

# Students upset about art removal

## Administrators respond by defining more explicitly what is appropriate

BY ELIZABETH CHON  
OPINION 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 inappropriate for the classroom," senior Ellie Roussos said, holding up a photo of her canvas artwork — five pairs of white underwear stained with red paint. For her Advanced Drawing and Painting class, she created two pieces that incited praise from some, and criticism from others.

"There are two pieces — one is handmade canvas that I put blood stains on with paint, 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 out 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 papier mache breasts attached to pink poster paper. The administration took down the poster because it was

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displayed nudity, and was posted without approval. During a meeting with Dean of Students Ana Campos, Ellie Grosse and Mary expressed their views on art censorship and the Dig Pink poster.

"We never heard any complaints about the Dig 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 end of the day until the students who made 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 sexualizes breasts and that's just the way it works," Ellie Grosse said. "That doesn't mean we shouldn't try to change that because we



MIDWAY PHOTO BY NIKITA DULIN

**STUDENT SIT-IN.** Juniors Colleen Baumann and Averie Miller, and seniors Anna Bakwin and Angela White eat and discuss the Dig Pink poster in the administration office at a lunchtime sit-in Oct. 21. Dozens of students who agreed with the poster being hung came to the office to show their support during Ellie Grosse's lunchtime meeting with the administration.

shouldn't just accept it without even giving any effort. Do we want to be a progressive school, or not?"

Another one of the administration's major arguments had to do with the younger members of the Lab community.

"One of the biggest opposing arguments was that it wouldn't be appropriate to have breasts on display when there are younger children walking around, and that it isn't our job to educate them," Ellie Roussos said.

Context was another issue that raised questions about the appropriateness of the poster. While it was meant to advertise a fundraiser for breast cancer, some found the message unclear because the details were not included on the poster. The only words on the poster read, "DIG PINK October 20."

"There is a process in place where if you do want to hang up a poster, you do need to share it with the Dean of Students first," Ms. Spaltro said. "The process is pretty simple, but sometimes it may require further conversations. A

conversation to discuss what kind of context could have been added to make the poster appropriate and convey the message effectively would have been productive. Especially in a 3-12 school, art needs a context — posters need a context."

Aside from the content and context, the administration also found issues with the location of the Dig Pink poster, which was near the boys bathroom.

"Placement is part of context. Do we do something that puts it in a larger context? I understand that there were a lot of posters on the third floor and there was no intent in where it was placed beyond just finding a place to put it," Ms. Spaltro explained. "There are different schools of thought on whether or not advertising is art, but regard-

less of where one falls in that debate, as a school we have to be very intentional when we hang things up in areas of general traffic. Does the context support the message or undermine it? Does it trivialize or enhance the message? Intention is very important."

The 2015-16 student handbook includes a new section on page 44 regarding freedom of expression, which explains the steps students should take to communicate with the administration if there is a disagreement over controversial matter.

Ms. Spaltro hopes that next year, the volleyball team can find ways to advertise Dig Pink and promote the event's cause while communicating and receiving support from the administration.

"I am committed to supporting the volleyball team's efforts to raise awareness and funds for this next year, and the possibilities are vast: maybe a display case, or a speaker series, or a panel," she said. "It could be very powerful for the entire community."

## CLUBS UNITE FOR LUNCH



MIDWAY PHOTO BY TERESA XIE

**DIVERSITY POTLUCK.** BSA President Kimya Buckner serves a macaroni dish to junior Asha Futterman. Students gathered together Friday Oct. 13 for the cultural club luncheon, where dishes were shared by members from each club.

# Debate team captains take charge

## New coach hired mid-season

BY ALEX HARRON  
MANAGING EDITOR

After several months of team-building activities and relying on presidents Alina Cui, Reed Rosenbacher and Robert Bacon for guidance and coaching, the debate team finally has a coach.

