

## Final assembly revised, sports brunch added

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 the final awards ceremony 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.

The assembly is typically on held the last Monday of the school year, but the faculty voted to hold it on the final Thursday. This will give each teacher a later chance to give their final exams.

Instead of student jazz performances, tracks by Francisco Dean’s digital music class will accompany the assembly.

The seating in the International House will remain as the same as last year. Seniors will sit in the front, then juniors, sophomores, and finally freshmen in the balcony.

The Senior Student-Athletes Sports Award Ceremony will be held in the third floor theater of Ida Noyes Hall from 11 a.m. to around 1 p.m. 70 senior student-athletes, coaching staff, administration and Athletics Council members who participated in this year’s athletic programs will be invited to attend. The event will include a lobby display of the Class of 2015 as athletes on

middle school teams, a memory booklet containing favorite stories and reflections on individual athletic careers, a catered brunch and the presentation of the Zarvis, Wherry-Willis and Monilaw Awards.

“The former Sports Awards Ceremony ran its course for 10 years with great success,” Athletic Director David Ribbens said. “With the addition of the high school awards assembly giving recognition to the student-athletes in front of the entire student body in a timely manner, it was decided after discussion within the Athletics Council that it was time for a change.”



Ana Campos



David Ribbens

## From portraits to performances, LabArts Expo returns to Kovler



Photo by Paige Fishman

Sophomore Alice Carlstrom and junior Genevieve Nemeth admire the projects of U-High art teacher Brian 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 gallery 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 Jesús “Chuy” García, resulting in Emanuel’s victory 56 percent to 44 percent.

The campaign saw \$22.8 million pouring into Emanuel’s reelection campaign and \$4.6 million into the warchest of García’s campaign, Chicago’s recent mayoral election saw an unprecedented inflow of finances — including from major Republican donors Kenneth Griffin and Muneer Satter to Emanuel, according to the Chicago Tribune.

According to Professor Dick Simpson, a former Chicago Alderman now at the University of Illinois at Chicago Department of Political Science, the election revolved around two points: the fact that Emanuel

garnered only 46 percent of the initial votes, forcing a runoff between him and García, and García’s failure to adequately address questions regarding his plans for city finances.

“[The runoff] allowed [García] to argue that Rahm was ‘Mayor One Percent’ and that he only cared about downtown and the Gold Coast,” Professor Simpson argued. “But then Rahm came back with his ad campaign arguing that García didn’t have an adequate plan to handle the \$1.07 billion budget shortfall crisis. Chuy could only really come back with an extensive white paper, 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 shootings 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.

“The progressive bloc in the city council grew from eight in the past to eleven or twelve,” Professor Simpson said, “though a few races are still being counted. It’s going to be a skeptical City Council for sure.”



Rahm Emanuel

## 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 implementing personal 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 Dinah D’Antoni.

Katie Adlaka will shadow female leaders in business, law and media.

“These women share my passion for leadership as well as my passion for helping younger women to strive to become 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 history teacher Dr. Cindy Jurisson.

“She has always been a great inspiration to me as a student. I greatly respect her leadership skills. With my growth at Lab, I have realized the impact 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.”

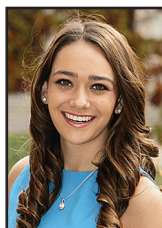
Also pursuing his passion, Jarrett Lampley will intern in the video production and marketing research branches of TUV Mediaworks, a marketing research company in New York City founded by a

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 demographic,” Jarrett said. “The question is how do you do that, which is a notion that’s pretty interesting to me.”

TUV Mediaworks interviews various demographic groups on camera, 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



Katie Adlaka



Jarrett Lampley

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 to also gain more knowledge very generally about the company and how it interacts with its clients.”

New York isn’t the furthest students will travel for their projects. Kaitlin Baumann will travel to Beirut, Lebanon, to shadow a kindergarten 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 experience a new culture,” Kaitlin said. “It’s so rewarding to be able to give a child a love of learning and exploring new things.”



Kaitlyn Baumann



# Museum of Science and Industry to host Prom

*Prom night will bring U-Highers back to the 1920s with old-fashioned entertainment*

**by Syrah Russell**  
*Midway Reporter*

Complete with “Yesterday’s Main Street,” a mock street from the 1920s, a miniature Chicago replica, and a theater playing old films, U-Highers can expect a Prom night of unique entertainment.

The event will take place Saturday, June 6, at the Museum of Science and Industry.

The museum’s “Yesterday’s Main Street,” a mock street from the 1920s, a miniature Chicago replica, and a theater playing old films will give promgoers a memorable experience.

“Our main goal when choosing decorations and entertainment was to

avoid overpowering the characteristics of the museum,” committee member Katie Adlaka said. “The museum’s old town will provide most of the decoration and entertainment, so a lot of extra decorations are really unnecessary. The only elements we are adding are a DJ, a photo booth, and centerpieces for the tables.”

Besides the entertainment and deco-

rations, the museum also has a sense of familiarity with a lot of students at Lab.

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

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

“All students were welcome, then four chairs were voted into positions by the committee,” Jarrett said. “I am in charge of entertainment, Alexandra Thompson is in charge of fundraising,

Kennedy Thomas is in charge of the venue and Clea Braendel is in charge of decor. We meet every Thursdays pretty much every week.”

Despite the strict deadlines and time commitment required, Jarrett suggests Prom Committee to upcoming seniors.

“If anyone is interested in event planning or even being the brains behind a large operation, I highly encourage people to join it during their senior year,” Jarrett said. “Though it can be stressful at times like any extracurricular activity, it’s fun to plan such an important event for your peers.”

*“We wanted to find a place that everyone knows and in some way or another may be connected to.”*  
— Jarrett Lampley

## Service clubs organize blood drive May 5

**by Elizabeth Chon**  
*Associate Editor*

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 in the Dance Studio May 5 9 a.m. to 1 p.m.

Led by sophomore Myra Ziad, Red Cross Club meets every Friday in UH 306 during lunch to discuss fundraising plans, and they also attend events hosted by the Red Cross Chicago Chapter to volunteer by keeping track of donations. The club also held a waffle bar 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 contacted the Red Cross representative from the Chicago chapter and asked what steps we would need to take in order to make the drive happen.”



Myra

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

“We had to give them a list of 50 to 60 signatures of people who were interested 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 paramedics 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’re going to advertise 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 president of the club, who is willing to collaborate with me and send me a list of people who usually donate blood.”

U-Highers must be at least 16 years old to donate, and 16-year-olds must have written consent from a parent or guardian. According to the Red Cross website, donors should stay hydrated and maintain enough iron in their diet prior to the blood drive. They must also bring a list of prescription and 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 different patients.

## Creativity and competition

*Groups such as Poetry Team and Renaissance give student poets and writers opportunities to write, publish and perform their work*

**by Elizabeth Meyer**  
*Midway Reporter*

“And 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 Chilean poet, begins his poem titled “?Poetry”.

The Lab community offers many opportunities for young poets to share their work through different clubs and groups such as Poetry Team and Renaissance.

On May 1, Poetry Team will host an open mic after school. Renaissance, a literary magazine, publishes students’ poetry as well as short stories, photographs, drawings and paintings. For students who desire to take part in competitions, Poetry Out Loud allows participants to recite poetry, with the winner going on to a city-wide competition. The finalists then go onto a state competition, which is followed by a national competition.

In a glass display case in front of Rowley Library, the works of famous poets such as Emily Dickinson, Shakespeare, and Maya Angelou have been put out for students to see and read in honor of April which is National Poetry Month.

Poetry has a different meaning for everyone. For sophomore Asha Futterman, poetry is “a way of expressing yourself through words and artful storytelling.” Asha has competed at Poetry out Loud and is a member of Slam Poetry Club.

