Students upset about art removal

Administrators respond by defining more explicitly what is appropriate

BY ELIZABETH CHON
GRADNION EDITOR

October brought two incidents involving art censorship, creating tension and debate between the U-High administration and students. “They didn’t care to ask me what my art was about, why I made it, or why I didn’t think it was appropriate,” senior Ellie Roussos said. “I put blood stains on the poster, and the other one is a stamp piece that is also menstruation art,” Ellie said. “Then one day, all of my things were in a drawer and my whole setup wasn’t there — I couldn’t leave it in the classroom because there were complaints from some people. Mr. Wildeman was told that he could not have it in the room, and he couldn’t tell me who the complaints were from. I can’t dry my artwork on the drying rack with all the other students’ work and I can only work on them during class when Mr. Wildeman is present. There isn’t anything I can do at this point, since the administration and I have very different views.”

Not long afterward, the volleyball team began publicizing the Dig Pink event, an annual tradition that includes raising money for a breast cancer charity. One of the posters advertising the event, made by seniors Mary Brady and Ellie Grosse, included paper maché breasts attached to pink post-it notes that in- cited praise from some, and criticism from others. “There are two pieces — one is handmade canvases that I put blood stains on with paint, and the other one is a stamp piece that is also menstruation art,” Ellie said. “That doesn’t mean we shouldn’t just accept it without even giving any effort. Do we have to hang up a breast and that’s just the way it works,” Ellie Grosse said. “That doesn’t mean we shouldn’t try to change that because we shouldn’t just accept it without even giving any effort. Do we have to hang up a breast and that’s just the way it works,” Ellie Grosse said. “That doesn’t mean we shouldn’t try to change that because we shouldn’t just accept it without even giving any effort. Do we have to hang up a breast and that’s just the way it works,” Ellie Grosse said.

See editorial on Page 8

STUDENT SIT-IN

The volleyball team can find ways to advertise Dig Pink and promote the volleyball team’s efforts to raise awareness and funds for this next year, and the possibilities are vast: “One of the biggest opposing sides of the挖 Pink poster — I saw Ms. Campos take it down and I went up to her and told her that I made it,” Ellie Grosse said. “I said I wouldn’t put it back up but I asked if I could have it back. I was told that I would have to pick it up from the principal’s office at the end of the day.” According to Acting Associate Principal Fran Spaltro, there were several reasons for the poster being taken down. “Ms. Campos received a complaint from a faculty member who asked her if she had seen the poster on the third floor. The poster was then taken down and it stayed in the office until the day of the day until the students who had created it came down to retrieve it,” Ms. Spaltro said. “We had to make judgment calls based on what we think is appropriate for the different age levels that pass through these halls. We can’t always assume that everybody is going to be comfortable with everything, so we do have to make calls about these types of situations.”

Ellie Grosse and Ellie Roussos set up a meeting to discuss the poster and express their opinions on why they should have been allowed to keep it up in the hallway. “We were told that society sexu- alizes breasts and that’s just that way it works,” Ellie Grosse said. “That doesn’t mean we shouldn’t try to change that because we shouldn’t just accept it without even giving any effort. Do we have to hang up a breast and that’s just the way it works,” Ellie Grosse said.

Debate students agreed to con- sideration surrounding the coalition, and students declined to elaborate in interviews. The team started the 2015-16 year without a coach. Alina said it wasn’t too difficult other than not being able to recruit refresh- men. She said the experienced members worked together to solve problems and that the team has done really well. “We have friends in the debate community that we talked to for advice who are older and some that are our age,” Alina said. “I learned that debate is actually really collaborative even though there are competitive elements. I like to get past judges by email to ask them questions or suggestions.”

New coach hired mid-season

BY ALEX FARRAR
NEWS EDITOR

After several months of team building, the debate team has named new presidents Alina Cui, Reed Rosen- bacher and Robert Bacon for guid- ance and coaching, the debate team finally has a coach. The team has grown each year, a University of Chicago student, graduated and moved. The posi- tion was posted late due to logisti- cal problems, and there were not a lot of qualified applicants, accord- ing to Alina. “Our assistant coach from last year proposed being in the place of our coach,” Alina said. “He responded by resigning because there were some personal problems and it wasn’t the right fit.”

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New coach Sonny Patel was a policy debater at Maine East High School in Park Ridge. He contin- ued debating at the University of Iowa. For the past two years he has been volunteering as an as- sistant debate coach at a local high school. “Our expectation for Sonny is that he is going to be an adult fig- ure, help organize and bring lead- ership to the team,” Reed said. Mr. Patel joined the debate team a week before their tournament over Halloween at the University of Michigan. “He was really effective,” Reed said. “He talked to each debater af- ter and discussed what happened and how they felt. I’ve heard really positive responses from everyone. He came to look, listen and learn, but also brought his own ideas.”

At the Michigan tournament, Alina and Reed finished top 8 of the 118 partnerships. “We got our second bid to the Tournament of Championships,” Reed said. “You need two bids to qualify. The Tournament of Cham- pions is like nationals. It’s at New Flickr this spring. We are really ex- cited.”
MUN team starts strong: focuses on training

BY ZOE GOLDBERGER
MIDWAY REPORTER

Giving more opportunities to freshmen and sophomores, Lab's Model United Nations team placed at recent competitions in St. Louis and Atlanta, and will compete this weekend at Princeton MUN Conference on Nov. 19-22.

Lab MUN, the first conference of the year, drew in schools from the Chicago area to compete on Sept. 26, easing the freshmen into MUN and emphasizing the roles the sophomores play in the group dynamic.

"At MUNs, we had to take on more of a leadership role and not depend on someone helping us through everything," Ayan Asthana said, a second-year on the team.

On Oct. 16-18, Lab competed alongside seven universities at Washington University in St. Louis. Multiple delegates from Lab received an honorable mention or even placed as an outstanding delegate, including freshman Emily Ouel.