The team's coach last year, a University of Chicago student, graduated and moved. The position was posted late due to logistical problems, and there were not a lot of qualified applicants, according to Alina.

"Our assistant coach from last year took the place of our coach," Alina said. "However he ended up resigning because there were some ideological problems and it wasn't the right fit."

Debate students agreed to confidentiality surrounding the coach situation, and students declined to elaborate in interviews.

The team started the 2015-16 year without a coach. Alina said



Alina Cui



Reed Rosenbacher

it wasn't too difficult other than not being able to recruit freshmen. 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 reached out to past judges by email to ask them questions or suggestions."

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 assistant debate coach at a local high school.

"Our expectation for Sonny is that he is going to be an adult figure, help organize and bring leadership 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 after and discussed what happened and how they felt. I've heard really positive responses from everyone. He came to look, listen and learn, but he also brought his own ideas."

At the Michigan tournament, Alina and Reed finished top 8 of the 188 partnerships.

"We got our second bid to the Tournament of Championships," Reed said. "You need two bids to qualify. The Tournament of Champions is like nationals. It's at New Trier this spring. We are really excited."



# 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.

"As sophomores we had to take on more of a leadership role and not depend on someone helping us through everything," Ayaan Asthana said, a second year on the team.



Ayaan Asthana

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

"Genevieve Liu was in my room, which was really nice because I had someone who was experienced and knew what she was doing guide me through the experience," Emily said. "I feel like MUN is now a group of people that I am comfortable around, and I got to meet new people."

At WUMUNS, Jeremy Chizewer received the award of best delegate on his committee, first place. Jacob Mazzarella received

outstanding delegate, second place. Ayaan, Talia Goerge-Karron, Sam Morin, 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 SUSMUN 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."



MIDWAY PHOTO BY TERESA XIE

**'DISEC'TING COMMITTEE.** Sophomore Alex Azar speaks with senior Andrew Chizewer as they, along with junior Genevieve Liu, chair the Disarmament and International Security Committee (DISEC) at Lab's Model United Nations conference on Sept. 26. The conference featured five different committees on topics ranging from regional migration to post-soviet Russia.

## HOMECOMING DANCE



MIDWAY PHOTO BY PAIGE FISHMAN

**WELCOME TO THE RANCH.** Juniors Eliana Waxman, Athena Chien, Malika Ramani and Lucy Ordman dance in a circle at the Homecoming dance Saturday, Oct. 17. The rodeo-themed dance was held in the Chicago Theological Seminary for the first time and drew many students wearing rodeo-themed clothing.

# Alumni recognized for achievements

BY KATERINA LOPEZ  
MIDWAY REPORTER

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

The Distinguished Alumni Award is the highest award that can be received. It celebrates the achievements of the alumni, whose accomplishments have reflected society in a great way. The Rising Star Award recognizes someone who has made an impact in their field and graduated in the last 30 years.

Ms. Axelrod, whose daughter was diagnosed with epilepsy at the age of seven months, founded 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.

Ms. Gittler is the founder and director of ConTextos, which is an educational nongovernment organization that helps students in El Salvador learn.

The award selection committee consists of seven people, who are provided with information — such as career, background, and achievements — about the nominees. They then narrow the nominees to three or four, and see who is the best fit for the award.

# Students elect 13 to committee to review discipline

BY SARAH PAN  
NEWS EDITOR

The discipline review board members for this year have been announced, with six elected faculty members, three seniors, two juniors and two sophomores. Faculty members include Hannah Evans, Christine Himmelfarb, Chris Janus, Daniel Ristin, Francisco Javier Saez De Adana and Brian Wildeman. Seniors include Mbella Beseka, Kimya Buckner and Dylan Olthoff. Juniors are Genevieve Liu and Delnaz Patel, and sophomores are Florence Almeda and Elizabeth Van Ha.

If the board is called together, eight of these people will be randomly selected to hear the case. This annual election process is held to ensure that students will have a mixed, fair and unbiased board in front of which to go and present their case.

