Midway Reporter

From portraits to performances, LabArts Expo returns to Kovler

by Averie Miller

Midway Reporter

With the school year winding down, students and athletes will receive recognition at the final awards assembly on June 4 and at the new Senior Sports Awards brunch on June 8.

Changes to May Project include a new presentation format, different date and music presentation.

“Last year people had trouble seeing the screen, so this year the screen will be more visually engaging and will have the names of the students who win an award,” Dean of Students Ana Campos said.

Sophomore Alice Carlstrom and junior Genevieve Nemeth admire the projects of U-High art teacher Bri-an Wildman’s Advanced Drawing and Painting class at the LabArts Exposition on April 10. The fourth annual event featured over 500 student pieces as well as student vocal, instrumental, dance, drama and spoken word performances. Last year, the free event was held in Earl Shaprio Hall for four days. This year, it spanned April 10-12 in Upper Kovler and was open to lab faculty, students and parents.

Emanuel earns second term in run-off

by Julian Lark

Associate Editor

Hard-fought. Polarizing. Chicago’s April 7 mayoral election runoff campaign saw a raw fight between incumbent Mayor Rahm Emanuel and his challenger, Cook County Commissioner Jesus “Chuy” Garcia, resulting in Emanuel’s victory 56 percent to 44 percent.

The campaign saw $22.8 million pouring into Emanuel’s re-election campaign and $4.6 million into the war chest of Garcia’s campaign, Chicago Tribune.

“Then Rahm came back with his winning campaign argument that Garcia didn’t have an adequate plan to handle the $1.07 billion budget shortfall crisis. Chuy could only really come back with a job creator, which addressed Rahm’s claim of a lack of a city finance plan, but couldn’t really address the $1.07 billion, as the paper basically just proposed a forensic audit of the current budget without mentioning specific revenue increases.”

Although Emanuel has numerous long-term crises on his plate, including a city angered by school closures and a 13 percent increase in shoot- ings in 2014, Professor Simpson believes that the first year of Emanuel’s second term will be focussed on immediate challenges. The mayor has already begun to negotiate a three-year contract with the Chicago Teachers Union and to deal with the $1.07 billion municipal budget shortfall that caused the degradation of Chicago’s debt to an A3 rating.

However, Professor Simpson noted that Mayor Emanuel will have more political resistance to contend with in his second term than in his first.

Lab faculty, students and parents.

From Beirut to New York, 113 seniors to take on May projects

by Sonny Lee

Midway Reporter

From May 11-June 1, 113 U-High seniors will leave the familiarity of campus to explore their individual interests and to carry out original projects.

Every year seniors have the opportunity to spend May immersing in person- al projects while exempted from attending their classes.

Once they complete their projects, seniors will present to individual classes related to curricula and in a May Project exhibit in Lower Kovler on June 4, according to May Project Coordinator Di- bah D’Antun.

Katie Adlaka will shadow female lead- ers in business, law and media.

“Those women share my passion for leadership as well as my passion for helping younger women to strive to be- come leaders themselves,” Katie said.

“I am interested in learning about their paths to their leadership positions, how they balance work with family, and how they lead.”

For a faculty sponsor, Katie chose his- tory teacher Dr. Cindy Jurisson.

“She has always been a great inspira- tion to me as a student. I greatly respect her leadership skills. With my growth at Lab, I have realized the im- pact that a mentor can have on someone’s life. I feel that this project will allow me to give back by sharing what Dr. Jurisson has taught me to hopefully help other young women.”

Also pursuing his passion, Jarrett Lampley will intern in the video produc- tion and marketing research branches of TUV Mediaworks, a marketing research company in New York City founded by a Lab alumnus.

“There are all sorts of ways to handle a given brand and all sorts of ways to make a product appeal to a specific demo- graphic,” Jarrett said. “The question is how do you do that, which is a notion that’s pretty interesting to me.”

TUV Mediaworks in- terviews various demo- graphic groups on cam- era, edits the footage and sends it to clients, who use it to develop and fix their products.

“I’ve conducted a couple interviews like this and had them go to the companies clients, but during my May Project I’ll be able to actually be in their New York offices and work with a larger network of people. I’ll also take on some new projects that the company is working on and sit in on some of the meetings. In working with this company I hope to not only affirm my aspirations to work in marketing one day, but also to gain more knowledge very generally about the company and how it interacts with its clients.”

New York isn’t the furthest seniors will travel for their projects. Kaitlin Baumann will travel to Beirut, Lebanon, to shadow a kin- dergarten teacher at the American Community School at Beirut and tour the city with her cousins.

“I hope to expand my knowledge of early childhood education and experi- ence a new culture,” Kaitlin said. “It’s so rewarding to be able to give a child a love of learning and exploring new things.”

Kaitlin Baumann

Photo by Paige Fishman
Service clubs organize blood drive May by Elizabeth Chon

Although U-High has held blood drives in past years, U-High's Red Cross Club will partner up with Futures Beginning to organize their blood drive on May 5 from 9 a.m. to 1 p.m.

Let’s sophomore Myra Ziad, Red Cross Club meets every Friday in UH 306 during lunch to discuss fundrais- ing plans, and they also attend events hosted by the Red Cross Chicago Chapter to volunteer by keeping track of dona- tions. The club also held a wallet drive recently, raising money for measles vaccinations.

“I started the club last year when I was a freshman,” Myra said. “I’ve heard that other clubs have held blood drives a few years ago, but this is our first one. This is really exciting for us and we hope the blood drive is something we can do annually. I recently con- tacted the Red Cross representative from the Chicago chapter and asked what steps we would need to take in order to make the drive happen.”

Members of Red Cross Chicago came to Lab April 13 to hold an information meeting about the planning process.

“We’ll be able to give them a list of about 50 signatures of people who were inter- ested in donating blood,” Myra said.

“It’s a long process to plan a blood drive because the Red Cross needs to contact and make arrangements with para- medics and a hospital.”

Although the blood drive is targeted towards U-Highers, it will be open to the entire Hyde Park community.