"Genevieve Liu was in my room, which was really nice because I had someone who was experienced and knew what she was doing. I got to know each junior and get to meet new people."

At WUMUNS, Jeremy Chizewer received the award of best delegate on his committee. First-year Jacob Mazzarella received outstanding delegate, second place. Ayan, Taliya Goerge-Karron, Sam Motrin, Aden Goolsbee, Genevieve Liu and Julian Lark all received an honorable mention, third place.

A week later, at the Southern United States Model United Nations, held in the Atlanta area, the MUN team received the award of excellence. This training conference provided good experience for freshmen who enjoyed Lab MUN.

"No big schools went to SSMUN so it is good for training experience," senior Ilana Dutton, MUN board member, said, emphasizing that the purpose was to get the freshmen more confident with speaking and leading groups. "Going forward, there will be bigger schools competing and it will no longer be focused on training but rather competing."

"Disciplining committee.

BY KATERINA LÓPEZ
MIDWAY REPORTER

Two new alumni awards were unveiled this year at this year's reunion on Oct. 16. The Distinguished Alumni Award to Susan Axelrod, class of 1970, for founding Citizens' board for Research in Epilepsy (CURE), and The Rising Star Alumni Award to Debra Gittler, class of 1998, for founding ConTextos, an educational non-governmental organization.

The Distinguished Alumni Award is the highest award that can be received. It celebrates the achievements of the alma mater and the accomplishments have relevance in a positive way. The Rising Star Award recognizes someone who has made an impact in his or her field and graduated in the last 30 years.

Ms. Axelrod, whose daughter was diagnosed with epilepsy at the age of 9, became the founder of CURE with a few other mothers whose children also had epilepsy. The CURE organization funds epilepsy research communities and helps to fund epilepsy research around the world.

"Students should be aware of their rights and should have a knowledge of the information in the student handbook," Mr. Guntz said. "The information about the discipline review board is in the book, and students and parents sign off that they are aware of its contents. This information spells out when the board can be called and states the student can request to go before the board. The student has the choice to either accept the suspension as given by the Dean or go before the board and accept its decision.

However, the board has not been called together in at least four years.

"There are very few real discipline problems at this school that I'm aware of," Mr. Luhan said. "I get the sense there aren't a lot of troublemakers at the school, which is good. Makes it a much nicer place to be."
Say goodbye to LabNet, hello to Schoology

After months of deliberation, U-High is set to adopt Schoology as its learning management system in May

BY DHEVEN UNNI
ASSISTANT EDITOR

See you LabNet. Beginning in May, Schoology will replace LabNet to become the sole management system used by Lab teachers and students to communicate.

Currently used by the middle school, Schoology was chosen by a committee of administrators and faculty members of different divisions for its simple organization and intuitive interface.

“The organization of the materials is very easy,” committee member and English teacher Dan Wheadon said. “It’s very usable and familiar because it’s basically just a big file system.”

With this change, students will be able to find all of their assignments in one place. Schoology will also fix many of the issues that LabNet currently presents its users such as design, organization, and enable an increase in efficiency. Schoology allows students to organize their documents by class, get notifications about when a due date is coming up, issue polls and upload files.

“The benefits of either one of them are getting all the information into one starting place where one login gives you where all your classes are,” committee member and English teacher Mark Krewatch said. “It gets everyone on the same page. Looking at the same information. I’m pro LMS and this is a good LMS, even if it’s not your favorite.”

One reason Schoology was chosen was due to the middle school’s prior use of the system.

“We looked at a couple different options,” Mr. Wheadon said. “Schoology and Haiku being the main two. I preferred Haiku slightly because of its ability to customize the presentation. With both of the systems the capabilities were more or less the same. If everyone is using something different, you have to go to different sites to find your homework. If we had gone with Haiku, all of their effort would be wasted; that gave Schoology an advantage. One teacher tried both Haiku and Schoology on their class, and students preferred Schoology. That’s the only input I heard coming from students.”

Although in support of Schoology, some teachers thought that more options should have been available.

“I think the process could have been a lot better, but as someone who has used these kinds of sites for years, I’m okay with the outcome,” Mr. Krewatch said. “I preferred Haiku but Schoology will be a huge improvement over what we have now. It was the choice of a lot of thoughtful people. This is going to be huge improvement.”

Some teachers also thought that a greater emphasis on student input and involvement would have improved the decision making process.

“I’m sympathetic to the fact that students might have wanted to be involved,” Krewatch said. “Practically speaking, there would have been too many. Would students have wanted to take their classes through two different learning management systems? It’s just one more thing they would have had to do, and about the only thing that would have been nice to bring to a common platform.”

Though students had little input in the decision, Mr. Wheadon maintains that this was for the best.

“I think that there’s some value to having student input, but the most important thing is that the teachers enjoy it,” Mr. Wheadon said. “The students can’t benefit if the teachers aren’t using it. If it’s not designed for the teachers, the students can’t benefit.”

Although Mr. Krewatch agrees with Mr. Wheadon’s reasoning, he believes that students have benefited from an increase of student preferences.

“I do think students should have been more of a consideration,” Mr. Krewatch said. “I think that in the short time frame we had, well-informed student input would have been very valuable. This process had been better so that all parties, teachers, students and students fully trusted the outcome, but I think the outcome is a good one.”

QUICK Q

What do you think of Schoology as the new learning management system?

ELENA LUO, FRESHMAN: “I really like Schoology because it’s easy to use and LabNet would break down. Schoology does not.”

NICKI HAN, SOPHOMORE: “This is the first time I’ve used Schoology. We are currently using it in Spanish. Learning how to use it was extremely difficult because it took a lot of steps to create an account and register. I also didn’t have the registration code, so that made it way more difficult.

Overall, I prefer LabNet because I feel like it’s more integrated since it uses the same account as Clever and PowerSchool.”