"If a student is to be suspended or expelled, he or she has a right to appeal that to the board," Paul Gunty, chair of the high school faculty discipline committee, said. "Each side presents its case, and the board votes, without the principal or the Dean or the student. The eight members discuss it and

*"Often times there's some separation between how teachers would handle situations and how students might view them, and I believe that this board helps to break down that barrier."*

— Florence Almeda, sophomore

come up with a result, which they share with the principal."

The principal will call the board together in all cases of suspension or expulsion, but the student can choose to not go in front of it.

"The handbook outlines for students that the discipline review board is an option for them if they will be suspended or expelled," Dean of Students Ana Campos said. "It is a student's choice if they wish to go before the board."

Any decisions by the board have to be made by a margin of 6-2 or greater.

"In the past, there have been times where the board can come back with a stiffer penalty than was presented by the Dean and times when they came back with a lesser penalty than was presented," Mr. Gunty said. "The original and resulting penalties aren't shared with anybody except for those who need to know."

The student, faculty and administration mix of the board means there are various points of view looking at the situation.

"I think it's an important committee," Chris Janus, faculty member of the board, said. "I think students having recourse to their peers, to another group, it's a good thing. I do think that students think differently. I think a lot of adults forget what it was like to be a student. Part of the reason you might have done what you had done, adults might have forgotten about."

Student and faculty members of the board are elected directly by the student body, who are asked to base their votes on who they think will take objective views of cases.

"I think within any academic institutions the students need a voice," Genevieve Liu, junior member of the board, said. "Like anyone, I'm not always fair, but

I like to say that I try my best. If anything were to happen to one of my peers and they were facing disciplinary action, I would try to take as objective as a standpoint as I possibly could."

In this way, the board helps give students more of a voice in disciplinary matters.

"I feel honored to have been elected, but it also forced me to think about what I truly feel is right and wrong," Florence Almeda, sophomore member of the board, said. "I think that the the disciplinary review board is extremely important for the Lab community, and other schools as well, because it gives the student body a voice in how disciplinary action should be taken. Often times there's some separation between how teachers would handle situations and how students might view them, and I believe that this board helps to break down that barrier."

This process and board itself has not changed much since it was founded.

"The board was formed in 2001," Mr. Gunty said. "The results were we got a more thorough discipline code. When we wrote the policy and procedures, we were

very careful. The process has not changed much at all. What we changed was how the election takes place, and the makeup of the board is still pretty much the same."

If a student is suspended, they have this board at their disposal.

"Students should be aware of their rights and should have a knowledge of the information in the student handbook," Mr. Gunty 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 to 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. Janus 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 teach."



# 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 system and intuitive interface.

“The organization of the material is very easy,” committee member and computer science 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



Daniel Wheadon

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 gets 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 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 due to 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 five 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 considered for the new learning management system.

“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 a 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



Mark Krewatch

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— Mark Krewatch, English teacher

students might have wanted to be involved,” Krewatch said. “Practically speaking, it would have been very hard. 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 worry about. However, I think it would have been nice to bring the option up.”

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.”

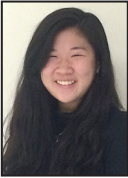
Although Mr. Krewatch agrees with Mr. Wheadon’s reasoning, he believes that the process would have benefitted from an increase of student input.

“I do think students should have been more of a consideration,” Mr. Krewatch said. “but I think that in the short time frame we had, well-informed student input would have been very hard. I wish the process had been better so that all parties, teachers in all divisions 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 LIAO, FRESHMAN:



“I really like Schoology because it’s super easy to use and LabNet would break down. Schoology does not.”

PAUL GUNTY, MATH TEACHER:



“I haven’t used it enough yet. It seems that it will be easier to use, but in the meantime, to get accustomed to Schoology, I’d have

to keep both up. At the moment, I’m very comfortable with LabNet. I’d have to create parallel sites for my classes. It would mean maintaining two sites. LabNet is not user-friendly, but I’m comfortable with it.”