“We’ve been hanging up posters around the school and we’ve been advertising in the bulletin. We have two publicity officers, who will be making a large banner to hang up in front of the school,” Myra continued. “The U of C. holds about three to four blood drives a year, so I reached out to the presi- dent of the club, who is willing to col- laborate with me and send me a list of people who usually donate blood.”

U-Highers must be at least 16 years old, and 16-year-olds must have written consent from a parent or guardian. According to the Red Cross website, it is important for donors to eat a good morning breakfast, stay hydrated and maintain enough iron in their diet prior to the blood drive. They must also refrain from alcohol and avoid over-the-counter medications that may be in their system, as well as a photo ID. Each student will give one pint of blood, which can help up to three differ- ent patients.

“We wanted to find a place that everyone knows and in some way or another may be connected to,” Jarrett said. “When we were contacted, we found that the museum is a place that everyone has been to at some point in their lives.”

From Committee spent the last few months on fundraising operations, in- cluding concessions at Spring Fling, bake-sales, themed lunches, and T- shirt sales. The Committee is made up of eleven seniors who have been plan- ning the event for over a year.

“All students were welcomed, then four chairs were voted into positions by the committee,” Jarrett said. “I am responsible for entertainment, Alex Thompson is in charge of fundraising, and Kennedy Thomas is in charge of the venue and Clea Brundine is in charge of decor. We meet every Thursdays pretty much every week.”

Despite the strict deadlines and time commitment re- quired, Jarrett suggests Prom Committee to up- date anyone interested in event planning or even being behind the scenes. “If anyone is interested in joining us, let me know,” Jarrett added. “We are a large operation, I highly encour- age people to join us during their senior year.”

“Creativity and competition Groups such as Poetry Team and Renaissance give students and writers opportunities to write, publish and perform their work

by Elizabeth Chon

“Typically, we get a mix of students. Some of the most powerful poetry can be hap- py, preach your own truth. Own what you have to say.”

Senior Julia Mearsheimer, a member of Poetry Team, participated in last year’s Poetry Out Loud competition. “It allows you to write about things that you don’t necessarily get to talk about in everyday life and really express yourself in unique ways that feel like a piece of art.” – Liz Libes

“Myra Ziad, “It was in that age… Poetry arrived/In search of me. I don’t know, I don’t know where it came from, from winter or river.” This is how Pablo Neruda, a famous Chil- ean poet, begins his poem titled “Poetry”.

The lab community offers many opportunities for young poets to share their work through differ- ent clubs and groups such as Pu- esteria and Renaissance. On May 1, Poetry Team will host an open mic after school. Renaissance, a literary magazine, publish- es students’ poetry as well as short stories, graphics and paintings. For students who desire to take part in competitions, Poetry Out Loud allows participants to re- create poetry, with the winner going on to a city-wide competition. The final- ists then go onto a state competition, which is followed by a national competition.

In a class display case in front of Ro- wley Library, the works of fa- mous poets such as Emily Dickinson, Shakespeare, and Maya Angelou have been put on dis- play for students to see and read in honor of April which is Na- tional Poetry Month.

Poetry has a different meaning for everyone. For sopho- more Asha Futterman, poetry is “a way of expressing through words and artful storytelling.” Asha has recently competed at Poetry Out Loud and is a member of Slam Poetry Club.

For freshman Alondra Almeda who incorporates her poems into songs she writes, poetry is “a way to describe the indescribable.”

Senior Lizia Libes explained that for her poetry is a way to express herself. “I believe poetry. It allows you to write about things that you don’t necessarily get to talk about in everyday life and really express yourself in unique ways that feel like a piece of art,” said senior Lizia Libes, a mem- ber of Renaissance and a competitor in this year’s Poetry Out Loud competition. “I joined Renaissance and did Po-etry Out Loud this year which helped me begin to open up about my work because at first I was really scared to share it. If I had one piece of advice for other poets in our com- munity, it would be not to be afraid of sharing your work.”

Senior Julia Mearsheimer, a member of Poetry Team, expressed that poetry is “many things. Some of the most powerful poetry can be hap- py, preach your own truth. Own what you have to say.”

If you’ve made it this far in life, you have something to say. Poetry does not have to be said or about overcoming the horrendous things in life, that is a misconception many have about poetry.

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Senior Julia Mearsheimer, a member of Poetry Team, offered her opinion on poetry. “It allows you to write about things that you don’t necessarily get to talk about in everyday life and really express yourself in unique ways that feel like a piece of art.” – Liz Libes

Photo courtesy of Julia Mearsheimer

Prom night will bring U-Highers back to the 1920s with old-fashioned entertainmentby Syrah Russell

Museum of Science and Industry to host Prom

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by Syrah Russell

Museum of Science and Industry to host Prom

“The class wasn’t over,” Myra said. “We loved the diversity.”

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“Summer Lab offers students classes

by Jackie Walker

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U-High students explore France, French culture

by Ariel Gans

As the search for the next high school principal community weighs in on their opinions and experiences that they believe to have contributed to their successes. "The principal is supposed to have a broad view of the entire high school: the students, the faculty, the program, the physical surroundings," said Mr. Derbes. "He or she should be supportive of faculty and students to the part to see students beyond just their磨。" "A principal should have been a classroom teacher for at least five years, they know what it's like in the classroom. Faculty will not respect a principal who hasn't taught a classroom at some level," Mr. Derbes said. "A principal should be very bright, especially at the Laboratory Schools, or the students and faculty are going to ask around him or her. A good sense of humor and a willingness to be flexible are absolutely essential. We can't have a strict disciplinarian, but the converse is also true. A few principals have not worked out here because they were too easy going and unconnected with the general functioning of the school." "A principal must believe in the value of education, and serve as a cheerleader for academic excellence. Ideally, a principal should be outgoing and optimistic, someone who genuinely likes people, who to student performance and athletic contests not simply knowledge of and fondness for the students on the stage or the field. Finally, there has to be harmony. There are many occasions when discretion and confidentiality are called for, and a principal must be able to maintain those. Though newer to Lab than Mr. Derbes, Learning and Counseling Department member and Barnbaugh-Cunningham has worked with two U-High principals. Every other week, the Learning and Counseling Department work closely with the principal and the rest of the U-High administration to discuss students struggling in some capacity with life issues or otherwise. "It feels important to us as a department that we have a collaborative relationship with the principal," Ms. Baughn-Cunningham said. "There needs to be an interest on his or her part to see students beyond just their academic selves: their grades, their test scores, and to see them, obviously, as people who are developing socially and emotionally. They should recognize those needs and their educational processes. Like Mr. Fech, the next principal should be conscious of the stress students can be feeling and continue to find ways to improve without compromising the rigorous program we have." 