SHARON HOUSINGER, SCIENCE TEACHER: “LabNet was terrible and I didn’t like it. It was impossible to do what I needed to do for my classes. Since most teachers had to use some other system to have course info on the internet for students to use, it became awkward, confusing, and inconvenient for parents and students to manage all of the different course web sites. So a system like Schoology is great and a huge improvement. I personally do not like the Facebook flavor of Schoology, and felt that Haiku would have been a superior choice, but Schoology is okay and better than what we had.”

BOO-HIGH. Thirteen U-High Jazz Band students march alongside nursery and primary school students and teachers in the annual Halloween Parade at Earl Shapiro Hall on Oct. 30. “It’s a fun tradition of the school and a great bonding experience within the Jazz Band because we get to go out and he goofy and immature together.” senior and Jazz Band member Will Kent said. While also doing what we love which is play our instruments.”

34 seniors receive recognition for junior PSAT scores

BY SOURAVKA SHARDO
MIDWEEK REPORTER

Thirty-four seniors were selected as National Merit Semifinalists or National Merit Commended Students.

The National Merit Scholarship Program is a scholarship fund established in 1955 that rewards students for their performance on their junior year’s PSAT/NMSQT — the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT). Commended Students are those who achieved a certain Index Score on the PSAT, but did not place well enough to be offered a scholarship. However, these students are eligible for other corporate and business-sponsored scholarships. The 19 Lab National Merit Commended Students are Grace Anderson, Theodore Ando, Mollie Beseke, Mai-a Claire Boussy, Andrew Chiwzewa, Alina Cui, Ishaan Dayal, Madelene Greenblatt, Avik Herur, Raman, Monica Lewis, Kellie Lu, Anna Ma, Alex Mohan, Shrey Naik, Tessa Nii, William Nii, Shubham Pradhan, Yuhi Qin, Newcastle Rousou, Synthia Russell, Lucy Shen, Jonathan Sohoo, Julius Stein, Nigel Van Harms, and Saya Young.

This year, the cut-off score for semifinalist status in Illinois was 215 out of a possible 240. The 15 National Merit Semifinalists from Lab School are Robert Bacon, Joseph Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, Daniel Basile, and Daniel Basile.

About one third of National Merit Commended Students become Semifinalists and need to both apply and meet high academic standards in order to advance in the competition for National Merit Scholarships. Hall of these students will be selected as National Merit Finalists, and the number of students selected will then be named National Merit Scholars and awarded money towards the college of their choice.

“You know it’s always good news,” college counselor Patty Ko- vacs said. “It did not surprise me because of their scores last year.”

“It’s just nice to have a validation of all the hard work you put in,” Fabrice said.
ONE LOOK, THREE STORES
Stay warm this winter with cool trends from H&M, Topshop, Nordstrom

BY ALEX LUND
ARTS ED. EDITOR

As winter approaches, the decision to choose to wear our favorite light sweaters and shirts or dig out our nostalgic, heavy winter coats becomes more and more daunting. Knowing that it’s going to be cold, but unsure of how cold it’ll be in the following hours, choosing an outfit that will withstand an approaching cold front’s biting winds, and at the same time endure the heat of a dim, tiny classroom is often neglected when there seems to be no in between. Layering has always been a simple way to combat this problem. The photos below illustrate a general “look” that attempts to address this grievance, as well as capture a collective style aesthetic. Despite varying price ranges, the same basic pieces could be found at each store with these guidelines:

- layering sweaters, contrasting fitted and oversized pieces, and overall neutral tones.
- On the lower end of the pricing spectrum was H&M, which recently released it’s much-anticipated collaboration with designer label, Balmain. With sweaters starting as low as $7.99, H&M is surely a destination for thrifty fashion-lovers.
- Topshop and Topman fell somewhere in the middle, with the chosen items ranging from $40-$140. Having originated in London, and only recently expanding to the United States in the mid-2000s, this brand provides a higher end option for those favoring a European inspired style.
- Nordstrom, which carries a range of designer labels, is no stranger to the Midwest. Though items are usually priced upwards of $100, it is a convenient option and offers selections for all ages and sensibilities.

H&M
Sheek and cozy, this is a look perfect for a casual outing with friends around the town. (Dark Green Knit Sweater, $19.99; Dark Grey Slim High Jeans $49.99; Light Grey Cashmere Hat, $29.99)

TOPSHOP
Contrasting fitted and loose clothes while layering your sweaters is a perfect way to maintain a refined and comfortable look. (Ribbed Crop Top, $40; Moto Black Joni Jeans, $70; Belted Cardigan, $70)

NORDSTROM
One can’t go wrong with skinny jeans and a cashmere sweater. Simple and classy, this look is a fall staple. (Vince Ribbed Scoop Neck Cashmere Pullover, $385; Rag&Bone Blue Skinny Jeans, $198)

H&M Neutral tones are always safe choices for clothes. They also match with everything—making it easier to put together outfits in a hurry. (Ribbed Knit Sweater, $39.99; Black Skinny Regular Jeans, $34.99)

TOPSHOP
Perfect for an average November day, Sam wears an over-sized coat with skinny jeans and a sweater. (Khaki Lightweight Parka, $140; Stretch Slim Fit Jeans, $30; Grey Merino Crew Sweater, $65)

NORDSTROM
Dressed head to toe in grey and black, Sam looks refined and could pass for either casual or formal. (Vince Leather Bomber, $795; Cotton Blend Hood, $165; Vince + Garance Dore Jogger Pants, $275)

Uniqlo opens first Midwest flagship store downtown

BY SONNY LEE
ARTS ED. EDITOR

“Welcome to Uniqlo’s third floor”, an employee shouts, holding a poster containing all the information about the floor. “You can find our HeatTech on this floor along with Star Wars graphic tees and sweatshirts!”