NIKKI 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 CNet and PowerSchool”

HAZEL MARTELLO, JUNIOR:



“I didn’t like LabNet, but I hate Schoology even more because I get the impression even our teachers aren’t sure how to use it.”

SHARON HOUSINGER, SCIENCE TEACHER:



“LabNet was terrible and no one liked it. It was impossible to do what I needed to do for my class. 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.”

MARIANNE ZEMIL, WORLD LANGUAGE TEACHER:



“I never really used LabNet. There was too much clicking involved for people to get to the information. It was frustrating for people to move to something else. They’ve seen a number of shifts. When I came, there was nothing. The only thing that LabNet offered was privacy protection for students. I think that it’s a start in the right direction to start using the same thing. If it provides a forum for us to collaborate then it will be a good thing. There were a number of us who invested a lot of time in creating our own websites, and you have to see whether what is being offered is worth switching.”

— COMPILED BY DHEVEN UNNI

## HALLOWEEN PARADE



MIDWAY PHOTO BY NIKITA DULIN

**BOO-HIGH.** Thirteen U-High Jazz Band members 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 be 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 SOUNDJATA SHAROD  
MIDWAY REPORTER

Thirty four seniors were selected to be National Merit Semifinalists or National Merit Commended students for 2016.

The National Merit Scholarship Program is a scholarship fund established in 1955 that rewards students for their performance on their junior year Practice Scholastic Assessment Test (PSAT).

Commended Students are those

who achieved a certain Index Score on the PSAT, but did not score in the top 3 percent in their state and therefore did not qualify for scholarship. However, these students may still compete for other corporation and business-sponsored scholarships. The 19 Lab National Merit Commended Students are Grace Anderson, Theodore Ando, Mbella Beseke, Maia-Claire Boussy, Andrew Chizewer, Alina Cui, Ishaan Dayal,

Madeleine Greenblatt, Avik Herur-Raman, Monica Lewis, Kellie Lu, Fritz Reese, Ellie Roussos, Syrah Russell, Lucy Shen, Jonathan SooHoo, Julius Stein, Nigel Van Ha and Willis Weinstein.

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, Julien Bendelac, William Bremer, Micaiah Buchheim-Jurisson, Joan-

na Cohen, Marcel Dupont, Fabrice Guyot-Sionnest, Nathan Isaacs, Julian Lark, Emma Litcher, Henry Moore, Arun Sharma, Samir Shekawat, Angela White and Logan Young.

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. Half

of these students will be selected as National Merit Finalists, and two-thirds of those will then be named National Merit Scholars and awarded money towards the college of their choosing.

“You know it’s always good news,” college counselor Patty Kovacs 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 CO-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 its 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.



MIDWAY PHOTO BY SOPHIE HINERFELD

**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)



MIDWAY PHOTO BY SOPHIE HINERFELD

**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)



MIDWAY PHOTO BY SOPHIE HINERFELD

**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)



MIDWAY PHOTO BY SOPHIE HINERFELD

**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)



MIDWAY PHOTO BY SOPHIE HINERFELD

**TOPMAN** Perfect for an average November day, Sam styles an over-sized coat with skinny jeans and a sweater. (Khaki Lightweight Parka, \$140; Stretch Slim Fit Jeans, \$50; Grey Merino Crew Sweater, \$65)



MIDWAY PHOTO BY SOPHIE HINERFELD

**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 CO-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 Starbucks and Uniqlo's signature escalators that ride two stories to arrive at the first floor. All these features make Chicago's Uniqlo the second

biggest in the country.

Uniqlo, a Japanese fashion retailer founded in 1984, sells affordable, quality clothing and does it with a bright, lively-passion seen in many of its employees.