The student perspective

Having worked alongside Mr. Fech, Assembly Committee member and junior Mbella Beseka will have one year with the next principal. "Personally I think it'd be nice for them to create more committees for students to join that they'll personally direct," Ms. Beseka said. "Be involved in the school's extracurricular activities, to perhaps host discussion sessions with students to take into account students' opinions on school policies." "If I were to choose the finalist for Lab, I would want to see someone who can make students feel comfortable that anything they can express to me will be confidential and one-on-one. If they're too far away, so we won't consider them," Ms. Bixby said. "We will fly in the candidates that we like, regardless of where they are." "Now, we're going to have phone calls with the remaining 10 candidates, and we'll ask the questions that have been chosen by the search committee, Ms. Bixby said. "Questions might be for example, 'walk us through a conversation you feel represents you as a leader with faculty,' and that way we can get a sense of whether this person sounds like somebody the faculty would like to work with and can be a good leader." After that round of interviews, the committee plans to choose about five candidates for more in-depth interviews. "After that round of interviews, we'll choose two to three candidates to come in for lunch with us," Ms. Bixby said. "When they come to campus, they will meet with all the faculty, members of the Middle School, members of the search committee, Ms. Appleby and others. Each of these candidates will also have public interviews open to faculty, staff, students and parents." 

Faculty, administration search for new school leader

by Micaiah Buchheim-Jurisson

A committee headed by Middle School Principal Sandy Bixby has started an ongoing process to replace current Principal Scott Fech. Mr. Fech's resignation is Director of Educational Programs.

In addition to Ms. Bixby, the committee includes current Counselors Ana Campos, Director of Student Services Ken James, Assistant Principal Daniel Calleri, history teacher Charles Disantis, math teacher Julia Maguire, English teacher Rachel Nielsen and Latin teacher Daniel Ristin.

Many applicants heard about the opening through the University of Chicago employment site and various other websites.

"There are a lot of listservs that potential candidates in appropriate positions at schools might be checking," Ms. Bixby said. "There are also a lot of organizations that send us applications they have in their files when they see the opening. We had twenty or so applications sent automatically by those organizations." Several candidates from international schools around the world, as well as around the United States and Chicago, according to Ms. Bixby. "We'll never say about an applicant, 'they're too far away, so we won't consider them,' Ms. Bixby said. "We will fly in the candidates that we like, regardless of where they are." "Now, we're going to have phone calls with the remaining 10 candidates, and we'll ask the questions that have been chosen by the search committee, Ms. Bixby said. "Questions might be for example, 'walk us through a conversation you feel represents you as a leader with faculty,' and that way we can get a sense of whether this person sounds like somebody the faculty would like to work with and can be a good leader." After that round of interviews, the committee plans to choose about five candidates for more in-depth interviews. "After that round of interviews, we'll choose two to three candidates to come in for lunch with us," Ms. Bixby said. "When they come to campus, they will meet with all the faculty, members of the Middle School, members of the search committee, Ms. Appleby and others. Each of these candidates will also have public interviews open to faculty, staff, students and parents." 

U-High students explore France, French culture

by Raghu Somala

"It was a perfect trip, except for the fact that on the last day I got to Chicago, both of our rooms burned down," Kellie Lu said.

Juniors Kimya Buckner and Kellie Lu studied in France and Spain for a four-week exchange program, founded in 1986 in the contributions of the French Embassy and the U-High. Kellie stayed with a St. Exupery school student Noemie Fauvel and Mathilde Poncelet in La Rochelle, whom they hosted for their turn in Chicago.

"The purpose of the exchange was for us to live the average life of a French high school student, so there were a lot of things we had to do," Kellie said. "During the week days we went to school with our hosts at the Lycee St. Exupery, and on the weekends we did a range of things together. We also got to visit a vineyard and a winery. When we wanted a more relaxing weekend we would just go downtown for some shopping. Americans tend to think of France as a place where students have less stress, Ms. Appleby said, but they also improved their French. "I believe my French grew in a way that I couldn't possibly have here at Lab," Kimya said. "Of course, the Language Department here at Lab is outstanding and nothing rivalry immersion when it comes to learning a language. My accent, my vocabulary and my comprehension improved greatly due to this trip. I have both spoken with native French speakers. My host family met us at the airport and spoke French so I picked up a lot of idiomatic language." "I've been studying French since kindergarten, so I was more surprised with the culture than anything else. There were a couple of cultural differences that I knew to expect, but I still found very everyday. Everyone in France greets each other by a kiss on each cheek. Sometimes they don't even know who are there that can focus on doing their best work in the classroom." 

Principal's advice

As for Mr. Fech, in his new position he will work with the new high school principal and can mentor him or her, serving as a former teacher, counselor and students, and work with the next principal to "get to know the students, the faculty and the parents," Ms. Appleby said. "I think that it's important to get to know the community so that you can understand it. Know what is really great about it, know what needs to change. Take the time to get to know the students, Mr. Fech said. "It's very particular — unlike any other school. It's got its own identity and history, and students struggle with that, but they're not afraid to push on it. As principal I've always felt that your main job is to support teachers and students, and work to remove the obstacles in front of them that sometimes they don't even know are there so that they can focus on doing the best work in the classroom." "Principal's advice

by Micaiah Buchheim-Jurisson

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Green Team tackles issues of waste and recycling

by Talia Goerge-Karron
Midway Reporter

Clean water, misplaced trash and waste hurt the Lab Schools and surrounding environment, prompting the Green Team to tackle these issues during spring quarter.

A waste audit in November and a recycling audit in January revealed that 90 percent of U-High’s waste is trash and only 10 percent is recyclables.

