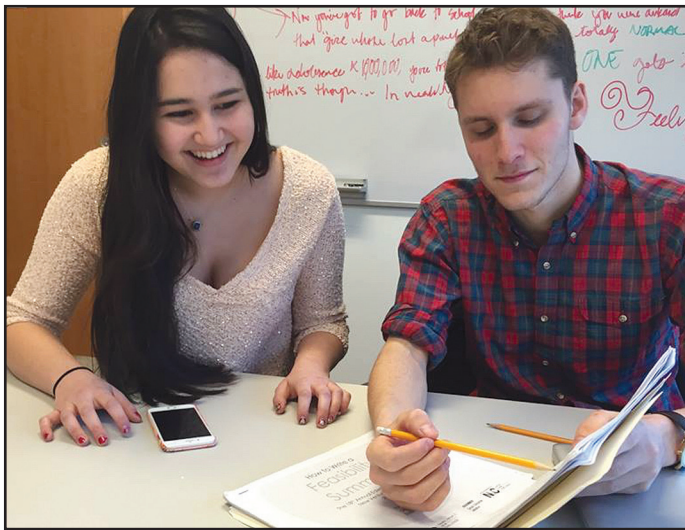


Photo courtesy of Alyssa Annekan

Genevieve Liu and Benny Friedman prepare to meet with a SLAP'D supporter.

a certain spark that I've seen in many successful entrepreneurs," Ms. Marcello said. "I think she and Benny are truly exceptional. In the SNVC, we look for businesses that are first and foremost innovative and impactful in some social environment, and secondarily, have a model that is sustainable and allows room for growth. In addition, we look at the leaders of each project and try to see how committed they are to succeeding, how open they are to external input and how passionate they are about the issue they are tackling."

"I invited Genevieve and Benny to apply to the SNVC because they are fearless, confident, and are able to accurately articulate their vision, which are attributes I have rarely seen in first-time entrepreneurs at the high school or college level."

All Gym Shows now Health Fairs

by Jackie Walker
Associate Editor

For the first time at Lab, the semi-annual Health Fair will be held from 6-8 p.m. March 12 in Upper and Lower Kovler Gymnasiums. In past years, the Health and Wellness department has held a Gym Show in which students performed or presented what they had learned in health and physical education classes. However, growing attendance in recent years has made it hard to host in a single gym.

"The original format of the gym shows didn't allow for people to come and go as they wished," gym teacher Diane Taylor said.

"With a fair style, more people can attend."

"What we hope to do is give everyone who comes a 'passport.' Every time they go to a booth or vender, they'll get it checked off. Completed passports will be entered into a raffle to win prizes."

"Stamps" are gained by attending hands-on seminars such as how to give CPR or use an EPI-Pen, or short informational sessions with the University of Chicago Safety Board about for instance the American Red Cross or street safety.

In class, health teachers have been preparing presentations and routines with their students to be presented during the fair.

In addition to the presentations, attendees will have access to different vendors, who will present their own ideas regarding health, and caterers who will provide healthy foods for attendees.

First Rome trip takes 13

by Jackie Walker
Associate Editor

Ancient stone columns line uneven stone roads. Crumbling towers and pillars border pits dug by archaeologists. These are the sights that 13 U-High students will see over spring break when they travel to Rome for the first time in U-High history.

The students will travel with Latin teacher Frances Spaltro and history teacher Charles Disantis to Rome and Sorrento, Italy, March 19-27.

In preparation for the trip, 13 U-Highers have been meeting after school on Mondays. Of the 13 students traveling to Rome, eight are taking Latin.

"The other four language programs offer exchanges for their students to immerse themselves in the languages and cultures they study," Ms. Spaltro said.

"The Latin program can't do an exchange, naturally, but this trip offers Latin students the opportunity to explore the actual and cultural landscapes of ancient Rome, via the topography, archaeological sites, museums, architecture, and art."

Some students are interested in learning about history whereas some students are interested in the art or the mythology.

"I chose to go to Rome because I am really interested in ancient history and the Roman Empire," sophomore Alec Kaplan said. "In addition, I've only ever visited a small rural part of Italy before, so I'll get to really see multiple different parts of Italy."



Ms. Taylor

Girls cover up for MSA sponsored Hijab Day

by Elena Carroll-Maestripieri
Midway Reporter

For some, it's a part of everyday life, and for others it was their first time; on Feb. 4 several female U-High students, Muslim and non-muslim alike, wore hijabs for Muslim Students Association's participation in World Hijab Day.

Members of MSA and others took part in the club's celebration of the day, created to encourage women to experience life from the point of view of a Hijabi woman for a day.

Senior Julia Mearsheimer, a non-Muslim participant, described her experience of wearing a hijab for the first time on Hijab Day.

"It made me stop and think about what the hijab means," she said. "And, in a more general sense, what it's like to wear something that makes you stand out. I've never worn a hijab or any other kind of religious dress before and, as a result, I never had to defend my choice to wear something with a spiritual connotation. I wanted to go through the whole day with it on because I know some women can't take it off, whether for their own beliefs or for



Photo courtesy of Maryam Alausa
Female U-High students and history teacher Ms. Cindy Jurrisson wear hijabs in celebration of World Hijab Day.

political reasons, and I thought it was important for me to get a sense of how that can feel."

MSA President Maryam Alausa, senior, explained that participation in cultural events such as World Hijab Day are important because many people are misinformed about other cultures and religions.

"People are so quick to make judgments on Islam based on what they've seen or heard Fox, CNN, or other media outlets," she said. "The real way to get accurate information on the reli-

gion is to read through primary sources like the Quran and the Hadith."

Escaping ignorance, Mearsheimer added, is why acknowledgment and participation in Hijab Day and other culturally immersive events is crucial.

"Cultural events are so important," she said. "They take something that we might not be familiar with and make it identifiable so that we can appreciate other cultures and beliefs. When we don't talk about other cultures and beliefs and when we don't appreciate them and acknowledge their importance, we hurt others and ourselves by simplifying and diluting the world around us. We can't see that we are all complex and we can't find the threads that string us together."

MSA is planning more fun and educational events, Alausa said, including an undetermined speaker to come to UH 104 during lunch on February 20 to discuss "how not to understand ISIS."

"We hope that students will come to the speaker with a willingness to listen and hope they will learn a little bit more about Islam, outside of what the media portrays."

Freshman Summer Bridge Program to expand

by Ariel Gans
News Editor

If learning coordinators Kevin Van Eron and Leslie Scott had their way, more than 50 incoming freshmen will participate in the 2015 Summer Bridge Program and will be more successful in high school because of it.

Running weekdays from 9:30 a.m.-2 p.m. for the last two weeks of August, the Summer Bridge program is an annual piloted program for incoming freshmen designed to ease their transition into high school.

Created in 2012 as a three-day workshop, the course connects students with teachers from the English, science, and history departments who simulate classroom situations and assignments to familiarize them with high school expectations.

Depending on funding, upcoming changes to the course include a shorter daily program with an extended weekly duration, expanded student capacity, and more extensive teacher

involvement.

"Last year we had room for 20 students," Mr. Van Eron said. "This year we're considering opening it up to a minimum of 50. We would probably have groups in different rooms and rotate them through so that there wouldn't be more than 15 or 20 with any given teacher"

"We are also trying to expand the program to now include the world language and math departments" Ms. Scott said. "By improving the support that we give students and expanding who we reach we can help them develop even further."

Other possible changes to the program include running it strictly in the morning but over three weeks instead of two.

"We noticed that by the end of the day that the students were tired out," said Ms. Scott. "They did well in the mornings but being in an academic environment in the summer for so long was hard."

Freshman Tomas Linquist participated in the program in 2014 but has mixed feelings about the proposed changes.

"I think that the hours of the program were really good," Tomas said. "Before I started I thought it was going to feel really long but at the end of the day I think it was fine the way it was. I didn't think that it dragged on at all."

"Adding more teachers and departments I think would definitely help though because of how different some things in high school are from in middle school. In middle school you have teachers giving you all the notes and holding your hand to understand the material but in high school they just show you what needs to happen and you're expected to do it."

"If there was one thing that I could change about the program though it would just be getting more students to come into the program because it can help anybody, even the smartest guy in the class."