Uniqlo’s first flagship store in the Midwest opened its doors to downtown Chicago Oct. 23. Located at 830 North Michigan Ave., Chicago’s very own Uniqlo is equipped with three stories, a Star-Staircase that ride two stories to arrive at downtown Chicago Oct. 23. Located at 830 North Michigan Ave., Chicago’s very own Uniqlo is equipped with three stories, a Star-Staircase that ride two stories to arrive at one Okook, ThRee STOReS

by Alex Lund

Arts Ed. Editor

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New space, equipment foster learning in film course

BY ELENA MAESTRIPERI

Hollywood-style equipment, state-of-the-art studios, and an opportunity to learn from professionals—just a few ways that students in the new filmmaking class at Gordon Parks Arts Hall have a hands-on experience in the art of film.

Until Gordon Parks Arts Hall GPAH was opened, this film class would — something that’s really new. Our next project might as well try. Our next project might as well try. Our next project might as well try. Our next project might as well try.

by Willis Weisstein

In the opening scene of “Spectre,” it’s the day of the Bond film in Mexico City. On a rooftop, James Bond (Daniel Craig) fires shots at an unarmed Italian. A stray bullet embarks from the building and a façade collapses. Bond falls several stories and lands on a concrete-plastered roof. He darts through crowded streets and weaves around flowers to chase the Italian. A helicopter lands in the square, and Bond jumps in after his target. He hurls the two out of the helicopter. The helicopter flips up and Bond is in a spin. Moments before it crashes below, Bond levels it out. He flies into the horizon. His psychadelic title card and song made just for the movie.

Returning in “Spectre,” the fourth installment of his 007 run, Daniel Craig delivers the iconic action-and glamorous vison of the James Bond franchise—but nothing new and unique.

“Back to London,” “Mr. (Ralph Fiennes) lectures Bond after a merger headed by “C” (Andrew Scott) between the MI5 and MI6 professional intelligence operations. Borrowing an Aston Martin from the manipula-ble MI6 quartermaster, Bond heads to Rome and when the ring he snatched from the Italian, Marco Sciarra. He at- tends a clandestine meeting in the church and discovers the ring is tied to Spectre, a global criminal organization led by Franz Oberhauser (Christopher Waltz). The group heads to Aus-tria to find Mr. White, a former Spectre director, who directs Bond to his daugh-ter, psychologist Madeline Swann (Lea Seydoux), the key to Oberhauser’s where-abouts.

Bond asks for Madeline’s help in uncov-ering Spectre, but minutes after refusing, she is captured by Spectre henchmen.

Back in London, “M” (Ralph Fiennes) reveals the location of Spectre’s headquar-ters, and the elusive Oberhauser.

“I’m applying to the UCLA film program, which only 35 people were accepted in, and I think I’m going to turn down the offer because maybe I’ll get to turn down the job offer and they came out they looked a little intimidating.”

In addition to the interdisciplinary production of a film, Mr. Jaffe has been working on creat-ing a summer program where students will be able to audition and work as apprentices to professionals.

"Filmmaking is a collaborative artform," Mr. Jaffe said. "This program would be a real Hollywood-style setup and give students a chance to work on a film with a professional, using professional equipment, like a professional would — something that’s really good for the ones who want to pursue filmmaking after high school."
59.5 million. That’s the number of refugees, asylum seekers, and internally displaced people in our world. This is the largest refugee crisis since World War II.

This number would be the 24th largest country, or approximately one-fifth of the U.S. population. In 2014 alone, 13.9 million people have been displaced in their countries or outside of their borders — more than the population of Illinois.

The United Nations defines a refugee as a person persecuted by his or her own nation without the protection of their government. The current spike in refugees is due to the Syrian civil war. Unlike many countries that overturned and reformed their governments during the Arab Spring in 2011, Syria’s war is still raging almost four years later. Bashar Al-Assad is the president of the Syrian Regime, which has been in power for 44 years.

The Syrian uprising started with a group of students in the city of Deraa painting revolutionary graffiti. Today, nearly 8 million Syrians are displaced within the country and 4.1 million have fled Syria.

Syria’s neighbors Turkey, Lebanon, Jordan and Iraq have hosted 3 million refugees, but their resources are limited. The five richest Gulf states — Qatar, the United Arab Emirates, Saudi Arabia, Kuwait and Bahrain — have not accepted Syrian refugees, mainly due to reluctance over religious differences.

Refugees also see Europe as having more opportunity compared to the Gulf states. After receiving intense pressure to accept more refugees, the European Union and Balkan leaders agreed to a plan to accept 300,000 additional refugees by winter of 2016. With nearly 16,000 Syrians currently in Germany, the country has pledged to take 500,000 refugees in coming years.

Other countries in the European Union, such as Hungary and Denmark, are under fire for their unwillingness to accept refugees. After receiving pressure to increase its refugee intake, the Obama Administration announced that the United States would accept up to 85,000 refugees from all countries, not just Syria, in 2016, and then 100,000 by 2017. On Oct, 30, the Obama Administration announced plans to send around 30 Special Operations forces to assist the Kurdish and Arab forces fighting ISIS in Northern Syria.

Shortly before press time, ISIS took credit for terrorist attacks in Beirut and Paris last week.

University announces institute to study conflict resolution

BY MICAIAH BUEHNEMER JURISDON
EDITOR-IN-CHIEF

The University of Chicago recently announced the establishment of an Institute at the Harris School of Public Policy that will research the resolution of violent conflict, perhaps the first of its kind in the United States.

Founded by a $100 million gift from the Thomas L. Pearson family, Pearson Family Members Foundation, The Pearson Institute for the Study and Resolution of Global Conflicts will include three named professorships and a named directorship with appointments at the Institute.

“The piece of research,” Harris School Dean Daniel Diemer said. “There will be research support centered around the professorships and engagement with a broader community of scholars both within the University of Chicago and beyond.”