To change that, the Green Team is working with the facilities team to improve signage and increase awareness to make sure everyone puts trash in the right bin as well as make the bins more efficient.

“We just mapped out where the trash and recycling bins are in the school,” senior Jax Ingrassia, Green Team president, said. Jax said most of the small, gray lattice recycling bins are no longer used by recycling plants and were hard to identify.

The audit showed trash was generally unorganized and inefficiently sorted with many objects in the wrong bins, showing carelessness or lack of awareness among students and faculty.

“I thought it was really horrible and surprising how much trash or recycling was placed in the wrong bin,” junior Lucy Kenig-Zisler, Green Team member, said.

Some of the solutions from the recycling audit did include replacing the lattice bins with larger, blue recycling bins beside each trash bin to clarify for recyclers. Changing the color of the bags solves the issue of confusion among students, while new and additional signage proposes to increase awareness.

The team’s other projects include a three-day e-waste drive starting May 1 and a river clean up day May 9, which both tackle areas of waste and trash.

In tandem with the recycling project, the Green Team wants to improve water quality and efficiency by introducing a hydration station, where people can quickly fill water bottles. The team briefed the faculty at a Feb. 6 meeting, gathering support and enthusiasm for these projects.

“The faculty was remarkably engaged in what we were talking about,” Jax said. “We gave our presentation and we had so many questions afterwards. We actually had to cut them off because there we so many.”

A petition for the hydration station received a positive response and 105 signatures at the health fair on March 26. The Green Team, with the help of the University of Chicago capital expenditures grant for the hydration station, which is three times faster than a water fountain and would be placed in the cafeteria.

The station costs $2,000 but would eliminate the need to purchase 52 five-gallon jugs and 36 cases of water used in U-High offices each year.

“Right now students don’t have a designated place to fill up water bottles during the day,” junior Angela White, Green Team vice president, said. “Normally students end up not drinking enough water. Having a hydration station will keep students hydrated and also avoid the mess of carrying water. We will also encourage the use of reusable bottles, which will decrease the amount of plastic waste.”
A musical twist on ‘Alice’
Chaos and creativity bring new life to classic children’s tale
by Leana Minor
Midway Reporter
To start, an empty stage. Add people, creativity, music and passion and soon enough the scene for “Al-ice Down the Rabbit Hole” is set. With added music and choreography, this original production brings uniquely to life the well-known play, book and movie “Alice in Wonderland.” This show will play in Upper Kovler at 8 p.m. May 14-16 with tickets selling for field dress.

“It’s a lot different from the usual ‘Alice in Wonderland’s’ that you see,” Lizzie Sullivan, assistant director and leader of Al-ice’s Adventures in Wonderland, said. “It’s a lot different from the usual musical, and the music also contributes to that.”

Similar to last year’s theatre performance of “Twelfth Night” by Shakespeare, “Alice Down the Rabbit Hole” will be transformed into an original musical by Miguel Del La Cerna, a Lab Alumni who musically directed both productions, adding much of the originality the musical needed.

Although an original composition, many aspects of the play stay the same: Alice falls to Wonderland, the queen of hearts still screams “off with their head!” and, of course, Wonderland is full of its many won-derers. Falling down the hole to a world where she stands as a hero, the original plot of Alice in Wonderland includes Alice with her journey to discovering her inner heroism through killing the beast; the Jab-berwocky. After falling down the rabbit hole, Alice comes across giant caterpillars, chubby twins, smil-ing cats, hatters filled to the brim of their hats with crazy, and evil royalty, (along with their evil pets). The differences, however, add the originality. The musical includes numbers of choreographed dances incorporated into it, as well as original music that were added to the uniquely set Alice.

“We took our inspiration from the poetry and ideas in the ‘Alice in Wonderland’ books in order to write our songs and incorporate them into our script,” Mrs. Ambrosini said.

The musical also incorporates original poetry by the students, as well as poetry from Charles Dodgson, author of “Alice’s Adventures in Wonderland,” including the poem “Jabberwocky.”

In this book, Dodgson narrates Alice’s adventure; however, the poem’s origins are still unclear. In the poem, the Jabberwocky’s body is described to be made of “giant cups and saucers,” and a limb to the beast, with the rest of the cast. Miguel Del La Cerna, a U-High alumnus, composed the musical number for this scene and has assisted with previous musicals including “Twelfth Night.”

Although the White Queen and Queen of Hearts have the colors of what they will be wearing set into their names and costumes, for the rest of the cast, colors are not as easily found.

“Mrs. Ambrosini gave us a scene in a movie which had real costumes on them and, to index, they were in blue to yellow to orange, while the women were dressed in long flowy dresses with the same colors,” Emma Gossett, a co-director, said. “We are trying to incorporate it into the designs, which I hope will just add to the idea of a world of fun, chaotic insanity.”

“Alice Down the Rabbit Hole” is anything but sane. With exciting colors and adventures, little Alice and her large personality are in for a long ride. As she turns from a child to a hero, Alice discovers new things and curiously explores the world of Wonderland.

“The original music and talented, creative and en-ergetic cast will make this show one of a kind and a must see for everyone,” freshman Nicole Horio, who plays Alice, said. “I’m excited to be a part of this crazy musical.”

Other cast members are: Alice Nicole Horio, the White Rabbit, Emma Gosssett; Mad Hatter and Lewis, Jacob Shkrob; Dodgson, Lucy Ordman. Other masters and crew heads are: costume mas-ters, Emma Gosssett and Lizzie Sullivan; lights masters, Will Zich and Sum Van Leon; shop mas-ter, Eilisha Mc Leary; publicity master, Julia Hedges; furniture and props masters, Sam Van Loom; sound masters, Valentina Gardin.

Q&A: Counselors say students should talk to someone
about what was written and have you ever had any issues like this in the past?
Ms. Cunningham: That’s pretty unusual. However, it is not necessarily unusual in the high school and I would say really any high school for us to en-counter a student who may be experi-encing some depressive symptoms or some suicidal thoughts.

Mr. Tunis: But re-luctant to reach out to an adult.