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

Senior Liza 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 Liza Libes, a mem-

*“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.”*  
— Liza Libes



*Photo courtesy of Julia Mearsheimer*  
**Poetry Team members participate in spoken word competitions such as Louder than a Bomb, the world’s largest youth poetry festival.**

ber of Renaissance and a competitor in this year’s Poetry Out Loud competition. “I joined Renaissance and did Poetry 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 community, it would be not to be afraid of sharing your work.”

Senior Julia Mearsheimer, a member of Poetry Team, explained, “I share my poetry with my friends, and I love to read at open mics. For a while, poetry was a way for me to talk about my struggles with mental illness and sort through what I was dealing with, but now my poetry is much more about what’s going on outside of me and how to relates to what’s inside of me.

“If you’ve made it this far in life, you have something to say. Poetry does not have to be sad or about overcoming the horrendous things in life, that is a misconception many people have. Some of the most powerful poetry can be happy. Preach your own truth. Own what you have to say.”

## Summer Lab offers head start on classes

**by Jackie Walker**  
*Associate Editor*

Designed to extend the Laboratory Schools’ mission of hands on learning, Summer Lab offers U-Highers the opportunity to take summer courses for credit. These courses include Geometry, Intro to Computer science, Physical Education, and Latin II.

All of these courses cover the credit needed except for physical education; Another option for students is the Physical Education class, but this class only offers half a credit for 6 weeks.

Because students are in class four hours a day, for five days a week for six weeks, these courses are considered very rigorous to many students.

“I didn’t know what to expect going

into the class,” sophomore Delnaz Patel said. “I had a couple of ideas about what to expect from few friends but it wasn’t enough for me to have expectations. The class wasn’t too demanding, but I spent a good amount of time in the classroom each day. We did a lot of projects but we did spend some time watching movies.”

Delnaz took computer science over the summer prior to starting her freshman year.

“I would definitely take courses over the summer again,” Delnaz said.

There are four additional programs



Delnaz

within Summer Lab, including Sports Camps (Nursery-8), Summer Lab on Stage (5-8), Adventure Kids Day Camp and Fun in the Sun (1-8).

These programs are open to anyone within the age limit, regardless of what school they go to.

“Typically, we get a mix of students. About half are from Lab and half are not,” Summer Lab Director Ned Reece said. “We love the diversity.”

*“The class wasn’t too demanding, but I spent a good amount of time in the classroom each day.”*  
— Delnaz Patel on summer Computer Science



# We need a principal who...

## U-High community discusses ideal future principal

by Ariel Gans  
Associate Editor

As the search for the next high school principal commences, the U-High community weighs in on their ideal candidate.

A search advisory committee comprised of five faculty members and four administrators will lead the review process by evaluating applications, conducting preliminary phone interviews, and recommending finalist candidates to Laboratory Schools Director Robin Appleby. Ms. Appleby will then approve several candidates for full-day community interviews, during which candidates will come to campus and speak with students, parents, teachers, administrators and board members who will then share their feedback with Ms. Appleby, who then makes the final decision.

"In looking for a new principal what we don't want to do is lose ground," Ms. Appleby said following the announcement of the vacancy. "We just want to make sure that the successes keep moving forward. Most likely we will bring in an outside person to be principal, and it always takes time for an outside person to learn and know the school. The new principal will need some coaching and support as he or she learns about Lab, but both Mr. Fech and I will be here to ensure consistency and a smooth transition. Once we have finalist candidates we will have a student panel comprised of Student Council members and other interested students interview them and give feedback."

### The faculty perspective

In 27 years at Lab, physics teacher David Derbes has worked under six principals and recalls a number of characteristics and experiences that he believes to have contributed to their success.

"The principal is supposed to have a broad view of the entire high school: the students, the faculty, the program, even the physical surroundings," said Mr. Derbes. "He or she should be supportive of faculty and students to the extent our resources permit, and to apply correctives when necessary."

"A principal should have been a classroom teacher for ideally at least five years so that they know what it's like in the classroom. Faculty will not respect a principal who hasn't taught a reasonable stretch. A principal should be very bright, especially at the Laboratory Schools, or the students and some of the faculty will run rings around him or her. A good sense of humor and a willingness to be flexible are absolutely essential. We can't have a

"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 goes to student performances and athletic contests **not simply** because it's expected, but because of **knowledge of** and **fondness for** the **students** on the stage or the field."

strict disciplinarian, but the converse is also true. A few principals have not worked out here because they were too easy going and unconcerned 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 goes to student performances and athletic contests not simply because it's expected, but because of knowledge of and fondness for the students on the stage or the field. Finally, a principal has to be honest. There are many occasions when discretion and confidentiality are called for, and a principal has to honor that."

Though newer to Lab than Mr. Derbes, Learning and Counseling Department member of seven years Camille Baughn-Cunningham has worked with two U-High principals. Every other week, she and 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 academically.

"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 may be feeling and continue to find ways to improve without compromising the rigorous program we have now."

### The student perspective

Having worked alongside Mr. Fech, Assembly Committee member and junior Mbella Beseka will only 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," Mbella said. "Be involved in the school's extracurricular activities, to perhaps host discussion sessions with students to take into account student opinions on school policies."

"If I were to choose the finalists for principal, I would be looking for someone charismatic: so that they can connect with the student body and overcome the initial awkwardness that any new principal would experience with students. Someone who will genuinely want to get to know the student body. If they're not interested in knowing who they'll be helping to guide, they've already failed. Secondly, students must feel that their principal is knowledgeable about the U-High's inner workings because as principal he or she will need to find the answer to students' questions."

### 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, sharing lessons from his own experience.

"I would advise the next principal to get to know people. Get to know the students, the faculty and the parents. I learned that from this position," Mr. Fech 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 that. Honor the quirkiness — it's very particular — unlike any other school. It's got its own identity and history. Honor that, but also don't be afraid to push on it. As principal I've always felt that your main job is to support teachers, counselors 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 their best work in the classroom."

## Faculty, administration search for new school leader

by Micaiah Buchheim-Jurisson  
Associate Editor

The search for a new U-High principal has begun.

A committee headed by Middle School Principal Sandy Bixby has started reviewing potential candidates to replace current Principal Scott Fech. Mr. Fech's new position is Director of Educational Programs.

In addition to Ms. Bixby, the committee is comprised of Dean of Students Ana Campos, Director of Student Services Ken James, Assistant Principal Asra Ahmed, biology teacher 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 these sites."

Several candidates from international schools around the world, as well as from 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 carefully chosen by the 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."

From the phone 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 to U-High for full day visits," Ms. Bixby said. "When they come to campus, they meet with all the faculty, members of the executive committee, members of the search committee, Ms. Appleby and others. Each of these candidate will also have public interviews open to faculty, staff, students and parents."

# U-High students explore France, French culture

by Raghu Somala  
Associate Editor

"It was a perfect trip, except for the fact that on the last day the main hall along with some classrooms burned down," Kellie Lu said.

Juniors Kimya Buckner and Kellie Lu studied in France for four weeks through Lab's Eliade exchange program, founded in 1986 through the contributions of Christinel Eliade. Kimya and Kellie stayed with St. Éxupéry school students Noémie Fauvel and Mathilde Poncelet in La Rochelle, whom they hosted for their trip to Chicago last fall.

"The purpose of the exchange was for us to live the average life of a French high school student, so there were no rigid plans," Kellie said. "During the weekdays we went to school with our hosts at the Lycee St. Exupéry, and on the weekends we did a range of things such as visited Bordeaux, some castles and a winery. When we wanted a more relaxing weekend we would just go downtown for some shopping. "

Along with living a French high school student's life, they also improved their French.