Ms. Spaltro



Alec

Chicago goes to the polls

Having won in 2011 with a 55% majority, Rahm Emanuel managed to avoid a runoff election, carrying numerous districts by supermajority. Four years later, aspirants to the Mayor's Office cite persistent violent crime and closure of 50 public schools as Emanuel's weaknesses. Today's election is expected to be a referendum on Emanuel's work.

The Incumbent

RAHM EMANUEL

Emanuel was elected to his first term as mayor in 2011. Previously, Emanuel served as White House Chief of Staff to President Obama, Senior Advisor to President Clinton and three terms in the House of Representatives.

His plan for crime control in his second term includes training 350 new police recruits yearly. He has recently started a program to furnish police with body cameras.

With regards to education policy, he has promised to have an 85 percent CPS graduation rate across the city by 2018. He also has promised to add a high number and variety of specialization schools in every neighborhood, a model he has cited as successful.

Chicago Public Schools is directed by a committee assigned



Rahm Emanuel

by the Office of the Mayor. He opposes an elected school board, saying, "I don't think we should put politics back into our schools. That's what got them in trouble in the first place."

Considering his controversial decision to close 50 CPS schools, Emanuel said, "It was the most difficult and wrenching decision. I didn't want to do it, but keeping kids locked in failing schools to fail consistently, I didn't run for mayor to do that."

Critics say he has devoted too many resources to the downtown area, but Emanuel says he wants to spread the wealth more equally between the central and impoverished neighborhoods, which he claims he has already done in the Pullman and Englewood neighborhoods by encouraging the opening of supermarkets to eliminate food deserts. He says his "Neighborhood Now" program has helped invest \$4 billion into impoverished Chicago neighborhoods, and if he's reelected, he promises to double that investment.

— All profiles compiled by John Williams, Associate Editor

Quick Facts

- The election will take place today, Feb. 24. Polls will remain open until 7 p.m.
- On-site registration will not be allowed this year.
- If there is no absolute majority, meaning no candidate has more than 50 percent of the total registered electorate, a runoff will take place between the two top candidates April 7.
- As of a Feb. 15 Chicago Tribune poll, Emanuel's support is estimated at 45 percent. García had 20 percent, Fioretti and Wilson 7 percent each, Walls 2 percent, 18 percent were undecided, and 1 percent unaccounted for.
- In 2011, Mayor Emanuel garnered 55 percent of the vote in the first round of the election, negating the need for a runoff.
- Major topics of debate have included public school reform, violent crime reduction, and handling Chicago's substantial pension obligations.
- As of Feb. 17, Mayor Emanuel has raised \$30 million, while his chief challenger, "Chuy" García, has raised \$817,000. Most contributions by percentage have come from large donors, according to Crain's Chicago Business.

The Challengers

ROBERT FIORETTI

Alderman, 2nd Ward



Robert Fioretti

Fioretti has previously worked as Alderman for the 2nd Ward. He supports an elected school board and earned the "Defender of Public Schools" award from the Chicago Teachers Union. He hopes to raise the minimum wage to \$15 per hour for those employed at businesses worth \$50 million or more if he is elected. Fioretti supports a \$25 million fund

for city youth summer job programs, which he hopes will teach youth life skills, inject money into the economy, and keep crime lower in the summer months. He proposed a new "commuter tax" to "help with the upkeep of public spaces." He says he hopes to work with state legislators to increase standards on gun laws and wants to hire at least 500 police officers.

JESÚS "CHUY" GARCÍA

Cook County Commissioner



Jesús "Chuy" García

García served on Cook County Board of Commissions, State Senate and was a Chicago Alderman. He supports an elected school board. García hopes to hire 1,000 new police officers. He has plans for welcoming new immigrants, including supporting those applying for DACA and DAPA and restoring Ethnic Advisory Councils to the Chicago Commission on Human

Relations. He founded the company Enlace Chicago, which recieved an Award for Excellence in Gang Reduction and Youth Safety from MetLife in partnership with the Chicago Police Department and the North Lawndale Employment Network. García would perform an audit to see if city agencies are complying with Veteran Preference for City of Chicago jobs.

WILLIAM "DOCK" WALLS

Activist



William "Dock" Walls

Walls served as assistant to Mayor Harold Washington. He advocates that the Bible be taught in all CPS schools in a voluntary program. Walls hopes to reopen the 50 CPS schools Emanuel closed and modify them to accomodate a police substation, a regional or local CPS office, a WIC office, a neighborhood DHS office and a student therapy facility. He wants to cut City Council in size by 50 per-

cent within five years. Walls plans to provide 1000 businesses a \$1 million job-creation grant, which he says will create 50,000 jobs and he will fill 25% of those positions with ex-convicts. He would declare a state of emergency immediately in Chicago if elected, and start police recruitment training in high-crime areas. This is Walls's third time running for mayor of Chicago.

WILLIE WILSON

Business Owner



Willie Wilson

Wilson has no political experience. He is a self-proclaimed "faith-based community leader." Wilson proposes selling vacant lots and buildings to business owners for \$1. He supports forming community-based committees on schools. He wants to open a casino in Chicago to fund his proposals. Wilson heads a multi-million dollar plastic glove distribution com-

pany despite his lack of education past the seventh grade. He hosts a TV program devoted to gospel music called "Singsation," which airs Sunday mornings on WGN-TV Channel 9. Wilson recieved flak for addressing white people as "whiteys" in a press conference on Jan. 29, backtracking and denying he used the term, despite a video of his speech.

StudCo presents dress code position

by Alex Harron
Associate Editor

Next year's dress standards may change. Following Student Council's Feb. 3 presentation to faculty and administration, Student Council has transferred the process to the Handbook Committee.

A team comprised of Student Council President John Williams, Vice President Katie Adlaka, seniors, and Feminist Club Co-President Fikayo Walter-Johnson, junior, led the Feb. 3 presentation made to express the student body's discontent with the current dress code, and shared the presentation on the Student Council's Facebook page. However, the Council's suggestions must wait until next year's Student Handbook is formed before reaching resolution on



John

proposed issues.

"The point of the presentation was to get the faculty on the same page as the students," John said. "The next step is to wait and see the new policy. This year, Student Council members Fabrice Guyot-Sionnest and Alex Azar are on the Handbook Committee and they will help push for the suggested Student Council revisions."

"We proposed to the faculty that the clause referring to tightness should be omitted," Katie said. "Tightness depends on body shape, and body differences should not play a role in the dress code. We also want faculty to consider easing the rules on length of clothing."

Student Council also asked faculty to reconsider how the dress code was enforced to ensure that there is a uniform process throughout the high school and students aren't called out in front of their peers, according to Katie.

"We proposed the faculty be given dress code violation slips," Katie said. "Faculty then may hand the slips to students privately with little to no communication. The student handed a slip must then speak with the Dean of Students that day."

Even if they didn't support it completely, the faculty seem to have internalized the points made by student council, according to John.

"The faculty welcomed our ideas," John said. "They asked thoughtful questions. Ms. Spaltro thought slips limited conversation between students and teachers. However, the point of the slips are not to limit conversation, they are to limit the complaint from students that they feel publically called out. Teachers should still feel free to talk with the student, but maybe a private meeting in their office. The point is to be discreet and not make the student feel publically humiliated."



Photo by Clyde Schwab

This vibrant African Diaspora-inspired mural outside a storefront is one of many in Bronzeville and stands in stark contrast with the faded billboards.

by Clyde Schwab
City Life Editor

If one thing stands out in Bronzeville, a neighborhood home to a variety of cultural landmarks, popular venues and delicious restaurants, it's the rich and colorful history. And while many U-Highers might overlook it, Bronzeville offers a distinct and flavorful experience.

Bordered by 47th street on the south, Bronzeville stretches north to 31st Street, and from King Drive west to the Dan Ryan Expressway. Transportation is available on the Green and Red lines and through the #3 and #4 CTA bus routes, but Bronzeville is also only a short drive away from Hyde Park.

Bronzeville became a cultural and economic hub on the South Side when the neighborhood began growing from 1910-1920 during the Great Migration, a period which saw millions of African-American workers move north into large, metropolitan areas.

Bronzeville was a popular spot for jazz and blues greats, including Ella Fitzgerald, Louis Armstrong and Nat King Cole. The home of several key civil rights leaders including Ida B. Wells, Bronzeville became a strong African-American community and survived the 1919 race riots.