What has the de-partment done, be-sides posting these signs, to address these issues, particu-larly in advisories?
Mr. Tunis: We know that our students are experiencing a lot of stress, and to some degree we are baffled why so many students aren’t doing anything about it. So we are interject-ing ourselves into their lives and pre-venting them from committing acts of self-harm. There are people in the community that want to help.

Can you go into some more detail
Mr. Tunis: We are doing advisory programming that touches on different themes depending on the class, so we work with freshman through seniors to bring some aware-ness to some of the issues that are com-mon in those age ranges.

Students might be afraid or uncomfortable talking to adults but might also be embarrassed or ashamed to talk to their friends. What would you suggest to a stu-dent in this situation?
Ms. Cunningham: As much as it can feel uncomfortable and difficult to share those feelings and concerns, I would hope there would be one per-son in everybody’s life, whether it’s an adult, whether it’s a friend, a peer of the same age, that a student could be honest with and that adult or that friend would then be able to guide that student to someone who could help on a professional level.

Mr. Tunis: The question I would ask myself is why would a student want to spend their lives, at school or home, in a constant state of trauma: depressed, stressed, when help can be given to relieve all of those anxiet-ies. The situation that we encounter most is that the student would tell a friend, but the friend wouldn’t tell us. There’s been a couple times that I’ve had some individuals come to the of-fice and they would say “well you know I’m really out of their lives and they would not tell me what they have been fearing. I would like to give these students that safety: ‘I’m here for you, I’m here for you, I’m not going anywhere.’”

Why do you feel as though you are trained to handle something like that and they will re-ply “No.” Then I will ask them, “Do you feel comfortable, let’s say the individu-al really actually and you are sitting on information that could have pre-vented this, do you think you could live with that?” and again they will reply “No.” Usually by then they will share the name and we can get them the help that the student needs.

When should students come talk, because many students have packed schedules with few free pe-riods?
Mr. Tunis: For example, if you are aware that you have a friend that has made threats that is one of those occa-sions that even if we are in a meeting with other adults you can say “I really need to talk to you” and we would love our meeting and have that conversa-tion. It would be that important.

Ms. Cunningham: Aside from those situations, one of the goals of our department is to try to have our doors as open as possible. Obvi-ously you can see us by appointment, emailing or talking to Ms. Grbavac to set up an appointment, but I do think that more than anything people do still just drop by when they do have a few free minutes: before school, open time, lunch time, and usually a few of us (counselors) are here after school. In terms of all of us (counselors) togeth-er, there is always someone here from 7:30 a.m. until at least 5 p.m. Photo by Mary Brady
**Q&A: Guyot-Sionnest unopposed for Student Council President**

by Gayle Anderson

**Associate Editor**

Current Junior Class President Fabrice Guyot-Sionnest discussed his campaign for the position of Student Council President, which he is running unopposed, as well as his future plans for Student Council.

Why do you think that you are running unopposed for the upcoming election?

Well, that’s a tough question. I would hope that I’m running unopposed just because I’ve done a really good job. I’m really happy because it helps to focus on getting out a good year and getting ready for the next term. I’ve heard a couple people say that they prefer not to run against me and I appreciate that people have that kind of confi- 

What makes you a better candidate than your opponents?

What makes me a better candidate is the fact that I have a strong understanding of how the Student Council works because of the experience I have had. I think that the council is a democratic system where everyone has a say in what goes on. I believe that I am able to help make decisions that benefit the students.

Do you feel there is more pressure on you to do a good job next year since you are the only candidate?

I do not feel particularly pressured to do anything differently as I have already proven myself. I believe that I have the ability to make good decisions and that I will continue to do so.

What are examples of past actions you have been a part of on Student Council?

I have been a part of many different actions that have been a positive impact on the Student Council. For example, I helped create a new Student Council website, wrote an application for summer jobs, helped plan the inauguration, and assisted with the planning of multiple events. I believe that these actions have had a positive impact on the Student Council and have helped to make our school a better place.

How do you think your role on Student Council will change as you transition from a class position to an all-school one?

In my current role as Junior Class President, my role is to represent the interests of the Junior Class. As Student Council President, my role will be to represent the interests of all students in the school. This will require me to work more closely with the administration and to make decisions that benefit all students.

What is the role of Student Council in your campaign for the position of Student Council President?

The role of Student Council in my campaign is to help me understand the needs and concerns of the students. I believe that it is important to have a representation of the students in the council, and the Student Council will help me to do this.

What are your future plans for Student Council?

As Student Council President, I plan to continue to work towards making the school a better place for all students. This will involve working with the administration to make changes and to make decisions that benefit all students.

What is your role in the Student Council?

I am currently the Junior Class President, but I believe that my role is to help the council work together towards a common goal. I think that the council should be able to make decisions together and that the administration should support these decisions.

Who can you help with your campaign?

I am planning on reaching out to all students in the school to help with my campaign. I believe that it is important to have a representation of the students in the council, and I think that the Student Council will help me to do this.

What is your campaign strategy for the upcoming election?

I believe that my campaign strategy is to work closely with the administration and to make decisions that benefit all students. I think that it is important to have a representation of the students in the council, and I believe that my campaign strategy will help to achieve this goal.
Student Council needs leaders—elect them

by Clyde Schwab

Associate Editor

A group of underclassmen, all sitting in the audience or P.E. teacher asks questions after the Student Council debate. This is a scene familiar to U-Highers, and teens around the United States. Students shuffle out the door, suppressing giggles in a sleepy stupor or, rarely, ‘scared straight.’ Students who’ve been acquainted with drugs show off the talk. This isn’t to say that adults don’t have a place in the process as much as there are ways of approaching drugs that are inaccessible to them.

With How to Help a Friend, a program started by counselor Tracy Graham, gym teacher Meghan Janda and community service coordinator Hannah Evans, students can talk with their peer leaders about drug-related challenges. They can talk relatively, not only about the implicit dangers of drugs and alcohol but, some situations involving drinking or drugs, they can talk with them responsibly and safely. Peer leaders advise students on what to do if a friend is abusing drugs or alcohol, how to handle peer pressure, and can help privately provided there is no threat to life.