"I believe my French grew in a way that it couldn't possibly have here at Lab," Kimya said. "Of course, the Language Department here at Lab is outstand-

ing, but nothing rivals immersion when it comes to learning a language. My accent, my vocabulary and my comprehension improved due to this speaking with native French speakers. My host family mostly 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 odd. Everyone in France greets each other by a kiss on each cheek. For me, this seemed a little too intimate for an everyday hello.

"In France it's almost a given that you smoke cigarettes. Some of the students that I talked to told me that they started smoking as young as 13 years old. During breaks between classes it is not uncommon to see at least 50 students standing in front of the school building having a smoke."

Kimya and Kellie visited the Eiffel Tower, the Louvre and other museums in Paris as well as Château de Chambord, Château de Chenonceau and the Château Saint Esprit, which translates to St. Emillion Winery.

"We got to go to a vineyard and watch some of the



Photo courtesy of Kimya Buckner  
Kimya and her French exchange student Mathilde Poncelet in front of the Château de Chambord in Chambord, France.

winemaking process, and since wine is such a huge part of French culture, it was interesting to learn how it was made," Kellie said. "We also got to go to Châteaux Bordeaux at night, which was beautiful, along with other castles and the Eiffel Tower. I got to experience a wide range of French history and architecture. The entire trip gave me an invaluable insight into the life of a French high school student and French culture."



# Live-tweet meets livestream

*Social media apps Periscope, Meerkat enhance Twitter with live video feed option*

by Sarah Pan  
Midway Reporter

Many students spend hours online or on their phone, with endless streams of content available through various social media platforms. New apps, such as Periscope and Meerkat, have brought an additional aspect to the Twitter experience: livestreaming.

Periscope, bought by Twitter this year, notifies followers in real time as the broadcaster sends out a live feed of something happening in the moment. Twitter released it for purchase March 26.

“I think it’s really, really cool,” junior Maeve Potter, an active user of Periscope, said. “I think the idea of live broadcasting has been something people have been attempting to do for a while.”

Having been just released, the app is working on its organization.

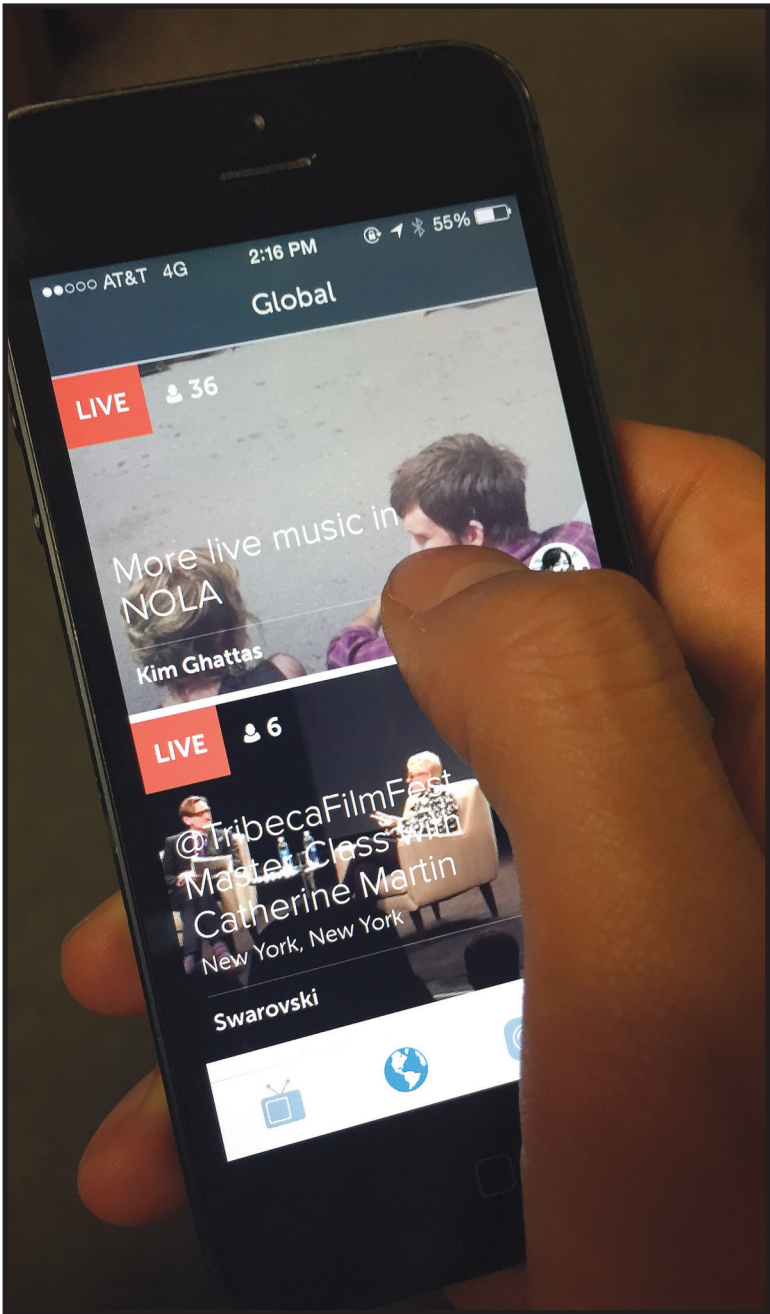
“When I use it, it seems a little arbitrary as to what people are watching,” Maeve said. “It varies from people in other countries going on walks, to a bunch of kids bored in class, and they have equal amounts of viewers! What I think would be great is if Periscope added categories for broadcasts, so if someone’s like, hey, I want to listen to people play music or see some scenery, then there are sections for that.”

Meerkat is another app for Twitter livestreaming. Connected to a Twitter account, followers are directly notified and can re-stream to their own followers in real time. Among the few rules of Meerkat is “be kind.”

“I’ve heard of Meerkat before and it actually seems pretty cool,” senior Jarrett Westbrook said. “I think that they are a timely invention, especially with how fast videos and such spread across social media platforms reporting on different things happening around the world — from Ferguson protests to musical concerts. They sound like an awesome idea because instead of viewing something a couple hours after it takes place, you can view it in real time as opposed to just reading blog updates on CNN.”

Livestreaming allows for more direct educational opportunities, that could perhap be implemented here at Lab.

“When the University of Michigan was debating whether or not to divest from Israel this year, I watched a livestream of the debate on their website and followed updates on Twitter,” senior Julia Mearsheimer said. “Maybe I don’t understand the apps yet, but one of the reasons I like Twitter is I can



Photoillustration by Clyde Schwab

Social media app Periscope displays the different available global livestreams at any moment. The app contains livestreams from throughout the world in various different languages. Events range from concerts, TV premiers and even students in a classroom. Though Periscope shows the amount of viewers a stream has, the number, according to junior Maeve Potter, rarely reflects the importance of a stream.

follow political events as they’re happening and be updated but I don’t have to watch them.”

“I think it has the potential to be big, especially in the humanities,” Jarrett said. “I could see it being used in history classes as a way to bring international content in the classroom and discuss the connection between current events and history.”

Livestreaming and other similar developments are primarily growing because of their direct relationship between the broadcaster and the viewer.

Maeve noted that part of the app’s appeal lies in its timeliness.

“At least for now, it’s very real,” Maeve said. “It’s in the moment, and it’s just people wanting to share cool moments with other people.”

# Trio app allows user to create ‘mashups’ from other social media platforms

by Clay Surmeier  
Associate Editor

Mash it up.

With the Trio app, users can mix content from Instagram, Vine, Giphy, iTunes, as well as movie clips and images into interesting video segments. A culmination of Meograph Inc’s previous works, Trio offers a new way to express personal creativity, according to CEO Misha Leybovich. But history shows disrupting the social media landscape may not prove so easy.