The neighborhood grew economically and contained classic architecture and a thriving middle class, but economic divestment and the closing of stockyards after World War II caused

a decline in its former grandeur. Additionally, the end of housing covenants restricted the buying and selling of homes to non-whites.

It's that grandeur that sets the tone of the neighborhood. Bronzeville is home to beautiful and diverse architecture, including the brownstones lining MLK drive, the now closed Forum that housed a large ballroom, and the Illinois Institute of Technology, designed by German architect Meis Van Der Roh. Both 47th street and 35th street are strips of activity and offer a variety of shops and restaurants.

Despite Bronzeville's history, the blighted neighborhood isn't. Bronzeville was home to the notorious Robert Taylor homes, and economic decline in the '80s and '90s saw a transition from overcrowding to a rapid population decrease and an end to the substantial middle class population.

This strife shows in the boarded-up buildings and empty lots scattered throughout the neighborhood. According to the Chicago Tribune, Bronzeville ranks 27th among Chicago neighborhood for violent crime.

In one of these empty lots, next to the 51st street Green Line station sits a large, orange shipping container labeled "Bronzeville Bike Box." The co-founder of Bronzeville Bikes, part of community organization Urban Juncture, outlined the goals of their "Bike Box."

"We want to encourage people to think about the real life benefits of cycling, which is a quicker, cheaper and

much healthier way to get around, especially because of the health problems in the African-American community. The hope is that we can make the business turn a profit and create jobs."

Bill also thinks that the Bike Box can be part of a trend in Bronzeville towards an increase in businesses.

"Since we've started, we've seen a lot of improvement. Kids hang out here over the summer instead of engaging in less helpful activities. The community was very friendly to me as an outsider, and I've seen just how many more artists and leaders there are in Bronzeville than I would have imagined. And with the new restaurants opening, people looking to invest in a clothing store or coffee shop will start thinking of Bronzeville as the place to do it."

When I visited the neighborhood, the first stop was Chicago's Home of Chicken and Waffles, a Bronzeville staple on MLK Drive and Oakwood Boulevard. The noisy restaurant was packed on a Sunday afternoon, with families enjoying a post-church lunch, but the food easily made up for the wait. A massive plate of chicken coated in gravy and onions faced me, along with a plate of waffles, and the staff was exceptionally



Photo by Paige Fishman

Taking a break from the frigid weather, Clyde Schwab and Julian Lark chow down at Chicago's Home of Chicken and Waffles. They enjoyed fried giblets, chicken and gravy, and the restaurant's signature waffles.

friendly despite the crowd.

And the jazz scene isn't dead either, with the popular venue Room 43, located on 43rd and Oakley Avenue, hosting the Hyde Park Jazz Society Sundays from 7:30-11:30p.m. I sat in the back and observed Juli Wood's tribute to Johnny Hartman, which included a variety of tracks interrupted only by occasionally anecdotes on popular musicians.

The predominantly elderly African-American crowd was buzzing, giving the room a sense of warmth, comfort and community.

Though the future of the neighborhood is uncertain, a walk in Bronzeville evokes a powerful sense of community, one rooted an undeniably rich shared history and hope for the future.



Photo by Paige Fishman

The 35th Street Green Line station, serving the Illinois Institute of Technology, is startling. The sleek, modern design stands in stark contrast with the residential brownstones it surrounds. Designed to minimize vibrations to the Meis Van Der Rohe buildings at IIT, the metal tube surrounding the station was built in 2003 and covers a 530-foot section of the station.



Photo by Clyde Schwab

Located next to the 43rd Street Green Line station, the Forum now sits unused. Previously one of the main stops in the 1920s Chicago jazz circuit, the community Organization Urban Juncture is taking up restoration efforts. Bernard Loyd leads the restoration, and, in a recent article by DNAinfo Chicago, said, "This is the key property on 43rd Street – period. It carries with it a lot of the history, a lot of the emotions of the neighborhood." The 114-year-old building has weathered 40 years of neglect, and restoration efforts require \$25 million. The Forum was used in variety of different ways including as a dancehall and meeting place for the Communist Party, and is set to open in the next few years.

Former Oak Park teacher quietly sparks discussion

by Clay Surmeier
Editor-in-Chief

At U-High, Chicago winter brings ice, snow and Steve Gevinson. Mr. Gevinson worked at Oak Park and River Forest High School, retiring in 2010, until he came to replace Darlene McCampbell during her annual leave in the winter quarter of 2012. Coming to U-High after teaching at a public school with roughly 3,300 students enrolled, Mr. Gevinson noted several differences between the two in both school dynamics as well as in the classroom.

"In a big public school, students are tracked by ability level, but I haven't seen any tracking here," Mr. Gevinson said. "In the OPRF English Department we often had course-alike teams of teachers working on a course's design together. Some teams made sure all of their teachers were teaching the same things on the same days to keep the collaboration cohesive and allow for cross-teacher cooperation. After spending a teaching career at a school that favors coverage over depth in teaching literature, it is interesting to teach at a school that values depth more."

"Another difference I've noticed is that while it could be somewhat difficult to get everyone involved in a class discussion at OPRF, well-crafted questions could help sustain a strong discussion. But at Lab, one may more easily focus on open-ended discussion. I can open with a general question or idea, or simply ask what my students think about a reading, and a stimulating discussion will often flow naturally from that."

This year, Mr. Gevinson crafted a new English 3-4 class analyzing a single author's film and literature.

"At U-High, I have enjoyed the liberty of designing a class that I think would interest students and which I would be interested in teaching. The course I'm offering this quarter, The Plays and Films of Kenneth Lonergan, is such a course.

"I became interested in Lonergan's work when my daughter was cast in one of his plays, 'This Is Our Youth,' which I thought would be an excellent play to teach in high school since it deals realistically and powerfully with relatable confusions, insecurities, and difficult discoveries in characters moving between adolescence and adulthood.

"I'm sure this course is not being taught elsewhere, though it probably should be, and it's been gratifying to see it really resonate with my students."

While Mr. Gevinson has enjoyed the past several years at U-High, he also taught here years ago.

"Way back in 1978, as a part of my Master of Arts in Teaching program, I did my student teaching at Lab under Ms. McCampbell. I taught a unit of instruction that I created for a special writing class that she was teaching. She was a great supervisory teacher, giving me full freedom to teach my unit, but always ready to help me in any way she could."



Photo by Nikita Dulin

As he listens to Karen Reppy share her opinions, English teacher Steve Gevinson contemplates the follow-up questions he anticipates posing to her and the rest of the class.

The lively classroom environment that Mr. Gevinson fosters engages and further develops students' ideas, according to senior Jeffrey Jou.

"He focuses a lot on discussions and I think that gets students involved and thinking more about the plays we're reading," Jeffrey said. "He also has a way of asking these follow-up questions that take a different perspective on your comment and challenges you to defend your point."

"For homework we write short responses on a few questions from a larger list. We can write as much or as little as we want, but it helps us think about and formulate opinions for discussion. I like discussion because it gives me the chance to refine my own ideas and learn from other students."

Mr. Gevinson's persistent attempts to grasp everyone's point of view and relevant background knowledge help students feel comfortable contributing, according to senior Eriko Koide, who currently has Mr. Gevinson for the second year.

"Whenever he hears someone say something that he doesn't understand, he always poses a follow-up question and it makes you realize that he wants to understand everyone's contributions to class."

"He's also aware of pop culture, or at least he knows more than most teachers, and that helps him find discussion topics and books that we as teenagers can relate to."

"I especially like his questionnaires because they ask questions that put us in scenarios that we can actually imagine ourselves in."

"The spirit of the project is to think about what's possible."

— Mark Krewatch, English teacher

"We're trying to explore the potential of more collaboration across subjects without worrying about practicalities of schedule or anything else yet," Mr. Krewatch said.

"We want to see what a co-taught class would look like, or just what a co-planned unit across two different classes might look like, or how teachers might find a way to flip classes for a day to teach something related across their two courses. The spirit of the project is to think about what's possible."

Independent of this new com-

mittee, Biology teacher Daniel Calleri and Early World History teacher Charles Disantis noticed the plausibility of collaboration for next year's freshmen.

"Students often have questions that bridge biology and history, so this idea seems like the perfect place to start," Dr. Calleri said about the proposed joint project that involves one of the world's most famous mummies. The activity will combine history and biology to discuss Otzi the Iceman, a Neolithic hunter-gatherer who presumably lived in the Alps mountain range in the 3000s BCE.