Sophomore Megan Moran experienced Uniqlo for the first time when she went with a group of friends to the opening.

"I heard about Uniqlo through Elizabeth Van Ha because whenever I complimented her on her clothes she'd tell me that she got them from Uniqlo," Megan said. "I was super excited to go especially because so many of my friends were going, and I definitely wasn't disappointed. I was expecting it

to be mostly high school or college students, but I ended up seeing some really cool high-fashion looking adults as well as people that were my age or younger."

As a first-timer, Megan appreciated the straightforward appearance of the store.

"The store was really bright and simple which I thought was cool. Their clothes are pretty basic in terms of style and they have a kind of minimalist quality."

Uniqlo mainly works with the basics of clothing, the essentials that make up a versatile wardrobe. This makes it much easier to pay attention to the quality of the clothes to make their buyers feel

safe both quality and price-wise.

Sophomore Nikki Han explained that the clothes are priced between H&M and Forever21, but the quality was much better.

"Clothing from Uniqlo has lasted me years," Nikki, a long-time shopper at Uniqlo, said. "Honestly, I've been able to wear the same black pants for the past four years, and they don't seem to be any more worn than when I first got them. That's a great piece of clothing."

Windows covered with their logo lit up by different colors dominate many of downtown goers attention. Mannequins layered with bright clothing stand behind all of

*"The store was really bright and simple which I thought was cool. Their clothes are pretty basic in terms of style and they have a kind of minimalist quality."*

— Megan Moran, sophomore

their windows which wrap the entire corner of the building, adding more colors and texture to the already bright aesthetic.

"It's really something to look at," Nikki said. "Those windows definitely light up that end of Michigan Avenue with color and variety."



# STILL BOND... JAMES BOND

## Car chases, explosions, gadgets: Craig's final showing features standard Bond moments

**BY WILLIS WEINSTEIN**  
MIDWAY REPORTER

In the opening scene of "Spectre," it's the Day of the Dead in Mexico City. On a rooftop, James Bond (Daniel Craig) fires shots at an unnamed Italian. A stray bullet unleashes an explosion. A building façade collapses. Bond falls several stories and lands on a conveniently placed couch. He darts through crowded streets and weaves around floats 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 plummets rapidly toward the ground. Moments before it crashes below, Bond levels it out. He flies into the horizon. Cue psychedelic 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 visuals of the James Bond franchise — but nothing new and unique.

Back in London, "M" (Ralph Fiennes) lectures Bond after a merger headed by "C" (Andrew Scott) between the MI5 and MI6 jeopardizes their employment. Borrowing an Aston Martin from the manipulable MI6 quartermaster, Bond heads to Rome to investigate the ring he snatched from the Italian, Marco Sciarra. He attends Sciarra's funeral and discovers the ring is tied to Spectre, a global criminal organization led by Franz Oberhauser (Christoph Waltz). Bond ventures to Austria to find Mr. White, a former Spectre associate, who directs Bond to his daughter, psychologist Madeline Swann (Lea Seydoux), the key to Oberhauser's whereabouts.

Bond asks for Madeline's help in uncov-

ering Spectre, but minutes after refusing, she is captured by Spectre henchmen. Commandeering a plane, Bond rescues Madeline, and the two travel to Tangier to reveal the location of Spectre's headquarters, and the elusive Oberhauser.

Director Sam Mendes continues his usage of aesthetically beautiful settings and smart wardrobes, which gave "Skyfall" its darkly polished look. From the faded beiges of the Tangier scenes to the muted black tones of Bond's wardrobe amidst the snow of the Austrian alps, the film is undeniably good to look at. You could easily confuse some scenes for a Gucci photoshoot.