Classes on the topics researched at the Institute for students at different levels in the University, as well as fellowships for for masters students and financial support for doctoral students, will be offered. The Institute will host the Pearson Global Forum at Chicago Harris, an annual conference for policy-makers and academics to discuss the latest ideas and problems and try to create innovative solutions.

The Pearson Foundation chose the University of Chicago for their Institute after holding talks with a number of universities around the country, according to Dean Diemer.

“There were bunch of conversations to see whether there was a match between the Pearsons’ philanthropic interest and the capabilities, values, goals and ambitions of the University,” Dean Diemer said. “I think what was particularly attractive to the Pearson, but at the end of the day they have to speak for themselves on that, was the values of the University, its commitment to fearless inquiry, to rigor, and to finding solutions that are not afraid to challenge the status quo.”

According to the United Nations High Commissioner for Refugees, a UN agency that studies refugee flows, there are 1.3 million refugees and internally displaced people than any time since WWII, a number that exceeds 50 million.

Speaking of the current conflicts in Syria, Dean Diemer said, “These type of conflicts are arguably the most difficult foreign policy challenge of our time. The Pearson Institute will be dedicated to tackling this policy area using the most advanced social science methodologies. That means carefully specified statistical models, randomized experiments, and models that allow us to better understand incentives and capabilities of key actors, e.g. insurgent groups.”

Iowa natives, the Pearson family’s wealth is derived primarily from Thomas L. Pearson’s work in private equity and the coal industry. According to the Lindey Hill page of Tim Pearson, one of the four brothers in the Pearson family, the Pearson family later formed an investment and consulting firm KPMG, The Foundation funded the Nobel Peace Prize Concert in Oslo in 2013.

“The institute is a startup in some sense,” Dean Diemer said. “We’re starting it from scratch, we’re going to bring in faculty, bringing in students, and launch the Global Forum, and so the support that comes from the Pearson Foundation is intended to allow us to create something that really hasn’t been there, either here or really anywhere else.”

Facts from vox.com

Timeline of Events

1920s
After the Ottoman Empire’s collapse, France colonizes the Levant, roughly the area around Syria and Lebanon, with little regard to existing ethnic and religious boundaries.

1970
Hafez Al-Assad (an Alawite Shia, a religious minority generally disliked by the Sunni majority) comes to power, creating a totalitarian state with French-created borders. After a civil war in the late-1970s, his forces kill thousands of dissenters in the Hama massacre. He cedes power to his son, current President Bashar Al-Assad, in 2000.

March 2011
The Arab Spring, which began in Tunisia and Egypt, spreads to Syria. Using his father’s tactics, Bashar Assad’s troops shoot down protesters.

August 2011
Members of al-Qaeda (the Sunni extremist group) regras in Syria after being driven out of Iraq in 2007. This group cuts ties with Al-Qaeda in 2011, and begins calling itself ISIS (The Islamic State of Iraq and Syria).

October 2011
Assad releases Sunni extremists held in Syrian prisons, hoping to scare Sunnis into voting for him in the election.

December 2011
Bashar Al-Assad wins an election to his side. Many of these extremists join Jabhata al-Nursa, a Syrian al-Qaeda branch separate from the group that would become ISIS.
Teachers, students use very different sources to stay on top of news stories

BY ALEX HARRISON  MANAGING EDITOR

How do U-High students and faculty get their news? The Midway surveyed faculty and two advisories from each grade level to find out. More than 100 students — 33 freshmen, 30 sophomores, 34 juniors and 33 seniors — and 42 faculty, responded. The survey found that history classes most commonly brought up current events; 101 students (78 percent) responded that this, school year, they spoke about current events in a history class. In the comments section of the survey, students wrote that history teacher Charles Disantis often brought up current events.

“Life is one particular bubble but you guys are going to go out as a much larger world, and almost

Amar Shabeel

If, for example, you’re Germany who’ve very much accepted refugees, who there are other countries who believe that Muslims would tarnish this Christian Europe, which obviously isn’t true. I’ve seen this idea that ISIS followers can bring terrorism to Europe, yet you’re many other countries with huge numbers of terrorists that are refugees that are typically economically beneficial, but so hopefully countries follow in suit with Germany.

“They feel aren’t really accepting enough people, if you think about millions of people being displaced and we are not being accepting of those people. It’s economically beneficial, and it would benefit the world to have more refugees. In the future, I would hope we can change our policies to bring in more people. Not even just Syria, there’s other places. I think that helps having a better life, it’s so they can have a life.”

Community members give their thoughts on refugee crisis in Syria

By Marissa Martinez  Midway Reporter

Many U-High students turn to bake sales for a fun and easy way to raise money for charitable non-profit organizations or global events. Issues ranging from hurricane relief to disease outbreaks often prompt groups to hold such fundraisers in order to donate the proceeds.

Including the cost of buying ingredients and taking the time to bake foods, bake sales will take in anywhere from $100 to $250 a day. In addition, when selling baked goods to students, clubs often don’t publicize the cause they’re raising funds publicly with signage, for example, focusing on the treats themselves instead. Despite this, bake sales are one of the primary clubs ways to raise money for their extracurricular efforts.

According to Alex, these kinds of sales work at Lab because there are a lot of students in high school and middle school willing to buy treats because they know it goes to a good cause.

“Typically people will buy food regardless,” Alex said, “but we try to make people aware of what they’re donating to. We want them to know exactly where the proceeds are going and to ensure that everyone is fully informed. Last year we donated about $350. We do believe our contributions are fairly substantive and especially considering if we can make them more frequent and over a long period of time.”

Students selected all sources they use to read, watch or listen to the news. 70% of students get news from friends and family. 55% of students read the newspaper or a newspaper website. 55% use other online sources and. 45% watch TV on the news. 45% watch the TV news.