"I'm sure that the students will appreciate the chance to make additional connections and bring science and history together in a unique manner," Dr. Calleri said.

Freedom to choose promotes active, engaging classroom

For most high school students, AP Literature marks the culmination of their high school English courses. But at U-High, students have never taken this standardized course. Instead, they either enroll in Analysis and Composition or U-High's unique English 3-4 classes. A quarter-based program, the 3-4 curriculum allows students to take a variety of classes, ranging from Shakespeare and Austen to film noir and poetry. Its variety promotes independent thinking and a love of reading that students carry with them into college and beyond.

A college counselor's perspective



Ms. Kovacs

"We have never taught AP English at Lab, and I see absolutely no need to do so. In all of my years at Lab, I have never had a college question the content or the quality of our English program. College Admissions offices want to know two things about our English program: First, are the Lab students required to take four years of English, the standard expectation for college preparation? Second, can they write? The answer to both of these is 'Yes.' How do colleges know Labbies can write? By the writing submitted as part of the application itself, and then by the performance of our matriculated students in the colleges' own Freshman Writing program, whatever form that takes."

by Mike Glick
Editor-in-Chief

As sophomores and juniors flip through the 2015-16 class offerings, they will not see AP Literature.



Mr. Rennert-May

Department chair Colin Rennert-May said. "In some ways I think the electives were trying to hold onto the good part of that, with students taking some responsibility for the direction of their intellectual lives but maybe making it a little bit more structured than it had been."

Before the English Department established the 3-4 program for juniors and seniors, long-time English teacher Darlene McCampbell says another program, called Student Ordered English Curriculum, offered electives to underclassmen. Students did not receive grades. Instead, homeroom teachers gave parents written reports detailing the areas in which students needed improvement, according to Ms. McCampbell.

"It was very controversial," Ms. McCampbell, who has taught at U-High for 49 years, wrote over e-mail from Hawaii. "Mostly, parents hated it. Students liked it. Teachers believed in it. Every student had a kind of English homeroom. Then there were offerings of maybe four to six weeks of mini-courses that students could choose, given by different English teachers."

Since Ms. McCampbell began teaching at Lab, the English Department has emphasized the quality of analysis over the quantity of books read. Because the department focuses more on skills than content, Mr. Rennert-May says survey courses would prove unnecessary.

"There are programs out there where you have a survey of American or British lit. Our hope is that if you know how to organize your ideas, even if you haven't studied a survey of American literature, you'll be ready for college and beyond."

— Colin Rennert-May, English chair

"What's important to us about the electives is first of all that we're trying to foster that sense of students taking responsibility and having a sense of independence," Mr. Rennert-May said. "There are programs out there where you have a survey of American or British lit. Our hope is that if you know how to organize your ideas, even if you haven't studied a survey of American literature, you'll be ready for college and beyond."

The program has also attracted teachers, as it offers them the opportunity to teach the material that they truly want to teach.

"All of us, even though we all studied literature as students ourselves in college or graduate school, have focuses and areas that we're really passionate about," Mr. Rennert-May said. "That's always been an important part of the program. We want to take our personal passions and ignite them in the students, too. It's really exciting to teach something that's always been a passion of yours."

For students, the English 3-4 program stimulates close analysis, according to senior Arthur Chang.

"Students are expected to know how to write a good analytical paper, so discussions, tests and papers can be focused more on close, deep reading," Arthur said. "For those who aren't as comfortable with writing, Analysis & Composition allows students to strengthen those skills before 3-4."

"The variety of electives offered also helps keeps students engaged with the reading, which leads to more productive discussions and better papers."

From the U-High Community: Parents, teachers and students share their thoughts on English 3-4 and A & C



Nicki Herbst, parent

"The electives program, in my opinion, is neither better nor worse than a traditional program, depending on how you use it. If you choose classes carefully, it gives you a chance to have a broader experience both with teachers and literature. One thing to keep in mind, is high school and college are often the last time you actually study a piece of serious literature."

"You may read in your leisure time, but to sit with a group of your peers, led by an instructor and delve into such classics as 'Les Misérables,' 'Jane Eyre' or 'All Quiet on the Western Front,' may not happen again. Whether in a traditional class or in the electives program, you have the chance to experience great literature in high school."



Carrie Koenen, teacher

"For me, teaching is learning. I love learning about new-to-me genres like graphic novels and film noir. To teach something well requires a deep understanding of the material, so I have also taken advantage of teaching the electives to deepen my own understanding of poetry and challenging texts like 'Moby Dick.' Through preparing for electives and finding answers to my students' questions, I have learned about the British gentry, whales, Florentine art and architecture, Iranian history ... The list goes on and on."

"English 1, English 2 and Analysis & Composition provide students a strong foundation in the skills necessary for analytical reading and writing with the intended result that English 3-4 students understand how to read deeply and thoughtfully on their own."

"Consequently, English 3-4 students raise very insightful questions about the texts that often open up new layers to me. I know some of my favorite stories so well because I have learned from my students, from the ideas and observations they have generously shared during class discussions and the ideas that they have explored in their essays."



Maddi Ross, senior

"If students choose the course that really interests them, I think it's an amazing program, especially for preparing for college. It really helped me diversify my writing and even sparked interest in other areas like poetry."



Jill Riddell, parent

"The course really gives students the opportunity to delve deeply into a single book or author over the course of one quarter and is a chance to dig deep and understand one thing very well. College courses in literature are usually very specific, sometimes centered around a professor's area of expertise. So, Lab students will definitely be prepared for that."

"The canon of literature is large. Your whole life long, you're always going to feel there are important works that you haven't read. So, if kids don't get a chance to read every single important book out there while at Lab, no worries. Teaching students how to think about books and approach literature is the important thing because that's what helps us all become lifelong readers."



Storm Taft, senior

"I enjoy 3-4 because it is one of the few times that I have been able to direct my own education. At Lab, you end up taking classes just because they look good on your transcript and not because you enjoy a certain subject."

"It was nice to have the freedom to choose our own courses and follow our interests."



Stephen Granzzyk, teacher

"Having taught AP English for 17 years elsewhere, I find our elective curriculum much richer in that it encourages our students to take a variety of courses that let them write fiction, poetry, personal essays, or to take a course in film or the graphic novel or comedy, as opposed to only or primarily write essays analyzing literature, which is the backbone of AP Literature courses."

"At the same time, our students do have opportunities to study the great classic writers like Shakespeare, Dickens, Tolstoy, Melville, and modern writers like James Joyce, Toni Morrison or Annie Proulx."

"It's a curriculum designed to enrich our students' lives, unencumbered by a mandate to prepare them narrowly to take a single AP exam at the end of the year."



Della Brown, senior

"I really enjoyed exploring a different medium. I never really saw film as something that could be analyzed better. It exposes students to a very diverse range of literature and other mediums. It seems like something that would really prepare you for the future."



Rachel Nielsen, teacher

"A&C is supposed to be more of an instructional class to focus on the skills that you need to be a good reader and writer. The 3-4 classes are more independent. The standards of the classes are the same, as both are honors classes."

"It's the same skill base in both classes. Students who choose to take A&C in some cases say they really want to work on their writing."

"They really want to focus on developing those skills. I have students who are excellent writers, and I have some who struggle a bit. The fact that it's a yearlong course means that I have some students say that they want to have the same teacher to mentor them throughout the year."

"A&C is capped at 15 students, so some students want that smaller class. Often students who are a little bit quieter by default end up in A&C and tell me that for the first time they feel comfortable speaking in class. There's finally the space and time to develop those skills. In a nutshell, A&C is a workshop class."

"We've implemented a portfolio system. Students don't get letter grades on papers. They just get feedback. We're trying to take away the focus on grades. The emphasis is that you learn by revising. Students receive comments that tell them how to rework their writing."

"Their grade comes at the end of the term, and it's based in large part on growth. Students set specific goals and they take deliberate steps to meet those goals."

Quotes compiled by Grace Anderson, Mike Glick and Raghu Somala

What ever happened to the buddy system?

Expansion of Lab cuts connections between U-High, lower school kids

by Mike Glick
Opinion columnist

As I stood in front of Linda Weide's third grade class teaching journalism this fall, I couldn't help but feel nostalgic.