“Virtually every other app is about using your own Camera Roll assets, which means you need to be pretty regularly having baller adventures, and I don’t know about you but my life isn’t that interesting,” Mr. Leybovich said. “Trio makes it easy to remix other people’s (friends, celebs, brands) assets (videos, photos, gifs, music) into mashups, putting the world of popular media at your fingertips. We’ve separated the ability to create awesome content anytime from the requirement of doing awesome activities all the time. This means more people can make more content more often.”

Theorizing that the age of the selfie may be coming to a close, Mr. Leybovich believes video mashups will take its place.

“Mashups are emerging as a mainstream art-form for communication and expression among friends, and Trio makes it a great experience for creators, consumers, and content owners. Because Trio is using a lot of second hand content, we are making sure to provide value for the original content owners. For every Trio video created, we link where the content comes from. For example, if someone used a song in his or her content, there will be a link to where you can buy that song after the video. An interesting statistic we found is that of the people that watched a Trio video with a song and then afterwards saw the link, 35 percent of them purchased the song. This means that it’s a win-win for the content creators and Trio users.

“People have created everything from beautiful slideshows of today’s best Instagram fashion posts to mashups of your friends with famous movie quotes to sports highlights with voice-over commentary to personal expression through GIFs set to music.”

It may be an interesting, new look at online expression, but with so many other apps out there, it may take a lot of work to get Trio onto people’s phones, according to Senior Benny Friedman.

“It seems interesting people are always looking for a way to be creative and this gives people a quick and easy way to do it,” Benny said. “However, there are a lot of these kinds of apps that are out there trying to mimic or put a spin on vine and snapchat but it’s pretty much just the luck of the draw it seems on whether or not it sticks.”

*“We’ve separated the ability to create awesome content anytime from the requirement of doing awesome activities all the time. This means people can make more content more often.”*

— Misha Leybovich,  
Meograph CEO

# 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 nearly 90 percent of U-High’s waste is in the wrong receptacle. To change that, the Green Team is working with the faculty and facilities staff to improve signage and increase awareness to make sure everyone puts trash in the right bin as well as making the bins more efficient.

“We just mapped out where the trash and recycling receptacles were 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-Ziesler, Green Team member, said.

Some of the solutions from the recycling audit include replacing the lattice bins with larger, blue recycling bins beside each trash bin to improve clarity 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 12. The Green Team requested a 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 cafete-



Jax Ingrassia



Lucy Kenig-Zisler



Angela White

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

— Jax Ingrassia, Green Team president

ria. The station costs \$2,000 but would eliminate the need to purchase 52 five-gallon water 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, “and as a result of that, a lot of people end up not drinking enough water. Having a hydration station will keep students healthier because they have easier access to a water resource, and 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 Ileana Minor  
Midway Reporter

To start, an empty stage. Add people, creativity, music and passion and soon enough the scene for "Alice Down the Rabbit Hole" is set. With added music and choreography, this original production brings uniqueness and freshness into 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 ten dollars.

"It's a lot different from the usual 'Alice in Wonderland' that you see," Lizzie Sullivan, assistant director, said. "It's more unexpected and more intriguing, and the music also contributes to that."

Similar to last year's theater performance of "Twelfth Night" by Shakespeare, "Alice Down the Rabbit Hole" will be transformed into an original musical. Miguel Del La Cerna, a Lab Alumnus, 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 wonders. 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 Jabberwocky. After falling down the rabbit hole, Alice comes across giant caterpillars, chubby twins, smiling 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, in this original musical he's incorporated along with his pen name, Lewis Carroll, into the story. Dodgson and Lewis are brought to the stage to essentially narrate the beginning and end of the play. "Alice Down the Rabbit Hole" also brings the book "Through the Looking Glass", Dodgson's sequel, and "Alice's Adventures in Wonderland" into one production. Tweedledee and Tweedledum (the chubby twins by Alice's side), and the White Queen (the good queen) are both examples of adding characters.



Photo by Mary Brady

Jacob Shkrob, as the Mad Hatter, and Nicole Horio, as Alice, practice forming the Jabberwocky, a multi-limbed 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 card suits, for the rest of the cast, colors are not as easily found.

"Mrs. Ambrosini gave us a scene in a movie which had men dressed in suits with colors ranging from blue to yellow to orange, while the women were dressed in long flowy dresses with the same colors," Emma Gossett, a co-master of costumes, 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 energetic cast and crew makes 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 original production!"

Other cast members are: Alice, Nicole Horio; the White rabbit, Emma Gossett; Mad Hatter and Lewis, Jacob Shkrob; Dodgson, Lucy Ordman.

Other masters and crew heads are: costume masters, Emma Gossett and Lizzie Sullivan; lights masters, Will Zich and Sam Van Loon; shop master, Emma Lichter; publicity Master, Julia Hedges; furniture and props masters, Sam Van Loon; sound masters, Valentina Gardner.

## Q&A: Counselors say students should talk to someone

by Maia Boussy  
Editor-in-Chief

Editor-in-chief Maia Boussy sat down with learning and counseling department chair Camille Baughn-Cunningham and counselor Ronald Tunis to discuss what lead to several signs from the learning and counseling department in the girls bathroom in Judd.

**Some students might have noticed signs from the learning and counseling department in the girls bathroom in Judd. Can you explain what led to this action?**

**Ms. Cunningham:** Once the graffiti, if we want to call it that — I don't know if that is the best term, but kind of a message we took as a plea for help — once that was noticed in the restroom, we put our heads together and tried to identify a way in which we could respond that would be sensitive, but letting this person know, whoever had made this message of concern, that there were people here that want to be of help. We know that all of us struggle at some point and certainly, assuming this was a student, it is a difficult time to be sorting things out and there are people in the community that want to help.

**Can you go into some more detail**

**about what was written and have you ever had any issues like this in the past?**

**Ms. Cunningham:** Someone expressing perhaps some depressive symptoms and certainly some suicidal symptoms. Its not often that we find that scrawled.

**Mr. Tunis:** I haven't at all.

**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 encounter a student who may be experiencing some depressive symptoms or some suicidal thoughts.

**Mr. Tunis:** But reluctant to reach out to an adult.

**What has the department done, besides posting these signs, to address these issues, particularly in advisories?**

**Mr. Tunis:** We know that our students are experiencing a lot of stress, and to some degree we are befuddled why so many students aren't doing anything about it. So we are interjecting ourselves into your lives and presenting some materials about, 'Maybe there are some adjustments I could make that would lessen the stress in my life,' as well as the mindfulness activity in helping you to de-stress.

**Ms. Cunningham:** Each year we do advisory programing that touches

on different themes depending on the class, so we work with freshman through seniors to bring some awareness to some of the issues that are common 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 student in this situation?**

**Ms. Cunningham:** As much it can feel uncomfortable and difficult to share those feelings and concerns, I would hope there would be one person 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 at home, in a constant state of trauma: depressed, stressed, when help can be given to relieve all of those anxieties. 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 office and they would say "well you know I'm concerned about such and such friend," but they won't tell me who it is. Then I ask them the question that usually breaks them, "Well do you feel

as though you are trained to handle something like that" and they will reply "No." Then I will ask them, "Do you feel comfortable, let's say the individual really attempts and you are sitting on information that could have prevented 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 periods?**

**Mr. Tunis:** For example, if you are aware that you have a friend that has made threats that is one of those occasions that even if we are in a meeting with other adults you can say "I really need to talk to you" and we would leave our meeting and have that conversation. 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 open as much as possible. Obviously 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] together, there is always someone here from 7:30 a.m. until at least 5 p.m.