Numerous bake sales raise ‘the dough’

The wealthy gulf states, like Qatar and Saudi Arabia, begin backing separate and sometimes extremist groups (including al-Qaeda and Hezbollah). Arab states, have financed the Assad, continuing to support its regime with weapons. Unions who support, the US government remains reluctant to get involved in the conflict.

2013

Prospectors and defenders from Assad’s army form the Free Syrian Army, escalating the protests to a full civil war. Iran, the government and the Shiites of Syria. Bashar Al-Assad, 2013

2012

The wealthy gulf states, like Qatar and Saudi Arabia, begin backing separate and sometimes extremist groups (including al-Qaeda and al-Nusra). Al-Assad begins to run up the effects of chemical weapons in Syria. It is believed that the government is behind the attacks. It is believed that the government has been using chemical weapons in Syria. It is believed that the government is behind the attacks. It is believed that the government has been using chemical weapons in Syria. It is believed that the government is behind the attacks. It is believed that the government has been using chemical weapons in Syria. It is believed that the government is behind the attacks. It is believed that the government has been using chemical weapons in Syria. It is believed that the government is behind the attacks. It is believed that the government has been using chemical weapons in Syria. It is believed that the government is behind the attacks. It is believed that the government has been using chemical weapons in Syria.
U-Highers and admin need to be on same page

As the Midway sees it...

By Jacky Walker

Walking inside, a hum of people chatting, conversations about all types of paper containers rings around the Booth School of Business — cafeterias, coffee shops, hot burgers on the grill and fresh pizza wait around the room. U-High students, professors and others walk around, sipping on a cappuccino and in line to pay. Most people bring their food to a table to join friends and chat, or just sit and enjoy their lunch. But U-High students must walk out the door. Under the current rules, U-High students are not allowed to eat at the Booth School of Business cafeterias until after 3 p.m. U-High students used to be able to bring their food and sit to eat, but now they have to take that food into the Kenwood Kafé. If the food court is open, which is concerned that U-High students should not be able to eat with customers, to quiet down or even leave if the disruption escalates. The Booth School food court offers a variety of options that the Kenwood Kafé lacks and is the closest off-campus dining option. Particularly when the weather turns cold, U-Highers aren’t willing to go far, such as restaurants between students and administrators. The administration has the right to make sure students do not loudly raise their voices in our community, with GPAH’s resources and artistic ventures with which to contribute beyond occasional raising of awareness or cooperation with students on a project. But U-High administrators should be able to work together to find a way that U-Highers can eat at the booth food court. They could start by allowing a test group of U-Highers to eat there during lunch and evaluate how that experience goes. A passive experience between the Booth School and U-Highers could be the start of allowing U-High students to eat the food that they buy in the cafeteria — at the cafeteria.

Solving global problems takes more than selling baked goods

By Clyde Schwab

Seemingly every week, a table in the high school lobby or cafeteria is covered with cookies and brownies and a poster while a few gagged concerned U-High students sit behind it attempting to resolve global issues with ads in the Krispy Kreme and Refugee crisis? Let’s have a bake sale. Earthquake? Let’s have a bake sale! After a hurricane? Let’s have a bake sale! Nobody is saying that these bake sales can’t happen, but these students have had enough. We don’t have to solve all of our problems ourselves, but small things can make a difference.

Our duty doesn’t just end at dropping a dollar for a brownie for some charity that may not actually care that much about us. Considering this the extent of our work, we end up failing to not acknowledge many of the problems that we are throwing money at instead of raising awareness or cooperation with students and the administration for making decisions they feel are appropriate for the schools. At the same time, the administration should respect students by being explicit about what they consider to be appropriate and be willing to listen to non-cooperative-minded students.

For high school, lunch shouldn’t be grab and go

By Jacky Walker

Feature: Editor

This begs the question: What is the proper balance between students and administrators. Together, these two points lay the foundation for a fair way to resolve future conflicts. The students who created the poster should have sought approval, and if Ms. Spallone still felt the poster was inappropriate she could have suggested ways to fix it, rather than just taking it down without discussion of compromise. Unlike most individual student art does not require administrative approval, yet senior Ellie Roussou was told to put away her “inappropriate” art which involves visuals of menstruation.

In turn, students deserve to have a conversation with the appropriate members of the administration to discuss why something is or is not potentially appropriate. While the administration did provide a time and space for students to voice their concerns on this issue, no compromise was made. There is a difference between sexualized imaged being made by a minor and anatomy, since the latter is not psychologically harmful to students of any age. This distinction is not part considered when amendments are made to the student handbook. What these two controversies really point to is the tension between the administration and the students. Students have the right to critique administrative action, and we should not be incentivizing the administration for making decisions they feel are appropriate for the students. At the same time, the administration should respect students by being explicit about what they consider to be appropriate and be willing to listen to non-cooperative-minded students.

We’ve only had two months with GPHS’s resources and artistic ventures with which to arm ourselves — let’s not point our weapons at each other.

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At the volleyball team's dress-up day in honor of Halloween, senior Angela White decided to go as "T-boy" because of how much she loves the team. According to Angela, the definition of T-boy isn't an actual dress code but more of a style that includes wearing superhero costumes and using the typical T-shirt and jeans look. "I would define T-boy as a style of dress, and the dress-up day was more of a team-building event," Angela said. "For some, T-boy is a style of dress that they might want to target anyone. Chris said, "For some, T-boy is a style of dress that they might want to target anyone." This year, the volleyball team decided to use T-boy day as an opportunity to show support for their team and for one another. "I think it was just a fun and creative way to show our support for each other," Averie Miller, the team captain, said. "We wanted to make sure everyone had a good time and felt included."
Environmentalist senior builds new green tech for Lab

BY MARIA BOULSY
MANAGING EDITOR

Walking among the trees on her yearly camping trips, senior Angela White fell in love with nature. Angela joined U-High’s Green Team her freshman year, fulfilling her long-held passion for environmentalism.