This program is a step in the right direction. Students can learn how to make healthy decisions while confronting the reality that many will try drugs and alcohol. They can still have an available and responsible peer that can deal with any questions or concerns. Additionally, the fact that it is students talking to students not only makes the conversation more relatable but allows room for discussion. Peer leaders are experts of those who were successfully able to avoid drugs while not talking down to students.

However, while the initiative is a positive one, there is room for improvement. According to peer leader Kenneth Katz, the program didn’t allow students who had tried drugs or alcohol to apply and was very selective. While student role models who have remained drug-free are doubtlessly ideal, students may need guidance from those who have seen both sides of the story so as to stay safe when they make mistakes.

Quick Quiz: Juniors, what was the most rewarding part of retreat for you?

Venkat Somnula: Spending hours at a time in a room sharing our lives with each other. We trust each other with details of our lives few people know, and knowing there are others in my grade I can go to for guidance is really comforting.

Elizabeth Stolze: Taking away a heightened respect and understanding for my classmates. I also really enjoyed reconnecting with everyone.

Alexander Foster: The most rewarding part was that it made me much more connected. I think a lot of us really connected.

Olivia Perozo: The candlelight portion was wonderful. I’ve connected with everyone.
Dystopian game creates challenge
by Christine Obert-Hong

Editor-in-Chief

What’s worse than having a serious affliction? Arriving in a city rumored to have a cure for said affliction, only to find most of its citizens insane or transformed into nightmaresh monsters that want to eat you. In “Bloodborne,” you, a Hunter, find yourself in the dilapidated fictitious city of Yharnam, searching to find a cure for your affliction while avoiding the city of its monster problem.

Released March 24 in North America for PlayStation 4, the role-playing game was directed by Hideaki Miyazaki, best known for previous games, “Demon’s Souls” and “Dark Souls.” Nominated for “The Game Award for Most Anticipated Game,” “Bloodborne” doesn’t disappoint.

In the beginning, your character has no weapons whatsoever, which becomes a problem when you stumble upon a Lycanthrope, chowing down on a human body. The Lycanthrope is detailed and almost repulsive to the Hunter, who has no weapons to defend himself. Instead of simply being told, “Game Over,” or something similar to your character’s main base, where they can buy and upgrade weapons, level up and so on. It also acts as a sanctuary, meaning that your character doesn’t have to worry about being attacked while or right after you buy something.

The Hunter can return to the Hunter’s Dream one of two ways: dying or using special lanterns. Returning to the sanctuary also replenishes health, but repopulates Yharnam with monsters. Unfortunately, if your character dies, they will leave a fraction of their “bloodstain,” which can be used to buy experience points and upgrade in the Hunter’s Dream at the spot of their death. Though this makes things more interesting and challenging, the murderer will pick up your bloodstain, making the hunter’s life more difficult.

In addition, the Hunter will not return to the spot of their own death, but instead to one of the special lanterns. In order to get your character’s bloodstain back, you have to kill a stronger version of the monster that killed you.

Combat in “Bloodborne” is fast-paced and requires wits, strategy and fast reflexes. Monsters are quite literally lurking around almost every corner, and some will set traps of their own for the player. All in all, the RPG is definitely worth playing, especially if you like being kept on your toes.

‘Kimmy’ lifts spirits with optimism
by Alex Lund

Midway Reporter

In a world of “30 Rock,” you might find the latest collaboration of dynamic duo Tina Fey and Robert Carlock to your liking. “The Unbreakable Kimmy Schmidt,” a new Netflix show written and produced by Fey and Carlock, has just finished its first season with much critical acclaim. On Rotten Tomatoes, viewers have voted the series a 7.5 of 10 with 94 percent positive reviews.

The story centers on a girl in her early 30s named Kimmy Schmidt, who, like so many hopeful individuals, moves to New York to start a new life. Though Kimmy’s case, the anomaly is that she had been held captive by an apocalyptic cult for 15 years in her hometown in Indiana. Kimmy is thrust into the fast-moving pace of New York and as she learns to navigate social situations, friendships, love and her new responsibilities as a free woman, Kimmy’s bubbly, optimistic demeanor immediately distinguishes her from her new friends and coworkers.

In addition to Ellie Kemper starring as the title character in “The Unbreakable Kimmy Schmidt,” one new Netflix show which details Schmidt’s adventures when she moves to New York after escaping an apocalyptic cult, the best possible scenario to launch this captivating new series, NBC Entertainment chairman Robert Greenblatt said in an interview with the Washington Post.

“Kimmy Schmidt” is clearly inspired by Fey’s Liz Lemon from “30 Rock.”

“The opportunity arose for Tina Fey and Robert Carlock to premise their new show on Netflix with a two-season commitment, we decided this was

of their own death, but instead to one of the special lanterns. In order to get your character’s bloodstain back, you have to kill a stronger version of the monster that killed you.

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‘The Longest Ride’ plot fails to innovate
by Natalie Glick

Midway Reporter

For most movies based on Nicholas Sparks books, one can expect a sappy storyline similar to a fairy tale: an emotional rollercoaster. In those aspects, “The Longest Ride” lives up to expectations with a predictable plotline and an unrealistic script.

“The Longest Ride” follows the lives of college student Sophia Danko, played by Brit Robertson, who wants to work in New York City, and country boy Luke Collins, played by Scott Eastwood, who aspires to become a professional bull rider. As Sophia and Luke fall in love, they realize they may have to give up some of their dreams if their relationship is going to work. Sophia wants Luke to get a safer job but Luke is not willing to give up what he has worked so hard for despite medical advice.

While confronting these challenges, Sophia and Luke saved an old man, Ira Levinson (Alan Alda), who has been involved in a car accident. The only thing in Ira’s possession is a box of letters from World War II, which detail the lives of Ira and his ex-fiance, Ruth (Oona Chaplin) and their fight for each other’s love. As Ira tells Sophia about his romance with Ruth, Sophia changes how she feels about her future with Luke.

The story line was reminiscent of other Nicholas Sparks based movies. It seemed very close to the “The Last Song.” Much like in the “The Last Song” the story is centered around a young couple who fall in love despite facing adversity.