Camille Baughn-Cunningham



Ronald Tunis



# U-HIGH ELECTION

## Who's got your vote?



Tomorrow, students head online to select all-school and class Student Council officers for 2015-16.

## Q&A: Guyot-Sionnest unopposed for Student Council President

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



Fabrice Guyot-Sionnest

**Why do you think that you are running unopposed for the upcoming elections?**  
Well, that's a really tough question. I would hope that I'm running opposed just because I've done a really good job. I'm really happy because it helps me to focus on finishing out a great year and getting ready for the next term. I've heard a couple people say that they'd prefer not to run against me and I appreciate that people have that kind of confidence in me.

**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 different next year. It's not as if I work hard at it because I worry that people could be disappointed in me. It's not so much about what other people expect of me, but what I expect of myself in the position.

**What plans do you have for Student Council next year?**  
There are a lot of things I plan on pursuing next year. I tried to push through a statement about the PE requirement for athletes, and I plan on continuing to pursue that. I also definitely want to have our dances at the Logan Center. Our first step is going to be to revise the Student Council Constitution. It's going to feel like boring work to a lot of people, but it's very necessary to future student councils. I would also like to work closely with Mr. Fech in his new role as Director of Educational

Programs. As student council members it's our job to help him know what changes the students want in their curriculums.

**How do you think your role on Student Council will change as you transition from a class position to an all-school one?**  
I mean I was actually pretty sad planning our last event, which was a card game night, because I knew that it would be the last official event directly under my leadership. I think I have learned a lot of valuable things by planning these events. But now, I will be focusing on a different aspect of student council. It's not going to so much be about party planning. As class president, I had run all of my ideas past [Student Council President John Williams] before they could go into effect. Now, I'll actually be able to bring these ideas up on my own and I'd also like to make it easier for others to communicate ideas and make changes within Student Council. The change is really that

I get to focus on the larger issues.

**What are some examples of past actions you have been a part of on Student Council?**  
Examples of items we did this year are the dress code changes, the Regenstein Book-drop and the discussions we had about the gym requirement. Those address more the part of student council's goal that is to make school easier. I think our two goals are really to make school fun and to make school easier, to lighten the load and make it closer to the type of school students want it to be.

**Does the lack of competition concern you?**  
I think democratic competition is always a good thing and you need competition for a truly democratic process ... I think that competition does push people to be the best they can be, but I don't necessarily think that applies here since I would like to be the best that I can be even though there isn't any competition.

## STUDENT COUNCIL CANDIDATES

The positions of Student Council Secretary and Treasurer are contested. All other positions are unopposed. Candidates submitted their statements directly and were edited for space if necessary.



Fikayo Walter-Johnson  
Student Council Vice President

**Why are you running for this position? What is your previous experience? What makes you different from other candidates?**  
"Last year I was elected junior class Vice President, so I have a strong understanding of how Student Council is run. Because of the roles I have at Lab, I get to examine U-High from many different perspectives. When Student Council presented the faculty with a new dress code, my role in the Feminist club allowed me to better serve the student body. I was able to give faculty feedback on a policy that many female students felt was flawed. I think certain voices are always heard at Lab and it's time that changes."

**What new ideas will you bring to student council?**  
"This year we had a Monday morning video but I think it would be great to have a Stud Co funded breakfast once every couple months in the lobby. I would also like to communicate with the administration about the attendance policy. Many students expressed concerns about it and even though I cannot personally vote on the matter there are student reps who can."



Jonathan Lipman  
Student Council Treasurer

"I want to improve the student experience at Lab. As Sophomore Cultural Union rep, I have created a new Student Council website, wrote an electronic voting program, helped plan Sophomore grade events, created event posters, and helped organize school dances. I also am a board member of the U-High Finance Club where I have gained experience managing money and am passionate about and adept at utilizing technology for community-building and sharing information."

"I will bring transparency to Student Council. I will share Student Council's financial information online. I will facilitate discussion between students and faculty concerning breaks during long class periods and homework over vacations [...] I'd create an online calendar that sends updates automatically, and create a method that allows Student Council Officers to easily poll members of their class."



Ryan Zimmerman  
Student Council Treasurer

"I am running for All-School Treasurer because I want to have a positive impact on the Lab School community by doing something I know well. With my money management skills and willingness to collaborate with others, I can be one of the best treasurers the school has ever had."

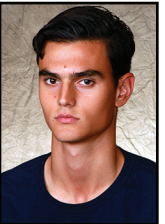
"Some new ideas I will bring are to hold more fundraising events ahead of big school events, for example bake sales or prize-related games. Also, I would bring new ideas regarding money management, such as smarter budgeting ideas and improved spending habits."



Nikita Dulin  
Student Council Secretary

"I want to help student council, the voice of the students at lab. We actually always have something to complain about, so I want to be able to help fix those problems. Plus, everyone is always stressed and tired, so I'd love to help the rest of student council in easing that stress, as we can."

"I 100% intend on being prepared for every meeting by bringing a type writer every time. Maybe instead of having all of studco dealing with dances, we'll have a dance committee, or something of the sort."



Chris Healy  
Student Council Secretary

"Because I care. My previous experiences do not matter. It is what I will do in office that matters. The primary difference between me and other candidates is the dedication and love I have for the Class of 2016, 2017, 2018 and 2019."

"I'd love to share some ideas but I don't want them to be stolen by another potential winner."



Daniel Zhu  
Cultural Union President

"I am running for this position because I have the experience necessary to lead the rest of the Cultural Union representatives. I have held the CU office for 2 years and have been in meetings with previous president's so I know what it takes. Though all candidates who apply are more than capable of being CU President, I think my experience and tenure with the position sets me apart from the rest of the field."

"I have a few ideas, some of which are meant to integrate the grade. One of my ideas is a 'What would you do for a Klondike bar' contest where contestants do a variety of crazy tasks for the ultimate prize of a Klondike bar. During stressful exam times, I want to bring stress relievers in like balls or pets. These are just some of the ideas that I have for next year's council."



Max Rochester  
Cultural Union Vice President

"I am running for this position because I really love planning fun events and the dances for the school. I also want to listen to peoples ideas and help them out as much as possible."

"I love bringing the schools and people from different grades and social groups together. I think that we need to have more all-school events, and not just have dances."

## Out with the old, in with the new

### As new candidates enter office, online voting replaces paper ballots

**by Clay Surmier**  
*Editor-in-Chief*  
Break out your computers. Student Council voting will take place online for the first time this year on a program created by sophomore Jonathan Lipman, who is also running for Student Council treasurer. "On election day we will have a couple of tables set up with computers," Jonathan said. "There will be senior Student Council members who will check people in. When someone checks in they will receive an individualized code that they can vote with on any computer. They can then enter the code on the website where they will be prompted to select the candidates, or a write-in, that they wish to vote for. Once they hit the button, that's it." Although some may raise their eyebrows to a candidate creating the election program, Ana Campos and current Student Council President John Williams will actually be overseeing the election.

"I just wrote the software, if anyone wants to see the code because they do not trust it, I would be happy to show it to them, so they can verify it," Jonathan said. "I use encrypted POST requests to make sure each code only works once. Also, I incorporated SQL injection protection and there is a firewall on the server that runs the backend to protect the MySQL database to make sure people don't hack into it. This voting program is simply a part of a larger Student Council website that should be up and running soon." Without formal candidates for the Senior Cultural Union positions, write-ins will be a crucial aspect this year. "Any write-in candidates who receive the majority of the votes for the positions that don't have formal candidates would win," Ms. Campos said. "Any write-in candidates who wish to campaign have to identify themselves to me so that I can approve their campaign posters. If there are no write-in candidates, then we would

*"There's never been a position that didn't get filled, and I would hope that students continue to step up and use Student Council to its full potential"*  
— John Williams, Student Council president

likely hold a special election and try again." However, a special election seems unlikely according to John. "There's never been a position that didn't get filled," John said. "And I would hope that students continue to step up and use Student Council to its full potential." Yesterday, freshman speeches were held during lunch. Sophomores will give their speeches today during open period followed by junior speeches during lunch time. Voting will take place all day Wednesday in the cafeteria and results will be published on Thursday.