The cinematography and lighting visually enhance the film. At Sciarra's funeral in Rome, Bond lurks at the edge of the crowd like an inkblot against the white stones of the cathedral. Approaching Sciarra's widow, Bond is confronted by her security detail. Unexpectedly, he waves at them passively. Similarly, while infiltrating the Spectre meeting, we see Oberhauser enter the room, completely in shadow. Although we don't see his face, Waltz's wordy delivery is all the more cryptic emanating from the shadows. When Waltz spies Bond eavesdropping, he alerts his bodyguards with a cheerful "Cuckoo!" It's this trademark tongue in cheek humor and visual beauty that makes "Spectre" enjoyable to watch.

Yet, aside from visual puns and aesthetic appeal, there's little unique about "Spectre." If you've seen one Bond and know that he lives, you can't shake the inevitable feeling that this one will be the same. However, this is the nature of Bond films, so it's the up to the actors and the action to make the movie distinct. At this

task, Daniel Craig and Christoph Waltz fall short. Craig lacks the emotional vulnerability we saw him display in "Skyfall," which led to a deeper understanding of who James Bond is. As an audience, we know 007 has always been a sharply-dressed Casanova, but in "Spectre," Craig doesn't add anything new. The same could be said of Waltz, who doesn't take to the villain role well. He emerges late in the film, and when he does talk, he's not very convincing as a sinister antagonist — his heavy enunciation and verbal precision can be misconstrued as quirky. His stage presence is far from imposing, and as a result, he strengthens the impossibility in the viewer's mind of Bond not winning out in the end.

Certainly, Spectre has its faults, but for well-choreographed action and visual sophistication, it's worth a view.



# New space, equipment foster learning in film course

**BY ELENA MAESTRIPIERI**  
MIDWAY REPORTER

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 classes, taught by Benjamin Jaffe, get a hands-on experience in the art of film.

Until Gordon Parks Arts Hall, GPAH, was opened this fall, U-High did not have a class that taught students the different elements of filmmaking, from directing to cinematography to editing. Approximately 50 students signed up for the class last spring, according to Mr. Jaffe. Because of room in the class and in students' individual schedules, there are now 34 students from all grade levels split into two sections. The program, as of now, mostly covers the exploration of different film techniques, and how to produce a film either individually or within a small group.

U-High's filmmaking program has the only RED cinema camera — a professional-grade high-resolution digital camera — out of any other high school filmmaking programs in the entire Midwest. The camera was an added bonus that came along with GPAH.

"The new arts wing has been helpful in two main ways," Mr. Jaffe said. "First the space is planned to allow us to have a darkroom for photographers, a new digital lab, a studio and post-production editing suites. The second is the equipment: in addition to the RED camera, we have a drone camera for shooting from above, and a movie rig for hand-held shots, things most film programs wouldn't have access to. Students get a real hands-on experience using actual equipment, both software and



**LIGHTS! CAMERA! FLY!** Sophomore Oran Diermeier-Lazar stares into the filmmaking class's Phantom 3 drone as others prepare for its maiden flight. The drone allows students in the class to film professional aerial and crane shots.

hardware, so when they go on to college they have some real knowledge about filmmaking."

In addition to the new tech, one of the big names behind the new building attracted students like sophomore Sam Fleming.

"I knew a lot of the new arts wing came from George Lucas, so I thought the film program would probably be really good and fun," Sam said. "I've always been interested in photography, and I thought this was a good opportunity to try making films. Like, at the beginning of the year, we had

a project where we learned how to edit and add music to video clips and they came out they looked pretty professional. Filmmaking really ignited an interest in the arts at Lab for me and I think I'm going to do arts classes again."

In college, senior Maeve Potter plans to major in media studies and computer science, and she said that she's getting real experience from the filmmaking class.

"I'm applying to the UCLA film program, which only 35 people can get into, so it's sort of like applying to Harvard — you know

you're not going to get in but you might as well try. Our next project is a documentary that we shoot by ourselves so I'm happy to work on that because maybe I'll get to turn in that project as part of my portfolio. I like where both film and computer science meld, and we have so many new tools and professional-level equipment that the school's given us that is really impressive, but using it is still a little intimidating."