The quality of the acting partially compensates for its lack of creativity in the script. Robertson’s interpretation of a lost college student is extremely realistic and, the chemistry between Robertson and Eastwood makes the unbelievable storyline slightly more real. Jack Hudson who plays the young Ira in flashbacks and Chaplin together bring one back to what life was like in the early 1940s and the problems many people faced. The overall chemistry between the two is quite good.

Costume design was another high point in the movie. The clothing worn during the flashbacks to World War II appeared accurate and created a good impression of the time period. Known for the costume design in “The Fault In Our Stars” and “The Kids Are All Right,” Mary Claire Hannan’s talent for making the costumes fit the personality of each of the characters is demonstrated in Luke’s clothing for the rodeo.

Even though there were some pleasant surprises in “The Longest Ride,” its lack of creativity and similarity to other Sparks based films that makes it disappointing.
Eat. Sleep. Baseball.

Baseball star reflects on his love for the game, his T-ball days, and the people who got him here.

Marissa Martinez
Associate editor

Joe Curci lives and breathes baseball.

"During the week, I probably spend 25-30 hours on baseball, which includes working out and practicing. I’d say it’s more than the average player, but in order to become good at a sport overall, a lot of fitness and repetition is involved. Most of my time on the weekends is consumed with baseball, which takes away from other activities, but it’s what I love to do."

So says junior Joe Curci, a first baseman on the varsity baseball team. A 10-year baseball vet, he started playing the sport in T-Ball. Although Joe has also played hockey, soccer and indoor truck, baseball is his main sport. His father, who played as a kid, inspired him to start the sport at a young age.

"When I was little, my coach put me at first base because I was taller and bigger than my teammates," Joe said, "but now I’m used to the position."

No longer having the ball placed on a tee for him, Joe now plays for U-High as well as summer and fall leagues like Elite Baseball Train- ing located in Chicago, one of the most highly ranked travel baseball programs in the United States. NCAA Division I colleges have begun scouting Joe already, who has known for a long time that he would like to play collegiate baseball.

"When summer teams, you can get scouts to come out for your games," Joe said. "I’ve been to bigger showcases, like in Florida or Long Island, this summer, where there are 90 to 100 college scouts. It doesn’t bother me too much to know they’re there. You think about the scouts or first games in the back of your head, but you have to be calm, whether it’s the first inning or the bottom of the seventh with two outs. When I’m playing baseball, that’s all I’m doing."

Assistant coach Darryl Simmons believes Joe is one of the team’s most versatile athletes.

"His hand-eye coordination and natural physical gifts allow him to play any position on the field," Coach Simmons said. "He has the ability to natural baseball instincts, or a high baseball IQ, driven by his love for the game. Joe’s most valuable asset may be a relentless work ethic, which serves as an example to his peers and younger teammates."

Senior Benny Friedman played baseball with Joe on Hamlin Park’s travel team starting at age 10.

"He has really grown into one of the best teammates you could ask for," Benny said. "I am always there to help calm us down if something bad happens on the field but also isn’t afraid to call someone out if they need to do something better. He’s really learned to strike a great balance on the field. After playing high quality baseball like he has for so many years, he has built a great knowledge of baseball and is able to pass it on to the rest of the team.”

Joe also consistently pushes himself to get better, according to Benny.

"He puts in so much time working on his swing and pitch tracking and it certainly comes through on the field. You can put him in anywhere on the field and can hit like no one else who has come through Laber."

"I think he’s so successful because he loves the sport. He has also chal- lenged himself playing on Elite which is one of the best travel programs in the country. He consistently faces pitchers that are destined for either professional baseball or D1. Putting himself in such a competitive position has been able to raise him- self to that level."

While playing, Joe is motivated by three important heroes: Hank Aaron, his father and his sister. Hall of Famer Hank Aaron, one of the first African American players in the major leagues, has been a role model since third grade not only for his stats, but because he dealt with an incredible amount of adversity.

"Even though he received a lot of threats,” Joe said, “he continued to play and say what was important to him, eventually becoming one of the best batters of all time.

"My family has also been important in my baseball career. There’s nothing I love more than baseball and I really have to thank my parents for giving me the opportunity to play at such a high level, which includes traveling and a lot of time. They give a lot for me and I hope they know what they mean to me."

"My father inspired me to believe in myself and to always work hard. He’s always been my first and most important hitting coach. Without him, I wouldn’t be the player I am today. Lastly, and most importantly, would be my sister, Sarah. She ran in high school and now runs in col- lege at Washington University in St. Louis. She is my biggest role model. I look up to her more than anyone."

"I’ve fought through count- less injuries and always put a smile on her face and was determined to come back even stronger. She taught me that hard work and perseverance can get to where you want to be.”

Luke Murphy, senior, and teammate of Joe’s for the last three years has been impressed with Joe’s maturity.

“Everyone can see stats,” Luke said, “and while his are pretty impres- sive what really stands out to me about him is Joe the person. It would be easy for him to tire of the losing we’ve gone through lately, but instead he has continued to show up to practice everyday with a smile on his face and a good attitude.”

“Most recent practice in fact. I noticed him take it upon himself to help a freshman with his swing after a tough round of BP. This is the norm for Joe.”

Joe Curci

SPRING SEASON SCOREBOARD:
Boys Tennis - Lycee Francais De Chicago, April 2; Varsity won 4-0; at Marian Catholic High School, April 9; Varsity won 5-0; at North Shore Country Day School, April 15; Varsity won 7-2; at Kenwood Academy, April 15, Varsity lost 0-5; at Woodlands, April 17; Varsity won 8-0; Walter Payton College Prep, April 18, Varsity lost 1-2; Chicago Christian High School, April 21, (Result)
Girls Soccer - Girls Soccer – Northside College Prep, April 4; Varsity won 2-1; North Shore Country Day, April 7, Varsity lost 1-2; at Wilkows Academy, April 15, Varsity lost 0-5; at Woodlands, April 17; Varsity won 8-0; Walter Payton College Prep, April 18, Varsity lost 1-2; Chicago Christian High School, April 22, Varsity won 3-1
Baseball – at Kenwood Academy HS, April 1; Varsity lost 2-5; Chicago Christian High School, April 4; Varsity lost 0-4; at Morgan Park Academy, April 10, Varsity won 14-2; at Wilkows Academy, April 11; Varsity won 7-2; at Latin High School, April 17, Varsity lost 4-5; Francis Parker School, April 21, Varsity lost 3-7
Track and Field Coed - at St. Ignatius Invitational, April 8; Boys boys finished 5th out of 7; at Central Debutte Invitational, April 18, Varsity finished 7 out of 9, Fresh-Soph finished 7 out of 9

YOU CAN PUT HIM ANYWHERE ON THE FIELD AND HE CAN HIT LIKE NO ONE ELSE WHO HAS COME THROUGH THE LABER.