“It wasn’t a conscious decision,” Angela said. “It was just something I’ve been interested in and that was just the first outlet I found in high school. And when I got into the school, there was something sort of like Green Team, but it was definitely not as organized and didn’t have the same sort of impact that Green Team has.”

Through Green Team, the summer before her freshman year, Angela attended the Student Climate and Conservation Congress, an environmental congress run by the Green Schools Alliance. As a part of the program, Angela was required to create and complete a project to help promote environmentalism in her community. Angela White fell in love with nature.

One of Green Team’s current projects is the addition of a hydration station in the courtyard between U-High’s principal’s office and the University of Chicago.

Senior Angela White composts plants and weeds from the garden using the composting project she built with science teachers Sharon Housinger and Daniel Calleri. One of her first projects, and she’s now working alongside her bio teacher, and said this was something I really wanted. She was really surprised because she had been looking for a student to do this because a lot of the lower school teachers had requested they do a better job of composting in the garden.

Angela also hopes to include other students in her composting efforts in the future and incentivize their involvement with community service hours.

“In the future, we are hoping to have a bucket in the cafeteria where we get students to help fill up the compost before winter so that in the spring,” Angela explained, “we will have a new, fresh batch of compost to use. Hopefully students will be able to earn community service hours by helping with the composting program, and this would make sure that there is a dedicated group going to help facilitate bringing the compost to the composer and also just making sure the composer is being effectively used.”

One of Green Team’s current projects is the addition of a hydration station in the cafeteria to fill water bottles and reduce the use of plastic cups. The hydration stations would also provide higher-quality water than water fountains, which, according to Angela, was a common concern among students.

“From an environmental perspective,” Angela said, “it encourages people to not use plastic disposable cups. The hydration station is something specific that was made to refill water bottles over and over again and by having easy access to a station to refill water bottles, hopefully we would transition away things that are more harmful to the environment such as the plastic cups we have in the principal’s office.”

Environmentalist senior builds new green tech for Lab

BY ARIEL GANS
EDITOR-IN-CHIEF

Where is Scammon Court?

Maria Scammon might ask the same question. Ms. Scammon, former owner of the 1901 land that the Blaine, Judd and U-High school buildings are built on, sold the land to the University of Chicago for $64,000, half of what it’s worth. Though the land was meant to be a gift, the land was sold under a contract that included conditions.

Activist Peter Zelchenko, also a U-High parent, has taken it upon himself to investigate the Scammon land gift deed.

“The deed says that this land ‘shall never be mortgaged, or otherwise encumbered, it shall be known as Scammon Court, and that name be forever maintained in some conspicuous place in or upon it,” Zelchenko said. “That’s the law. That’s a legal covenant that says if we sell this to you, you’ve got to do this.”

A central problem, according to Mr. Zelchenko, is that the University reduced the agreed-upon space that they would call Scammon Court to a two-lot enclosure, which is now known as the Blaine Courtyard. This, according to Mr. Zelchenko, violates the promise on the plaques, took these passages conspicuously.

“Now, because the University never kept its promise on the plaques, took these passages conspicuously. This is a statute of limitations on this stuff and I don’t think Zelchenko’s got a leg to stand up on; the land is being appropriated,” Mr. Stafford said. “As far as this, we have always intended to leave the majority of Scammons as open space.”

A long-time member of the Lab community, Physics teacher David Derbes agrees with Mr. Stafford.

“In my opinion, Scammons was never used for very much,” he said. “It was a lovely green space, pretty to be upon, but by large, it was an underused space.”

Though a fan of the old space, Mr. Derbes was ultimately in favor of the recent construction.

“It’s tough,” he said. “I think that the school needed something like the building we’ve got and we don’t have a lot of space. I think that you want to hold onto land as long as you can in an undeveloped fashion because it’s beautiful. But at some point, I’m enough of a pragmatist using the community needs the buildings, and this is the land we have, then use that land.”

As far as the will goes, Mr. Derbes doesn’t believe that Ms. Scammons would have taken an issue with the current use of her gift.

“It may be disrespectful,” he said, “but it’s possible that we could sit down with Ms. Scammons and tell her our needs have changed and we think this is in the best interest of the school and the students, my guess is that she might have been persuaded. There’s still a fair amount of green space there, it’s not like they took it and made the rest of it into a parking lot. I think there ought to be a statute of limitations on this stuff and I believe that we’ve let it, that I don’t think the past should be allowed to handcuff the present forever. If the needs of the present outweigh the wishes of the past then I think that’s what has to be done.”

To learn more, visit: pete.zelchenko.com/scammons/
Global conference opens eyes

Admissions reaches out to larger applicant pool

**Helicopter parents: Let your kids succeed on their own**

*By Sarah Pan* 

“Children need to see a fearful parent, a tiger parent, a concern,” author Julie Lythcott-Haims said at last week’s conference at Lab High.

“We need to have parents who know that our job is to build competence and independence in their children,” Ms. Lythcott-Haims, who wrote the bestselling book “How to Raise an Adult,” spoke at Lab on Thursday. Ms. Lythcott-Haims was part of a panel at the Parent’s Association speaker series, where she discussed how newer generations of students and parents are having different expectations of their parents beyond high school and are more likely to conform to the wishes of others instead of following what they want to do.

“Philosophically, I think that’s the courage to be who we actually are, regardless of what other people want us to do,” Ms. Lythcott-Haims said.

A further problem with this becomes a lack of passion in future adults.

“In a transcript and résumé sense, my students were more and more immersed each year,” Ms. Lythcott-Haims said about immersion beyond high school. “And yet, each year I noticed more students could tell you what they’d done. They made the effort to do it, except to get into college. They could tell you what they’d achieved, but I knew why it was muddled.