Her students had just begun a class newspaper, the Weideville Times, and when she asked me to help them out I didn't have to pause a second before saying yes.

My own third grade class had also started a newspaper, the Tiny Times. We had a comic section, hand-drawn pictures, hand-written articles and even sports scores from our soccer games during recess. I often reminisce about the paper with my former classmates, many of whom I still have classes with now.

That's the beauty of Lab. We make bonds that last a lifetime. Back when the buddy system was at its heyday, this proved especially true. My interactions with my buddies, both younger and older, provided an integral part of my Lab experience. In fact, the buddy that I read books to in second grade is now a star editor for the Midway.

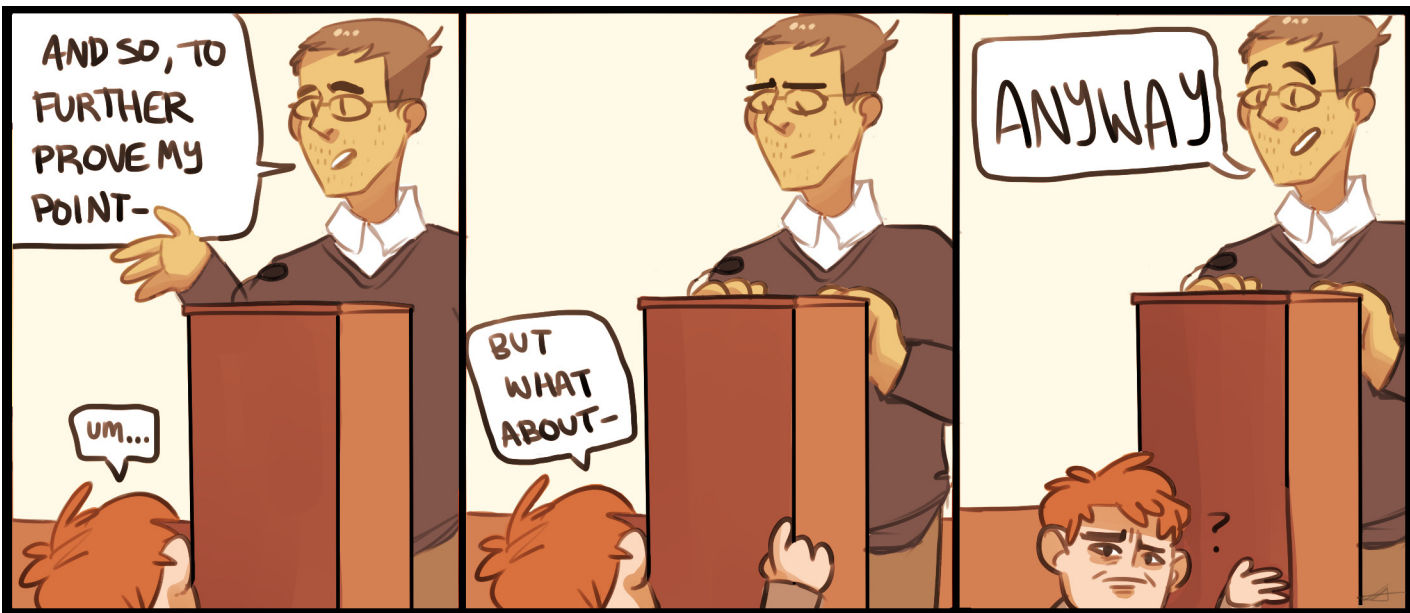
Time has flown by. Recently the buddy system has diminished to just about nothing. The half-mile separating U-High from Earl Shapiro Hall deserves much of the blame. Even though third graders still go to school in Blaine, the decreased number of students there has coincided with a decrease in interactions between U-High students and lower schoolers.

As Lab continues to expand, we need to make sure we don't lose the connections that have made this school, this community, so tight-knit. We need to address the issue now before we form three completely separate schools.

Every kid deserves to have buddies just as I did.



Mike



Editorial cartoon by Kat Flocke

As the Midway sees it

‘Excellent Sheep’ author highlights more problems than he does tangible solutions

With good intentions, but without enough time nor knowledge on U-High, William Deresiewicz's unexpectedly controversial speech at the assembly Feb. 5 caused many heated discussions among students and faculty.

In his speech, Mr. Deresiewicz discussed his book, "Excellent Sheep: The Miseducation of the Elite and the Way to a Meaningful Life."

He explained that students have been pushed to jump through "hoops," such as participating in certain activities and classes to get into a "good" college, rather than following the path that is right for them. He felt that because of this, after graduating, students struggle to create paths for themselves.

Though Mr. Deresiewicz raised some good points, including that liberal arts education doesn't mean that one wouldn't be able to get a good job, and that one shouldn't simply do activities with the sole goal of impressing a college but rather do activities because one has a genuine interest in them, his speech seemed mainly aimed at provoking the stu-

dents.

He tried to overthrow preconceived notions about Ivy League colleges and the application process, rather than emphasizing the importance of finding the right college fit.

Generally, Mr. Deresiewicz's statements seemed to be more aggressive than constructive, perhaps because when he went to a panel at Harvard University, he felt that they were attempting to discredit his argument against the notion that Ivy League colleges have the best education for everyone. As part of his defense of liberal arts colleges, Mr. Deresiewicz laid out several blanket claims, in particular when he made the generalization that brand name university professors don't care about teaching, specifically college professors who are rewarded for their research, rather than their teaching. This offended certain U-Highers, particularly those whose parents work as professors at the University of Chicago.

Mr. Deresiewicz showed a failure to understand U-High and its students. Due to his aggressive stance, he was unable to differentiate curiosity from criticism. This was espe-

cially apparent during the question portion when multiple students' comments were dismissed.

The speech did not seem particularly specialized to this group of students, but rather a stump speech that he had been used to giving to college students. Many students felt that the points he brought up were already being discussed through programs, such as Junior College Workshop and Challenge Success.

The foremost issue with Mr. Deresiewicz's speech, was that he failed to answer the 'so what' question. His speech didn't deliver a clear resolution, but rather pointed out a series of problems, most of which are difficult to change, let alone fix. Though identifying issues is important, without a definite solution to them, they cannot produce change.

If speakers like Mr. Deresiewicz are asked to present again, administrators need to provide student with context.

Students would benefit with being informed as to why the presenter was asked to speak and after the assembly, to have a more consolidated discussion.

Corrections from Issue 4, Jan. 27, 2015

Freshman Dheven Unni's name was misspelled on page 2.

Junior Autumn Espinosa's and sophomore Eamonn Keenan's names were

misspelled on page 7.

Photo of the U-High Dance Troupe on page 7 was taken by Francine Almada, not Della Brown.

If you find any other misspelled names, other typos or errors, please do not hesitate to notify a Midway staff member.

U-HIGH MIDWAY

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Quick Q

What are you looking forward to the most at Artsfest?



Michael

MICHAEL HELLIE, freshman: As a freshman, I haven't really met many people from the other grades. I'm really excited to meet more people and do lots of cool activities with them.



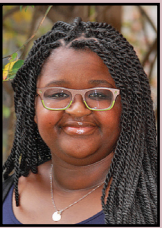
Emma

EMMA RAFKIN, sophomore: I am looking forward to "No Restraint Spray Paint" because I'm excited to create a shirt that I wouldn't otherwise have a chance to make.



Reed

REED ROSENBACHER, junior: Seeing people out of their comfort zone.



Natalie

NATALIE HOLLEY, senior: I signed up for the paint dart workshop because it reminded me of a scene from the princes Diaries. I'm super hyped for it.

— Compiled by Jackie Walker

Film of ‘Fifty Shades of Grey’ tamer than novel, watered down

by Micaiah Buchheim-Jurisson
Film Critic

The bored Midwestern housewives and teenage girls who were scandalized by the novel “Fifty Shades of Grey,” as well as the men reluctantly dragged to the theater by their girlfriends will be equally disappointed by the relative tameness of its movie version. Everyone else will be disappointed by the fact that it is a terrible movie.



Micaiah

For those that have been living under a rock for the past three years, the basic premise of “Fifty Shades of Grey” is that Anastasia Steele, a repressed college senior, is seduced by the mysterious and handsome billionaire Christian Grey. The difference between “Fifty Shades” and every other romance — and the only reason it was such a sensation — is that Grey’s bedroom preferences are rather unconventional.