## CLASS PRESIDENTIAL CANDIDATES

Senior Class President has two candidates, Junior Class President has three candidates and Sophomore Class President is unopposed. Candidates submitted their statements directly and were edited for space if necessary.

### Senior Class President



Micaiiah Buchheim-Jurisson

"I love the school and would like to help make it better for the students. I want to make sure that senior year is the Class of 2016's best yet and think that I would be a great person to help make this happen."

"I served on Student Council in middle school and on Cultural Union freshman year, but I think what's more important is that I really care about making the school better for our class."

"One thing I want to do is to work really hard to make sure we get a very distinguished graduation speaker — what better way to kick off the rest of our lives? I also want to see more in-school events with free food, etc. — for example, in 2011, some seniors roasted a lamb in the courtyard. I would love to do something like that."

### Junior Class President



Matt Ferraro

"I have been class president for the past two years and I am running again because I really enjoy representing the class. I think my experience will separate me from the other candidates. I have already learned the ropes and will continue to be an active and approachable member of the Student Council."

"If re-elected, I would continue to bring my unique perspective to the council. I will represent the best interests of the students and will continue to develop and integrate new ideas to the council. I have taken the initiative to join a committee that reviews and revises assembly speakers so we can provide the best experience for the students."

### Junior Class President



Christos Nikas

"I have never served as class president, and this is one aspect that contributes to my uniqueness. I am running for president because I want to fulfill my grade's interests as much as possible. As Lab students, I believe that we are focused on academics a lot because of the enormous workload. As a president, I would like to emphasize and remind the grade that our life goes beyond school. I would like to host events for the whole grade and make our sports events bigger, which will bring together the Junior Class."

"In general, I will try to emphasize that we should focus on our academics in addition to extra-curricular activities. I am also fully Greek. This Spring Break, a trip to Rome was organized. Greece is right by it, so it would be great to do some type of trip similar to the one that was done over break. This will let our grade think about life beyond their homes and the United States."

### Senior Class President



Kimya Buckner

"I could sit back and let things happen, but I've chosen to be accountable, as Senior Class president, and make things happen the way that we want them to happen."

"In the past, I've choreographed for theater, held offices in BSA, and facilitated discussions with DICE. I've also assisted in the organization of the MLK assembly, Taste of the Clubs and Arts Fest. Unlike the typical student council member, I'm not a lifer. This and many other life experiences give me unique perspectives."

"I bring the idea that the student body truly does have a voice through Student Council. I want to make sure that everyone feels that they are being heard, regardless of whether or not I agree with his or her perspective."

### Junior Class President



Tobias Ginsburg

"I am running for this position in order to represent my classmates, and make junior year the best possible year it can be."

"I hope to bring communication to student council and make the decision making process more transparent, to hopefully increase the schools focus on the environment, and to place an emphasis on what people like, like free food."

### Sophomore Class President



Elizabeth Van Ha

"I am running for Sophomore Class President because I would like the opportunity to continue to serve the Class of 2018. I think it is important for our class to make a mark in the legacy of U-High, as one collective group. I am currently serving as Freshmen Class President. I differ from other candidates because of the experience I have gained serving on student council as a Freshmen. Not only did I learn the way student council works together, but I also understand what can be done to make it a more cohesive and productive group."

"My time on student council has taught me to focus my energy on issues and problems, not merely identifying and discussing them, but actually coming to a definitive, unified action. I would like to listen to all voices, not only the loudest ones. With the focus of community service in our Sophomore year, I hope to make our class a stronger unit, with a purpose to make Lab a better place and help the surrounding communities."

## OTHER CLASS CANDIDATES

**SENIOR VICE PRESIDENT:**  
Mbella Beseka  
Jason Lin  
Julius Stein  
Elizabeth Stolze

**JUNIOR VICE PRESIDENT:**  
Alex Azar  
  
**JUNIOR CULTURAL UNION:**  
Pascale Boonstra  
Katherine Zhang  
Myra Ziad

**SOPHOMORE VICE PRESIDENT:**  
John Grissom  
Rachel Schonbaum  
Teresa Xie

**SOPHOMORE CULTURAL UNION:**  
Florence Almeda  
Sonny Lee  
Dheven Unni  
Sam Fleming  
Michael Rubin



AS THE MIDWAY SEES IT

# Student Council needs leaders—elect them

For better or worse, the recent turnover of administration and faculty as well as massive changes to U-High’s infrastructure signal a substantial shift in the school’s ethos. Student Council candidates must be prepared to make certain that through all this change, the philosophy of Student Council as a politically active organ of the student body is retained.

While all changes are developed with the stated intention of improving students’ educational experiences, everyone involved in the change-making process must take caution to insure that the changes do not detract from the rich character of the U-High community. To that end, as those privileged to experience the school’s environment as it stands, it is students’ responsibility to preserve the healthy aspects of our community for the benefit of future U-Highers.

The question is: what media are there for students to advise decision-makers, on the ways in which the school is run? The clearest answer is Student Council (SC), whose dual purpose is to represent students’ interests in the leadership of U-High as well as improve life at U-High for students.

This year, SC took concerted action in the political dialogue of U-High. Decisions regarding the Rasmeh Odeh event, the dress code, and handbook revisions, as well as the SC constitution showed a rejuvenated awareness of SC’s purview beyond event-planning. This has proven a central aspect of U-High’s existing culture, but one year is not enough



Editorial cartoon by Kat Flocke

— and the chance to continue this year’s legacy lies in the 2015-2016 elections, right around the corner. Future SC representatives must be up to the task of protecting this aspect of students’ interests in the face of a shifts in the school.

This is why it is imperative that students this year show up to vote for candidates with drive to take concrete steps to retain the best aspects of our cur-

rent culture. Important in this process is the need for truly concrete plans as the core of political campaigns. The annual charade of undedicated, college application-minded candidates with campaigns based on jokes, songs and other gimmicks needs to stop. It is our responsibility to elect leaders that are exhilarated by the thought of continuing the legacy of political action at U-High.

## Closer friends, for a little

by Elizabeth Chon  
Associate Editor

The purpose of Junior Retreat has always remained the same: to create and strengthen bonds between juniors. With that in mind, we must ask: why is junior retreat held in mid-April, when summer break is just two months away?

Every year, the junior class spends two days at Wonderland Camp and Conference Center in Camp Lake, Wisconsin. While each class is a close-knit community, we don’t have many opportunities to spend time together as a class outside of school, so retreat is a special time to strengthen relationships with both friends and other classmates. Although most U-Highers have attended the Laboratory Schools since elementary school, many students haven’t had the chance to truly get to know each other. Especially since juniors only have a year of U-High left, it is important that we make a genuine effort to connect beyond surface level.



Elizabeth Chon

According to the administration, retreat is scheduled late in the year in order to give juniors a break towards the end of the year, but still early in third quarter to alleviate stress. The timing also provides juniors time to think about their future role as seniors.

Although presenting life stories was the central and longest part of retreat, the candle-lighting ceremony had the most emotional impact, as it was the culminating activity of the trip. As U-Highers went up on a stage one by one, they each lit a candle and then expressed their gratitude and regrets towards certain members of the grade. As students shed tears and rekindled friendships, the camaraderie swelled.