— Benny Friedman, teammate

CURCI BY THE NUMBERS
Joe’s stats for the current baseball season:
• 23 plate appearances
• .562 On Base %
• .526 Batting average
• Eight RBI’s
• Four Runs Scored
• 10 Hits
• 102 On Base %
• Two Walks
• .562 On Base %
by Dheven Unni
Midway Reporter

For junior Jacob Meyer, dedication and hard training lead to success. "For junior Jacob Meyer, dedication and hard training lead to success. Emanuel, believes that what sets Jacob I'll do shorter distances faster." "I've had injuries, but I've maintained what makes him stand out to me as a great runner and hard worker." "many other members of the team work equally as hard, but Jacob, whether it's doing an extra mile, getting to sleep earlier, or trying to better his form, is Jacob's competitive nature fuels him to become a better runner, though he initially disliked running. "I find running really relaxing, but I also love competing, winning and running fast," Jacob said. "Running can seem like a lot of work, and it is, but it's really fun once you get into it. I used to hate it. In sixth and seventh grade I did run, but I didn't like it. I grew to love it because it's very simple. If you work hard, you're going to be good. There's nothing like winning a race." "I rarely take time off, maybe one day a month. It's year round every day. It's a neverending pursuit to better myself." — Jacob Meyer

Jacob's willabling to put in the work, coach Koutavas said. "Jacob's willing to put in the work, I've seen him grow as a runner consistently throughout the year. He's a tough racer, and that's not some thing you can teach. I'd even say that it's all him. He doesn't want to lose. Jacob's mental- ity is something that makes a great runner. I'm just there to guide him." — Coach Koutavas

Emanuel, who introduced a new training regimen. As a captain, Jacob also helps motivate other team members. "As a captain, Jacob's aim is to be a role model and give the junior members of the team someone to look up to. "It's nice, though it can be a lot of responsibility," Jacob said. "You have to lead by example. This is my first year as a captain. I am an upperclassman, so people look up to me as dependable and someone to get advice from."
Why should we remember?

Through musical performances, student reflections, poetry and personal stories the Holocaust Remembrance Assembly April 23 raised the issue of how the importance of the Holocaust can be applied to both history and current events.

The Jewish Students’ Association sponsored the assembly which included speaker Earnest Fruehauf, a Holocaust survivor.

JSA worked with the Illinois Holocaust Museum Speaker’s Bureau in order to get in contact with Mr. Fruehauf, who escaped Germany after his father was arrested and placed in the Dachau concentration camp. He and his family lived in Juden Haus until they escaped to the United States in 1941, where they moved to Chicago and then eventually to Green Bay, Wisconsin.

“The reason we chose to have a survivor is because we are the last generation who will be able to hear survivors and taking mean from it,” explained Leah. “Most survivors who actually remember the events are in their 80s and 90s, and we think it’s important that our students hear first-hand accounts instead of learning about it by just reading through their textbooks.”

As Mr. Fruehauf recounted his family’s struggles and his own confusion as a child in Germany during the Holocaust, he noted the role of hate.

“Hate fills the hater with an inability to reason...” said Mr. Fruehauf. “A person who hates can never get it out of their mind... When hate is taught by the government, by religious organizations, by any group, the world is in real trouble. It has never failed and it will not fail in the future.”

JSA president, junior Leah Umanskiy, described the theme of the assembly as well as JSA’s vision for the effect upon the student body.

“Our theme this year is broad enough to apply not only to the Holocaust but also what happened after the event as well as similar issues in other cultures,” Leah said. “We are aiming to answer our question in three different ways so that the assembly can be applicable to everyone while still helping people understand the Holocaust’s past and current effects on the Jewish community because sometimes that’s a taboo topic at our school. The assembly has three parts: Holocaust, anti-Semitism and genocide.”

“We’re adding an educational component this year, so its not just about the performers and the speakers. The Holocaust hasn’t stopped — people are still facing anti-Semitism in our community and the world, and its not something that has just affected Jews. Many other cultures have faced mass genocide just because of their identity.”

The assembly opened with Giacomo Glotzer performing ‘Kol Nidre’ and went on to feature performances from the U-High band, choir and orchestra. Other musical acts included Immi Foster, Pascale Boeistra and Emma Peker’s performance of “Bright Morning Star” as well as the Klezmer Band’s rendition of Tsigaynerlid, which involved juniors Julia Hedges, David Hedges, Will Kent and Jacob Meyer. Asha Futterman, Samantha Aronson, Willis Weinstein, Johnathan Ruiz, Nathan Isaacs and Liza Edward-Levin also presented personal stories, reflections and poems.

“Why we remember’

Assembly asks students to reflect on why Holocaust remains relevant

by Grace Anderson
Associate Editor

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“You may write me down in history/ With your bitter, twisted lies,/ You may tread me in the very dirt/ But still, like dust, I’ll rise,” reading Maya Angelou’s “Still I Rise,” junior Nathan Isaacs proclaims the poem’s message of rebirth and resistance to oppression.

Junior Willis Weinstein speaks on violence that continues world-wide, including the mass killings of Darfurians by state-sanctioned fighters. Willis emphasized the importance of awareness about genocides, and, despite perceived historic distance of the Holocaust, the persistence of mass killings.

The U-High Klezmer Band performs “Tsiganerlaid” by David Beyglman, arranged by juniors David Hedges and Julia Hedges. The band included juniors Jacob Meyer, cello; David Hedges, violin; Julia Hedges, clarinet; Rachel Housinger, alto saxophone and Will Kent, vocals.