Early in the movie, he leads Anastasia into his secret “playroom,” a dark red room full of whips, leather straps, and other mysterious and kinky implements.

If taken seriously, “Fifty Shades of Grey” is a really, really bad movie. If it were viewed as a comedy, however, some of Grey’s “cool” one liners, of which there are many, and literally none of which are reproducible here, would be comedic gold.

In other words: the dialogue is at best bad, and at worst laughable.



Publicity photo

Long-anticipated by the fans of the novel, “Fifty Shades of Grey” was released Feb. 13, giving moviegoers a new film to see during Valentine’s Day weekend.

By American standards, “Fifty Shades” is lascivious. However, when compared to some of the excerpts from the book that circulated the web, it is fairly tame. The fans who found the novel’s eroticism alluring will leave the theater disappointed by the watering down that needs to go into adapting this type of novel into a wide-release Hollywood film with an R-rating.

Interestingly, and somewhat unsurprisingly, the French rating agency gave “Fifty Shades” a “PG-12” rating. Quality notwithstanding, why is it that “Fifty Shades,” a movie about sex — one of the most basic human processes

“Anastasia, I’ve told you. There’s something about you. I can’t leave you alone. I’m like a moth to a flame.”

—Christian Grey,
“Fifty Shades of Grey”

— albeit of an exotic variety, is deemed inappropriate for audiences under 17, while a movie like “The Dark Knight,” which, as good of a film as it may be, centers almost entirely on violent death, is given a PG-13 rating? Why is violence considered appropriate and sex not?

It is interesting that, after much rumor and speculation over who would play the role, the part of Anastasia was given to Dakota Johnson, a relatively unknown and rather plain looking actress. This casting choice helps to fuel the fantasy — the notion of Anastasia of an everywoman, that “she could be you,” — that made the book so popular among female readers.

Jamie Dornan plays Grey unconvincingly, though given the ridiculousness of some of the character’s lines, it is difficult to imagine that even the most respected actors could play the role well.

It is rare that I find myself bored watching a movie. However, with much of the 125 minute runtime of “Fifty Shades of Grey” spent showing Anastasia biting her lip and Grey trying to convince her to sign a legal contract that would specify the terms of their sexual relationship, it is hard to stay engaged. Aside from long sex scenes and poor dialogue “Fifty Shades” has little to offer.



Photo courtesy of Ariel Gans

Easy to make, this curried pumpkin soup is perfect for this season’s brutal weather.

Pumpkin soup great for cold weather

by Ariel Gans
Cooking Columnist

Zesty and curried, this pumpkin soup features a subtle curry flavor that complements the sweetness of the pumpkin and tartness of the apples. What I like about this soup is that it’s filling but not heavy, making it a relatively healthy choice that’ll also warm you up.

My aunt was in town from Ohio over the holiday break, and she and I made this dish as a treat. It took about 1 hour and 10 minutes, 25 of which went toward prep. Normally I wouldn’t have been willing to spend so much time making a single meal, but with this month’s brutal temperatures I found it a fun way to stay productive while I was stuck inside.

The recipe yields around 13 cups: the perfect size for a family meal or for an easy lunch to chow down on for the week. Pair it with rye bread for a heartier meal.

Here’s what you’ll need:
1 tablespoon butter
1 tablespoon curry powder
1 onion, finely chopped
2 cloves garlic, crushed
4 apples (I recommend Granny Smith), peeled and chopped
1 15-ounce can pumpkin puree
1 cup water
4 cups chicken broth (If you prefer it thicker you can use 3.5 cups)
1 teaspoon white sugar

First, melt butter in a large saucepan over medium heat. Add onion, garlic (make sure you peel off all of the skin) and curry powder, stirring often for 3-5 minutes or until onion is soft and fragrant.

Stir in apples, pumpkin, broth, water and sugar. Bring to a boil, stirring often. Cover, and reduce heat to low (letting it simmer) for 25 minutes, stirring occasionally.

Purée soup in a blender and serve. Garnish with a dollop of sour cream to add to both the flavor and the presentation of your soup.

ABC murder series kills competition

by Christine Obert-Hong
Television Critic

The hardest test a law student has to take before becoming an attorney is the bar examination, but for criminal defense lawyer and law professor Annalise Keating’s best students, the bar is the least of their worries in ABC’s “How to Get Away with Murder.”

Teaching at the fictional Middleton University in Philadelphia, one of the most prestigious law schools in the US, Keating (Viola Davis) chooses four of her students to work at her firm.

However, things get complicated after a sorority girl, with whom Keating’s husband was having an affair, is murdered. If it couldn’t get worse for the six, they accidentally get involved when her husband is murdered as well.

Known for her lead role in the 2011 drama film “The Help,” Davis brings



Christine



Publicity photo

Finding themselves in a legal nightmare, Professor Keating’s students work together to deceive others that they are innocent, hiding the fact that they were involved in a murder plot.

Keating to life using her wit to present an incredibly collected woman who knows she’s in control.

Keating’s students also show a similar level of slyness as they defend their clients, whether it’s through actual wit, or via more illegal means.

Filmed in multiple locations, such as Los Angeles and Philadelphia, practically every setting seems to be bathed in shadows, creating a foreboding feeling, especially when the subject of murder comes up.

The series also follows a flashback style, jumping back and forth between various trials and events that led up to the present, in which Keating’s students really are trying to figure out how to get away with murder.

For Keating and her students, it’s not about what’s right or wrong, but more about how to push blame away and onto someone else.

Still in its first season, “How to Get Away with Murder” airs Thursdays at 10 p.m.

Katscratch.....by Kat Flocke



LEY UP!

Fourth grade teacher turned head coach captures ISL basketball title in first year

by Alex Harron

Associate editor

Be unselfish.

Through these two simple words, Rob Ley, new head boys basketball coach, has instilled a mindset of selflessness and teamwork in the nine boys on the U-High varsity team.

“In every drill at practice and in every game, I stress unselfishness and striving for excellence,” Coach Ley said. “I encourage them to focus on becoming a better team and improving themselves rather than whatever the score may be.”

Ley coached seventh and eighth grade basketball while attending Michigan State University. Now a fourth grade teacher at Lab, Ley began with the team as assistant coach last year because he wanted to feel more connected to the students and school.

The head coaching position opened up when Marlo Finner left U-High to coach at Kenwood Academy. The four captains senior Ben Rhind, senior Jordan Moran, senior Mikal Muhammad and junior Caleb Hill played a large part in urging Coach Ley to apply.

“We had already established a relationship with him and knew he cared deeply about the program,” said Ben. “We also knew he was more than capable of doing a great job as head coach. Because he’s a teacher here, it would be a long term commitment which is something my co-captain Jordan and

I value after having a different coach every year.”

Coach Ley, upon being named head coach, had a meeting with the parents of the players and had each player sign a contract. “In the parent meeting I explained to them what was expected of the players,” Coach Ley said. “I emphasized the commitment aspect of being part of a team and taking care of your body. It takes sacrifice. The contract I had the players sign is how we want to represent ourselves as a team and be organized”

According to Mikal, the contract provides a guideline of how the players should act in a way that best represents the team and school.

“At first I thought it was childish,” Mikal said. “But as the season began to unfold, the contract helped me stay focused and committed to the team. Rules like being on time for study hall, staying hydrated and committed to each other keep me on track.”

The contract is just one example of the focus Coach Ley brings, according to Ben.

“Coach Ley is always focused on what we can do to get better and how to improve our weaknesses,” Ben said. “We never have wasted time. Everything we do in practice has a specific goal in mind. Before each game, he prepares us by setting goals. We know exactly what to expect and what’s expected of us.”



Photo by Gabby Conforti

Coach Rob Ley reviews an offensive set with senior point guard Mikal Muhammad at practice. “Coach Ley is a teacher of the game,” Mikal said. “A student of the game. He is always watching basketball and analyzing it with the rest of the coaching staff. ... Our offense draws a lot of inspiration from the Duke Blue Devils men’s basketball team. He loves basketball and that comes across in his teaching.”

Ley quickly developed his own own style and made a large impact on the players according to Athletic Director David Ribbens.

“The team’s attitude reflects Rob’s personality and coaching style,” Mr. Ribbens said. “The players have an even temperament and handle adversity well. They mirror the steady emo-

tion that Rob exhibits. I’ve been to a couple games they haven’t won, and they were able to work through and move forward with a positive attitude. “I think Rob facilitates that.”