Because the goal of junior retreat is to promote grade cohesion, giving students only two months to benefit from the results is not enough. Students need time to continue building on these relationships throughout the year to make them last, and having a three-month break from school doesn’t help. Moving retreat earlier would dramatically amplify the benefits — this way, upon returning, students would have many months ahead of them to strengthen their class’ solidarity.

### Corrections from Volume 91, Issue 6, Apr. 2, 2015

- Page 2: Kat Flocke’s name was misspelled.
- Page 4: The ‘Quick Q’ was compiled by John Williams.
- Page 6: Suzanne Baum’s, Talia Go-

- erge-Karron’s, Eleanor Grosse’s, Ciara O’Muircheartaigh’s, and Christine Obert-Hong’s names were misspelled.
- Page 8: Alijah Futterman’s and Clare Keenan’s names were misspelled.



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## ‘Help a Friend’ can still improve, tell both sides of the drug story

by Clyde Schwab  
Associate Editor

A group of underclassmen, all sitting in silence as a counselor or P.E. teacher asks question after question about student drug habits, the dangers of alcohol and why to avoid parties. This is a scene familiar to U-Highers, and teens across 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 shrug 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 programme 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 relatebly, not only about the implicit dangers of drugs and alcohol but, come situations involving drinking or drugs, how to deal with them responsibly and safely. Peer leaders advise students on what to do if a friend is abusing drugs or



Clyde Schwab

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 can be examples 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 Koenen, 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 important, it seems strange that those who have experience with drugs and know first hand the dangers therein are prevented from sharing their knowledge with other students. While promoting drug-free student life is the 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 Q

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



Venkat



Alexander

**Venkat Somala:** 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 some old friends.  
**Alexander Foster:** The most rewarding part was that it made me much more aware of other people’s struggles, and that one must always try to remain conscious of that everyday.  
**Olivia Perozo:** The candlelight portion was wonderful. I think a lot of us really connected.



Elizabeth



Olivia

— Compiled by John Williams



# 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 nightmarish monsters that want to eat you. In "Bloodborne," you, a Hunter, find yourself in the dilapidated fictional city of Yharnam, searching to find a cure for your affliction while ridding the city of its monster problem.

Released March 24 in North America for PlayStation 4, the role-playing game was directed by Hidetaka Miyazaki, best known for his 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 graphics of both the monster and the corpse are detailed and grotesque, but the monster moves smoothly, with no annoying, jerky movements in sight. You can get fairly close to it before it turns around and lunges at you. Though weaponless, your character still

has two options: fight or flight. Unfortunately, fighting it with your character's bare hands only seems to irritate it, and you are soon ripped to shreds. If you chose to flee, the Lycanthrope will soon stop its chase.

Instead of simply being told, "Game Over," or something similar, your character finds themselves in the middle of a place called the Hunter's Dream. This is 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 them stronger. In addition, the Hunter will not return to the spot



Publicity photo

In the new video game "Bloodborne," you are a Hunter trying to find a cure for your illness while simultaneously fending off attacks from bloodthirsty monsters.

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.



Publicity photo

Britt Robertson and Scott Eastwood play Sophia and Luke, the protagonists of "The Longest Ride," a young couple falling in love despite their different backgrounds and goals.

## '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 roller coaster. 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 Britt 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 whole cast build a more down-to-earth movie.

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 numerous other Sparks based films that makes it disappointing.



Natalie Glick

## 'Kimmy' lifts spirits with optimism

by Alex Lund  
*Midway Reporter*

If you enjoyed "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 series 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 in 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 Kimmy, the cast includes a mix of veterans such as "30 Rock" alum Jane Krakowski and TV newcomers Tituss Burgess and Lauren Adams. As Kimmy's employer, Krakowski develops a character similar to her "30 Rock" personality, Jenna Maroney. Kemper previously appeared in "The Office," and her portrayal of Kimmy is clearly inspired by Fey's Liz Lemon from "30 Rock."

"When the opportunity arose for Tina Fey and Robert Carlock to premiere their new show on Netflix with a two-season commitment, we decided this was



Netflix

Ellie Kemper stars as the title character in "The Unbreakable Kimmy Schmidt," a 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.

The show overall is unapologetically upbeat, yet in a clever and non-overbearing way. Just as I was lured into subscribing to Netflix after watching a single half-hour episode with a friend, the series might also inspire others to join the conglomerate of users who binge watch on the network, especially after they've discovered the addictive, endearing plot twists and witty characters of this new show.

### KATSCRATCH — BY KAT FLOCKE

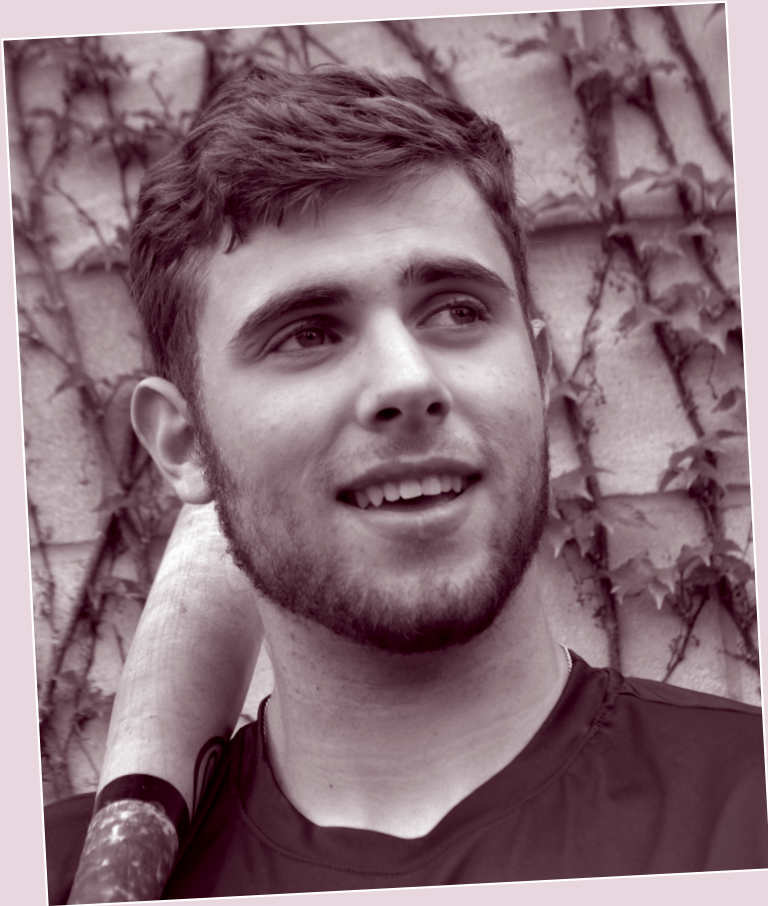
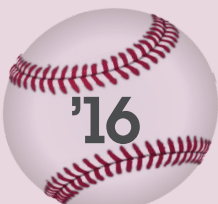




# Eat. Sleep. Baseball.

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

## Maroons



## Joe Curci

**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 started playing the sport in T-Ball. Although Joe has also played hockey, soccer and indoor track, 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 Training 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.

“With 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 in the 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 also possesses 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. “He is 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 between the two. He’s also a captain 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 Lab.

“I think he’s so successful because he loves the sport. He has also challenged himself playing on Elite which is one of the best travel programs in the country. He consistently faces pitchers who are destined for either professional baseball or D1, Putting himself among that kind of competition Joe has been able to raise himself 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 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 up 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 college at Washington University in St. Louis. She is my biggest role model. I look up to her more than she’ll ever know. She has fought through countless 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 plenty impressive 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.

“This 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.”