Later on in the year, Mr. Jaffe and his class will collaborate with English teacher Mark Krewatch's

*"I like where both film and computer science meld, and we have so many new tools and professional level equipment that the school's given us that it's really impressive, but using it is still a little intimidating."*  
— Maeve Potter, junior

class on creative writing to write screenplays and dialogue for a film, as well as digital recording teacher, Francisco Dean, and his class to score the film.

"I'm looking forward to collaborating," Maeve said. "I like creative writing, but I'm not super good at writing something and thinking about how I'm going to film it at the same time yet, which screenwriters and directors have to do. I've always been interested in film, but this class is new and we're going to be working with other classes in different departments to make the film. I'm happy that when I go into college I'm going to have a bit of background with these things."

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

"Filmmaking is a collaborative artform," Mr. Jaffe said. "This program would be a real Hollywood-style set up 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."



global

MIDDLE EAST CRISIS

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 waging 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 than the Gulf states. After receiving intense pressure to accept more refugees, the European Union and Balkan leaders agreed to a plan to accept 100,000 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.

## European exchange students have concerns over refugees

BY CLYDE SCHWAB  
ASSOCIATE EDITOR  
For exchange students from Germany and France, there are two sides to to the issue of refugees flooding into Europe.

While many agree that their nations have a duty to help the massive influx of refugees coming to Europe, there remains a sense of impending change looming on the horizon. This year alone, Germany might face a government estimate of 1.5 million refugees with about 10,000 arriving per day after Chancellor Angela Merkel opened German borders in early September.

Students and teachers from Germany and France who visited U-High as part of annual exchange visits during October had strong feelings about the evolving situation back home in Europe, though they noted that they hadn’t yet felt any direct effects of the refugees.

According to Stephen Bradneck, an English teacher for U-High’s partner school in Stuttgart, die Königin-Katharina Stift Gymnasium, many not only feel empathetic to the struggles of the refugees but recognize a historical debt.

“We have a moral obligation to do that because these are people in need,” Mr. Bradneck said. “If you imagine you were in their situation, you would be desperate for someone to take you in and help you. If they are entitled to it, well that’s another issue. My generation didn’t have anything to do with what happened in Germany in the ’30s or ’40s, but it still plays a crucial role. I have the feeling that we have a historical debt. There is a lot of resentment of this idea of historical debt, but more in the eastern states.”

However, not everyone in Germany agrees — this year there have been almost 200 attacks on refugee camps. While Mr. Bradneck acknowledged a respon-

sibility to help, he also recognized the fear that many in Germany feel.

“I think the reason for these resentment is fear,” Mr. Bradneck said. “People don’t know if we can handle this, how many are coming, and who are these people? As you might already know, we are human and humans tend to fear the unknown. It would be a lie to say that everyone liked the refugees — just a few weeks ago, someone set fire to a camp near Berlin. But while there is a lot of anger, it’s important to remember that the media will always show the bad side more than the good.”

With France agreeing to take in 24,000 refugees, the German exchange students aren’t the only ones facing the wave of refugees coming to Europe. While exchange students from the Lycée Louis Pasteur school noted that they haven’t directly felt the effects of the refugees, they had strong opinions regarding their nation’s stance of taking in refugees arriving by boat.

“Although the situation is not super pertinent to where I live on the Atlantic Coast, I hope that the crisis will not cause problems in France,” French student Shaun Elliott said, “especially since it has caused a lot of problems in other countries and since it’s such a fragile situation.”

French exchange students Oceane Reneteaud and Fanny Berger shared similar thoughts.

“There is a good point and a bad point,” Fanny said. “It’s good to help them, because, for example, Americans helped the French during World War II, so why can’t we help another population?”

Oceane interrupted: “But not all of them, because after there are too many people in one country it will be harder to find a job. Overall, I think it’s very simple — they are escaping from war, and we need to help them.”