The Maroons have already captured the ISL title this year under Coach Ley. He has no plans of it being his last.

WINTER TEAM SPORTS HIGHLIGHTS

Boys Basketball - Francis Parker School, January 24, home: varsity won 52-46; St. Laurance, January 27, away, varsity won 63-49; Elgin Academy, January 30, home, varsity won 71-24; Morgan Park Academy, February 3, away, varsity won 66-34; Northridge College Prep, February 6, away, Varsity lost 26-41; North Shore Country Day School, February 10, home, varsity won 56-40; Latin School, February 12, away, varsity won 54-38; Crystal Lake South High School, February 17, away, varsity won 56-50.

Girls Basketball - Elgin Academy, January 27, away, varsity won 45-13; Morgan Park Academy, January 30, away, varsity lost 25-50; Bremen, February 6, home, varsity lost 40-47; IHSA 2A regional

(Woodlawn), February 11, varsity won 44-25; IHSA 2A regional (Hope).

Kendall Rallins was named Independent School League MVP by the conference coaches, Autumn Espinosa was named first team All-ISL. Roxanne Nesbitt was named to the honorable mention team. The Maroons finished with an 8-10 record for the season.

Boys Swimming - Broken records: Junior Kelvin Xie broke the varsity 100-yard breaststroke record with a time of 1:03.19. Sophomore Eamonn Keenan broke the freshman-sophomore and varsity 200-yard individual medley records with a new time of 2:03.24. Eamonn set the 200-yard freestyle record 1:50.09. He also set the 500-yard freestyle record with a 4:59.48.

Squash - Latin School, January 21, away, varsity lost 5-11; Lake Forest Academy, January 31, home, Varsity won 9-5; MetroSquash, February 7, home, Varsity won 12-3.

Fencing - At the Marian Central Catholic High School tournament women’s foil finished third. The women’s foil team featured Jen Chien, Athena Chien, Daphne Schneewind, and Nora Lin.

For U-High: Senior Jen Chien finished second in the tournament, sophomore Athena Chien finished third and sophomore Danny Kim finished seventh. The men’s foil team did not place. The fencing team overall went 12-3 overall in the tournament, and the women’s foil team won 14 of 15 matches.

Girls basketball star heads northeast for college ball



“Kendall’s character on the court is passionate. She will literally impose her will on the opposing team and there is nothing they can do to stop it. She has carried us on her back all season.”

— John Moran, head coach

Photo by Jarrett Lampley

Eyes trained ahead, Kendall Rallins brings the ball up the court. She surveys her teammates, deciding whether to pass, take the ball to the hoop or pull up and shoot in transition. As the Maroons’ point guard, Kendall handles much of the team’s ballhandling responsibility. Kendall was named ISL Player of the year — no suprise after she averaged 24 points per game this season.

by Elizabeth Chon
Midway Reporter

Eyes focused, senior Kendall Rallins dribbles the ball in place as her opponents anticipate her next move. With a quick burst of energy, she weaves her way through the defense, her curly dark hair bouncing behind her. As she springs off the ground and releases the ball, it swishes through the hoop as the audience cheers.

The U-High varsity girls basketball team’s point guard and captain, Kendall averages a whopping 24 points per game. Outside of U-High, Kendall has played club basketball for Bulls Elite and Chicago Hoops Express, which are both part of the Amateur Athletic Union, or AAU, one of the nation’s largest volunteer sports organizations.

Head coach John Moran, father of U-High boys varsity basketball player Jordan Moran, started coaching the girls varsity basketball team this year.

“My first impression was that Kendall was a very intelligent basketball player,” Coach Moran said “I had already heard she had the physical talent but along with those skills came a very high basketball IQ.

“Kendall’s character on the court is passionate. She will literally impose her will on the opposing team and there is nothing they can do to stop it. She has carried us on her back all season. Off the court I’d have to say she is

very laid back...the complete opposite of her on the court persona.

She is a very special player and it’s been my pleasure to have coached her this year.”

Next fall, Kendall will be playing basketball at Hamilton College in upstate New York.

“I was looking for a college where I could play basketball and receive a good education too,” Kendall said. “Hamilton saw me when I was playing for Hoops Express this summer, and although I knew of Hamilton at the time they recruited me, I didn’t know the ins and outs of the school.

“When I went to the east coast to visit colleges, I was interested in NYU at first, and they also recruited me. But I wanted to go to a liberal arts school, and when I visited Hamilton, I ended up loving it. The campus was gorgeous and I liked the basketball coach as well as the players.”

As a part of the New England Small College Athletic Conference last year, Hamilton is in Division III, which consists of the “Little Ivies,” eleven highly selective liberal arts colleges. Hamilton made the NESCAC quarterfinals in last year, the team’s first post-season appearance since they joined the athletic conference in 2011-2012.

Kendall’s high school career ended Feb. 12 with a loss in the Regional Championship.

RECORD BREAKER

Sophomore Eamonn Keenan prioritizes team as he strives for Nationals

By Micaiah Jurrison
Associate editor

A fish in water.
Breaking three school records this season alone, sophomore Eamonn Keenan is taking the record board in Upper Kovler by storm.

“If you talked to him, you’d never guess that Eamonn is so focused on winning and getting there first,” sophomore Jacob Mazzarella, a close friend of Eamonn’s, said.

“He’s a lighthearted guy; I have Chemistry [class] with him, and he loves to goof off and have a good time. In some ways, I think he can’t take other domains seriously because he’s so serious in the pool. He has to be on lockdown in the water, and I feel as if it affects his behavior outside.”

Swimming regularly since first grade, Eamonn first began on Midway, Lab’s club team after his sister, senior Clare Keenan, joined.

Beginning on the varsity team freshman year, Eamonn is known to his teammates as something of an aquatic savant, according to teammate junior Fabrice Guyot-Sionnest.

“Aside from the coaches, Eamonn knows more about swimming than anyone on the team,” Fabrice said. “He’s just been swimming so consistently for so long that he always knows what exactly has to happen for us to achieve our goals. Before races, Eamonn often tells me what splits I need, a couple of pointers on what to be thinking when I’m in the water, etcetera. The snacks I bring to meets I actually copied off of Eamonn, because he understands exactly what you need to eat.”

While many kids pick up and throw



Photo by Alex Thompson

Staring out at U-High’s pool, Eamonn Keenan has already broken three school records this year and is on the hunt for more. Much of the Eamonn’s success as a swimmer can be attributed to the roughly 700 hours he spends in the pool a year.

away different sports, Eamonn’s devotion to swimming has persisted throughout various phases and periods in his life. He’s never considered playing another sport, out of fear of getting out of shape for swimming.

“I’ve been friends with Eamonn for awhile, and at some points he’s been an introvert and at others a socializer, but the real constant seems to be swimming,” Jacob said. “Everything else seems to come second.”

According to Eamonn, who swims year-round either on the U-High team or Midway Aquatics, he spends around 700 hours per year in the pool.

“During high school season, it’s very easy to get motivated because of the environment we have at practices,” Eamonn said. “Everyone is racing and encouraging each other to keep pushing through. We’re all kind of competing with each other as well as with ourselves and the other teams.”

“Of course motivating myself to go to practice every day is not easy — in a sense going to practice has become an obligatory action — but at the same time I know it’s something that I look forward to doing every day because I know every time I suffer through practice I’m not only one day closer to getting to race at the meet, but that I’m getting stronger and faster, which will bring me closer to reaching those goal times and making those cuts.”

For a person so devoted to swimming, it is natural that Eamonn’s relationships with his coaches have been important both in and out of the pool.

“I was coached by Mike Cunningham until I was 14 years old, and then for around 4 months our team was in an awkward spot where we didn’t have a real head coach,” Eamonn said. “Then Coach Kate arrived and, although it was a very difficult transition, it was incredibly beneficial for me as an athlete and person — Mike had been like a father figure to me and I thought it would be impossible for me to find another coach that would motivate me to train hard again, but I grew close with Kate quickly and my training at the moment has never been better. She’s a brilliant coach and amazing person.”

Despite his obvious talent, Eamonn is modest about his goals.

“I want to qualify for state, including with a relay, and then hopefully I’ll qualify for the National Collegiate Scouting Association junior national meet in Orlando,” Eamonn said.