*“You can put him in anywhere on the field and he can hit like no one else who has come through Lab.”*

— Benny Friedman, teammate

*Joseph E. Curci IV*

### CURCI BY THE NUMBERS

Joe’s stats for the current baseball season:

- 23 plate appearances
- 10 Hits
- Four Runs Scored
- Eight RBI’s
- Two Walks
- .526 Batting average
- .562 On Base %

### 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 14, Varsity won 3-2; at Fenwick, April 15, Varsity won 4-1; at Brother Rice Invitational, April 18, 4th of 8 teams; at Latin School of Chicago, 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 Willows 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; Walter Payton College Prep, April 11, Varsity won 7-2; Latin 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, Varsity boys finished 5th out of 7 teams, frosh-soph finished 5th out of 6 teams; at Hinsdale Central Devilette Invitational, April 18, Varsity finished 7 out of 9, Frosh-Soph finished 7 out of 9



# ‘There’s nothing like winning a race’

*For junior Jacob Meyer, dedication and hard training lead to success*

by Dheven Unni

Midway Reporter

Staring into the distance, junior Jacob Meyer smiles as he talks about his 4:30:55 mile time at the Walt Disney World Track Invitational March 27.

Prior to the invitational, the track team did well at its other meets. At indoor meets, the team beat many of the runners from Latin as well as other schools that attended. Jacob credits the team’s success to new coach Chris Koutavas, who introduced a new training regimen. As a captain, Jacob also helps motivate other team members.

According to Jacob, Coach Koutavas majorly contributed to his success with his unique plans for each athlete. Runners can use the plan to work out more efficiently and meet their goals throughout the season, ultimately running their best races.

According to Coach Koutavas, the runners work on endurance and stamina more than speed.

“The main difference is we’ve started off with increasing mileage,” Coach Koutavas said. “Workout wise, early on in the season we worked on their thresholds: less rest in between intervals with higher intensity. We are also doing race-pace training, too. I tailor all the workouts to the individual. I’m big into endurance workouts instead of working on more speed. If you can run 60 seconds for 400 meters, why can’t you run a mile in four minutes? Those are the building blocks for my training philosophy.”

Jacob started running when he was in middle school.

“I started training hard in the spring of my eighth grade year,” Jacob said. “I’ve had injuries, but I’ve maintained my fitness. I rarely take time off, maybe one day a month. It’s year round every day. It’s a neverending pursuit to better myself. I practice by doing various runs or workouts. I’ll go run 6-8 miles, or I’ll do shorter distances faster.”

Jacob’s teammate, senior Zach Emanuel, believes that what sets Jacob apart as a runner is his unwavering dedication to getting faster.



Photo by Nikita Dulin

**Winded from a long after-school run, junior Jacob Meyer takes a breather. He and the team meet in the gymnastics room after school to go over the day’s upcoming practice: either a lakefront run or a workout to start. Afterwards, the runners finish with weights in the weight room or core in the gymnastics room.**

“As far as training goes,” Zach said, “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 always thinking about what he can do to improve and get faster, and that is what makes him stand out to me as a great runner and hard worker.”

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.”

Jacob’s mentality and motivation sets him apart from the pack, Coach Koutavas said.

“Jacob’s willing to put in the work,” Coach Koutavas said. “I’ve seen him grow as a runner consistently throughout the year. He’s a tough racer, and

*“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

that’s not something you can teach. I would say that it’s all him. He doesn’t want to lose. Jacob’s mentality is something that makes a great runner. I’m just there to guide him.”

Jacob’s dedication comes from drive to succeed

and to accept nothing short of a win, according to Zach.

“I would say the thing that motivates Jacob is the same thing that makes him a great runner and a great captain: track is his number one priority and that is what he cares the most about,” Zach said. “As someone who has spent four years on both the cross country and track teams, I can honestly say I’ve never met anyone else who refuses to do anything but succeed on the track. For him, thriving in races and achieving a new personal record are the only options, and that is what makes him a great runner on the track and a great captain, and person, off the track.”

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.”

## U-High athletics exceed expectations, though academics remain first priority

Beyond who can run the fastest, who can jump the highest, and who is the strongest, sports are about dedication to a craft, team work and attention to detail.

Hard works breeds results even when you don’t have the legacy of an athletic powerhouse in the vein of a Simeon, Whitney Young, or Brother Rice.

This Midway profiles two exceptionally dedicated U-High athletes, the latest U-Highers to overcome the “Lab is just a bunch of nerds” stigma and reap the benefits of their labor.

In my four years in the High School (2012-2015) we have had no athletes go off to compete in one of the power 5 conferences - the ACC, Big Ten, Big 12, Pac 12, or SEC. While we have had people walk-on, we have had no recruited D1 athletes. Go to a Simeon Baseball game and you’ll see 30 radar guns behind home plate. A Whitney Young Basketball game is sure to have a packed gym of scouts. At U-High, despite boasting what I am sure were D1 talents in Sam Lawrence, Matt Lawrence and Jordan Moran I have never seen a scout attend one of our sports events.

In the face of a lack of recruiting accolades, U-High Teams have made their presence known where it really matters – between the lines.

Girl’s XC and Boys Basketball won the Regionals in 2013 and 2014. Girls soccer took the Regionals in both 2012 and 2013. Boys Baseball won the regionals in 2013.

Volleyball took the Regional and then went on to win the Sectional in 2012. Boys Tennis took back to back Sectionals in 2012 and 2013. In 2014,



Luke Murphy

Girls Track and Field took Sectionals.

Three of the four Fall and Winter Sports teams that results can be communicated in a win-loss record posted decisively winning records - 62-51 (Volleyball), 58-29 (Girls Basketball), and 81-32 (Boys Basketball). Baseball is well on its way to posting a winning record as well, although their Spring season for 2015 is just getting underway.

In the last three years between Soccer, Volleyball, Tennis, Cross Country, Basketball, and Baseball U-High has had 202 members of the All-ISL team. Between XC/Track and Field, Swimming and Tennis U-High has had 65 State Qualifiers. There have been eight U-Highers awarded with ISL MVPs for their sport.

Much of the credit for recent success falls at the feet of Director Ribbens. He brought in “no-nonsense” coaches for both baseball (Keronn Walker) and basketball (Troy Caldwell). They molded the culture of their sport into something it had not been before. While neither coach was terribly warm and fuzzy with their approach, both demanded respect for the game, ones teammates, and the work required to be truly outstanding at something. They pushed the Lab stereotype out the door and challenged their players to push themselves. It is no mistake that both of these teams posted remarkably good records during their coaching tenure.

U-High may not get the athletic hoopla that other Chicago-area high schools receive, but remember — we aren’t slouches. Go to a game, a match, a race sometime and you’d be surprised by the level your classmates participate at. U-High athletes are in the business of surprising other teams, they’d be happy to add you all to the mix.



Photo by Benji Wittenbrink

After dribbling the ball up the field, senior Sylvie Manuel prepares to make a shot from the center line during a Thursday practice in preparation for playing DeLaSalle High School Saturday. The team plays at Francis W. Parker School today at 4:30 p.m. and the next home game is May 5 on Jackman Field against Elgin Academy.



# ‘Why we remember’

*Assembly asks students to reflect on why Holocaust remains relevant*

by Grace Anderson  
Associate Editor

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 by 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 Boonstra and Emma Picker’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.

“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.



Holocaust survivor Earnest Fruehauf vividly recounts his experiences during the infamous Kristallnacht, his father’s imprisonment and his eventual escape from Germany.

Speaking on the relevance of the Holocaust to U-High, sophomore Asha Futterman explains that while horrified by the swastikas found in the library and in bathrooms during Winter Quarter, she wasn’t surprised by the continuing patterns of sexism, racism and anti-Semitism.

*Photos by Paige Fishman*



The U-High Klezmer Band performs “Tsigaynerlid” 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.