The problem is that students, or their parents, are often only pushed to parents. What do you the goals. Sometimes parents, we neglect to do the listening part of the conversation, so they feel like they’re doing it in vain. As parents, we also sometimes have the gut to tell someone who’s doing something that’s fun, but not so much why it’s fun. Some students don’t have a child, but not so much why it’s fun. Some students don’t have to be talked into doing things like this, but not so much why they’d do it.

“Parents want to be involved in the things that will help their child in the long term,” Ms. Lythcott-Haims said.

“When my kids were young, there was a lot more hands-on involvement,” Lab parent Lisa Aronson said. “But now I see a very different world. I want to lay the foundation for making my kids strong, independent adults. These are the kinds of things you teach at Lab. As a parent, you should be involved as much as possible so they would be well-rounded and would come back to Lab with a critical lens to consider things outside of school that most appealed to them.

But how much involvement is too much?

“Inappropriate role in my mind is taking there for the good or the bad, but also kind of one’s role in terms of something is going on. If there’s something students are capable of doing, checking in every once in a while to see if they’re doing it in the way that it should be done makes sense, and if students aren’t doing what’s expected, then you could start the action plan that gives them what they need.”

At Lab, parent involvement varies like anywhere else. But like school parents, parents are along the continuum,” U-High counselor Camille Baughn-Cunliffe said. “It’s a general atmosphere of friends, but it’s not that helpful.”

“I think that getting away from your comfort zone is the key to success,” Ms. Appleby said. “It’s individually life-changing.”

“I’ve learned that having the guts to tell someone what to do,” Sarah said. “In a transcript and résumé sense, my students were more and more immersed each year, for two weeks.

“U-High students are becoming more dependent on their parents,” said Lab parent Lisa Aronson. “But how much involvement is too much? Everyone has their own way.”

“Her message was that parents have to let go of the reigns when they’re time, kind of perplexed. Sometimes as parents, we need to the other way.”

“Parents have to conscious of what I’m fine with how much they’re doing it in vain. As parents, we also sometimes have to be talk...
Dewey’s spirit still alive in STEM initiatives

Picture it: 1896. A group of young students sat around a table they built to prepare a meal from vegetables they grew while speaking in French they learned in class. This was a weekly event for students when John Dewey founded the Laboratory Schools 120 years ago. Even today, English teacher Catherine Bell, a John Dewey scholar, believes that concrete learning was a weekly activity for students who were learning French they learned in class. This is what Dewey intended, Dr. Bell said, “John Dewey wanted school to be a place to learn by interacting with their environment,” Dr. Bell said. “Kids would devise projects for themselves that allowed them to learn things and gave them a hands-on experience.” Those projects are still happening today. The Lab activities this year related to STEM—science, technology, engineering and math—reflects Lab’s original mission as a place for creativity and the independent search for knowledge.

Four activities at Lab this year will allow students to return to the school’s roots. Code at Lab, a reinstated club, allows students to expand their coding skills, while a new club, Project Lab, combines students’ skills in both science and art to create physical projects. Later this year, STEAM Club (the A is for arts) will bring new opportunities for U-High students by setting up a students’ space, which is a room with materials and tools where people can work and store their projects. Then, people with shared interests will be able to break up into smaller groups and work together. Jonathan said, “I will do a lot of the planning and make sure the club is about creating a team environment that allows everyone to continue to learn. It’s really just a place where people can come together, and then you have something like Math Team, which is STEM but not product-based. Combining similar interests and combining different skills, offers a much greater variety of options in terms of a product. For example, if you had a 3-D printer you might have an artist draw the design, a computer designer do the coding, and then a sculptor could put the different elements together, which would create something none of them could have achieved on their own.”

Since the group has not yet been able to obtain a space in GPAH, the club currently focuses on increasing student interest by hosting workshops next month. “Right now, since we don’t have a set space, we’re hoping to run some tutorials for students either after school or during lunch to get them interested,” Jonathan said. “I will probably do a glass etching workshop and some others will hopefully include programming, drawing, circuitry work and coding.”

For senior Joanna Cohen, being a member of Code at Lab is all about creating a team environment that allows everyone to continue to learn. “It’s really just a place where people can come together,” Joanna said. “When you have a team you can have people who’ve learned more or taken more classes teach the underclassmen new skills. That way, we can build off of what everyone knows. Also, if people have questions about programming in general or internship opportunities, it’s nice to have a group of people to talk with experience.”

Another member of Code at Lab, senior Theodore Ando, explained the club’s attempts to attract students interested in programming to prepare their team for competitions. “So far this year, we’re really trying to get a sense of what people are interested in,” Theo explained, “because there are a couple of high school-level or intramural competitions we’re hoping to enter.”

The group plans to enter a programming contest similar to an Easter egg hunt, where students solve individual problems at each stage, called Capture the Flag. They are also working to teach younger members through lectures on topics like programming paradigms.

For senior Athena Chien, who helped found the club, The day will be dedicated to the exploration of science and math in a way that makes it fun for all students, not just those already interested in these fields. “I think that since Lab has such strong math and science departments with all these different tracks it’s easy to think that you’re not good at math or science, which prevents people from coming to courses so far include the chemistry of cooking and artistic design in relation to computer graphics. We also already have some professors who have agreed to lead courses on how to clean dinosaur bones and developing a mechanism to transmit information directly to the brain for those who are impaired and can’t communicate.”

Eventually, it’s designed as a computer science course for students who wouldn’t be majoring in computer science, Daniel Wheaton, computer science teacher, said. “Nowadays, a lot of colleges are requiring all students to take a computer science course because you need to know how computers work, so you can address problems in your work computationally.”

As someone who strived to give students the tools to accomplish their goals, John Dewey would probably support this. “I think one of the things that Dewey intended was for teachers and students to be free to think for themselves and they had the freedom to act on the ideas they believed in.”

Catherine Bell
English teacher

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