“After that, I’ll see how my times are at the end of the season and then try to focus on what division and what schools to look at.”

Sports fans Luke Murphy and Mike Glick talk Bulls championship aspirations DUELING VIEWS



LUKE

LUKE: This Bulls team is not a championship team. The Bulls three best players: Derrick Rose, Jimmy Butler and Pau Gasol are all flawed. Derrick Rose hasn’t, due to injuries, played in a meaningful playoff series since being eliminated by the Heat in 2011. Jimmy Butler has seen his scoring average drop from 21.9 PPG in November, to 21.5 in December, to 17.9 PPG in January, and then raise, slightly in February, back to 19.3 PPG. Pau Gasol is now 34 years old and has logged an average of 36 minutes on his wobbly knees for the last 13 years. He is bound to break down.

The Bulls are 10th in the league in points per game and 12th in the league in points allowed per game, an average standing in both cases and not ones worthy of a championship team.

MIKE: Sure, the Bulls have challenges to overcome. It’s the rare team that doesn’t. In the Eastern Conference, which sports only six teams above a .500 standing, each of the teams that the Bulls could meet in the playoffs has its fair share of issues, chief among them inexperience in big games. Atlanta, Toronto and Washington haven’t had a glimpse of the NBA Finals, let alone the Conference Finals, for the past two decades. The bulk of their players lack much-needed playoff experience. The Bulls have played in big games. Pau Gasol, who has given us no reason to worry about his health, has won NBA

Sitting at 14 games over .500 with a 34-20 record at the All-Star Break, the Chicago Bulls held the third seed in the Eastern Conference, trailing only Atlanta and Toronto. With a starting lineup that, when healthy, features Derrick Rose, All-Star reserve Jimmy Butler, Mike Dunleavy, All-Star starter Pau Gasol and Joakim Noah, 2011 NBA Coach of the Year Tom Thibodeau’s Bulls have the pieces, both in their starting lineup and coming off the bench, to compete with the NBA’s elite. Considering the Bulls’ experience, coaching staff and other factors, do the Bulls have what it takes to win the NBA Championship?

Championships. The only real threat to the Bulls in the Eastern Conference is Cleveland. On February 12, the Bulls showed they could beat even them, using 30 Derrick Rose points to spark a 113-98 win. Chicago may be 12th in points allowed per game, but balance that with 6th in points allowed per possession. They may be 10th in the league in points per game, but remember that they have nine players who can post double digits any given night. This Bulls team has a legitimate shot to make the Finals. The real question is, can they beat one of the Western Conference powers?

LUKE: Bulls fan should shudder at the thought of the Western Conference. The Golden State Warriors, sitting at 42-9, score a league leading 110.6 points per game. The Memphis Grizzlies, 39-14, have stifled offenses this year, allowing a league-leading 95.7 points per game. The West is home to last year’s champion, the San Antonio Spurs. Other teams in the West to be scared of - The Dallas Mavericks, Portland Trail Blazers, Houston Rockets, LA Clippers, and Oklahoma City Thunder.

The East can not be discounted. The Hawks tore through the West on a recent road trip and have been playing the best basketball in the NBA since the New Year. The Bulls haven’t stacked up well against the Wizards and their talented, young backcourt of John Wall and Bradley Beal. And the Cavs? After a slow start they have

dominated the league, ripping off 13 wins in a row at one point. There are simply too many good teams in the league for the Bulls to have a realistic shot at an NBA Championship.

MIKE: You mention the Spurs. What did they show the NBA last year? They showed that a team-first mentality trumps individual talent. No team in the NBA sports the depth that the Bulls possess. When the Bulls made a run to the Eastern Conference Finals in 2011, they relied on Derrick Rose. While Rose still provides bursts of stardom, Bulls management has surrounded him with enough talent to compensate for the games in which he struggles. Chicago has the big men (Joakim Noah, Pau Gasol, super-sub Taj Gibson and Nikola Mirotic) and shooting (Mike Dunleavy, Jimmy Butler, Tony Snell, Kirk Hinrich and Mirotic all can hit consistently from beyond the arc) to win on any given night. No team has the combination of offensive and defensive firepower to take four games from Chicago.

LUKE: The Spurs also have been working with the same core of three future hometown Hall of Famers since the 2002-2003 season when Manu Ginobili joined Tony Parker and Tim Duncan. Last year’s championship was their fourth with this core and fifth since Gregg Popovich took over in 1996. This Bulls core has no such history of winning championships. And if last year showed that a team-first mentality wins out, consider that the



MIKE

best player in the world, LeBron James, led his team to the two previous championships. Before that, Dirk, who at the time was playing arguably the best basketball in the NBA, led his team to a championship. The two years before that? Kobe led his Lakers to a championship. Last year’s Spurs team was an outlier. Usually you need one of the top players in the NBA to compete for championships.

Additionally, if the argument is that a team-first attitude wins out, countless teams play better team basketball than the Bulls, namely the Golden State Warriors, Dallas Mavericks, Atlanta Hawks and the aforementioned San Antonio Spurs.

MIKE: You’re absolutely right that the Bulls don’t possess the backstory that the Spurs do. They haven’t won a championship with their current core. Yet they possess the perfect balance of star power and teamwork to create a new standard for what a championship team looks like.

One of the NBA’s top players? The Bulls have two in Gasol and Butler, both All-Stars, and arguably two others in Rose and Noah. Since Tom Thibodeau took the head coaching job, the Bulls have prided themselves on depth and a team-first mentality. Those traits have helped them make the playoffs year after year. This Bulls team shares those attributes, and Chicago’s star-studded lineup will take this team where the other teams never made it: the NBA Finals.

#BLACKLIVESMATTER

Despite initial momentum, protests against police brutality dwindle



Photo by Paige Fishman
Standing at North Avenue in front of a police barcade, a woman hoists a large poster with the name Rekia Boyd duct taped to it, a woman from Chicago who was shot and killed by police. After police directed protesters off Lake Shore Drive, they moved the rally to surface streets.

Photo by Francine Almeda

Police officers stand with their bikes, forming a line to block seated protesters. Demonstrators also held signs, laid down in the streets and chanted in support of the movement “#BlackLives-Matter.” “The police where peacefully watching,” Francine said, “but there was a lot of energy in the crowd as chants and rallying cries were being led.”



Photo by Francine Almeda

Protesters held up a multitude of signs, including one for an Alliance of Global Justice project, the “Stop Mass Incarceration: We Are Better Than That! Network.” The project’s goal is to end mass incarceration, police brutality, and racially biased policies by police, courts, and the legal system.



by Christine Obert-Hong
Editor-in-Chief

“I can’t breathe!” These words, chanted over and over again outside her house, piqued the curiosity of photographer Paige Fishman, sophomore, in December 2014. Looking out her window, she saw protesters marching down Lake Shore Drive, and, after grabbing her camera, she took off after them to capture those moments in time.

Following the killing of 18-year-old Michael Brown and spurred on by continual onslaught of ignored police brutality, protesters walked down Lake Shore Drive carrying a wide variety of signs. Others drove past in cars and on motorcycles, shouting profanities at the policemen tasked with making sure the protest continued to be nonviolent.

It’s been little more than half a year since Brown was shot in Ferguson, Missouri, forcing the nation to acknowledge its long-standing racial tensions. Since then, riots and demonstrations have swept across the country, some of which U-High students attended.

Though there seems to be less news coverage on such riots and demonstrations, social media sites, such as Facebook, Twitter and Tumblr, have been the main sources of information. Most recently, Brown’s shooting was referenced multiple times during the annual Grammy Awards when multiple performers and their dancers held their hands up in a “Hands Up, Don’t Shoot” pose.

Not a lot of progress has been made in terms of addressing the issues of racial profiling and police brutality. Currently, efforts are being made to outfit all policemen in the country with body cameras.

Specific changes at U-High have also been limited. “I do not believe that the school has changed because of the shooting,” counselor Ronald Tunis said. “However, I have reason to believe that there is a heightened awareness, in the minds of some of our students, that in America there is still a lot of work to be done around issues of race and justice.”

“It was really an amazing experience; I’ve never partaken in a protest before or even been that close to one.”

— Paige Fishman,
Photo journalist



Photo by Paige Fishman
Standing on Lake Shore Drive by the North Avenue exit, a demonstrator holds up a sign as she protests police brutality in December.