## University announces institute to study conflict resolution

BY MICAIAH BUCHHEIM-JURISSON  
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.

Funded by a \$100 million gift from the Thomas L. Pearson and 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 first piece is research,” Harris School Dean Daniel Diermeier 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 Diermeier.

“There were bunch of conversations to see whether there was a match between the Pearsons’ philanthropic intent and the capabilities, values, goals and ambitions of the University,” Dean Diermeier 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, were the 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 issues, there are currently more refugees, asylum-seekers and internally displaced people than any time since World War II, a number that exceeds 50 million.

Speaking of the current conflicts in Syria, Dean Diermeier 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 incentive 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 LinkedIn page of Tim Pearson, one of the four brothers in the Pearson family and former partner at accounting 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 Diermeier said. “We’re starting it from scratch, we’re going to bring in faculty, bring 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.”

## TIMELINE OF EVENTS

| 1920s  | 1970   | MARCH 2011  | AUGUST 2011   | OCTOBER 2011   |
|--|--|---|---|--|
| 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. | 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. | The Arab Spring, which began in Tunisia and Egypt, spreads to Syria. Using his father’s tactics, Bashar Assad’s troops shoot down protesters. | Members of al-Qaeda (the Sunni extremist group) regroup in Syria after the U.S. defeats them in Iraq in 2007. This group cuts ties with al-Qaeda in 2013, and begins calling itself ISIS (The Islamic State of Iraq and Syria). | Assad releases Sunni extremists held in Syrian prisons, hoping to scare Shias and Christians and rally them to his side. Many of these extremists join Jabhat al-Nusra, 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 HARRON**  
MANGING 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.

“It’s important to show the connectivity,” Mr. Disantis said. “Lab is one particular bubble but you guys are going to go out to a much larger world, and already

you’re starting to expand your opportunities. I think being aware of the wider world is an important part of the mission of the school and it ties into a lot of values of diversity and city involvement. It should be an integral part of the school. We as teachers could probably think more about how to do it.”

According to the statistics, in the last week 95 percent of U-High students have spent some time reading, watching or listening to the news, with only 6 students (5 percent) responding that they spent 0 hours. Next, students selected the sources they use to get their news. Most commonly, students use social media like Facebook or Twitter, or speak to their family and friends to stay updated on current events. On the other hand, the majority of faculty responded they listened to the radio.

Junior Eamonn Keenan primarily uses Facebook to get his news.

“It’s a conglomeration of people sharing information,” Eamonn said. “It’s not necessarily reliable but it’s efficient. I am able to see a wide variety of views on different current events. Therefore, I get a lot of exposure to the news although it’s not necessarily quality exposure.”

On the other hand, junior Taylor Thompson answered that she listened to the radio, read New York Times articles or other online sources.

“My dad listens to the radio every morning during the 45-minute drive to school,” Taylor said. “I also read a lot of articles online. Yes, I read BuzzFeed and links on my Facebook wall, but I also mix in New York Times and read articles off the CNN app on my phone.”

## Community members give their thoughts on refugee crisis in Syria

**DANIEL DIERMEIER**  
DEAN, UNIVERSITY OF CHICAGO  
HARRIS SCHOOL OF PUBLIC POLICY

“The Syrian refugee crisis is the largest refugee crisis since the Second World War. It’s a huge deal in Europe. It is the number one story in the papers every day. This is leading to a rethinking of the foreign policy approach in the region, especially given the recent involvement of Russia. So, for the U.S. this is an indirect effect. through the foreign policy challenges that are generated in Europe and the Middle East.

“I happened to be in Munich at the time when the trains arrived at the Central Station in Munich, and it was a very moving, powerful experience to be there when the trains arrived. Independent of all the political issues and the arguments between different governments of how to handle that, there was an outpouring of support, help, sympathy for the Syrian refugees that was emotionally very powerful. So people welcomed them with flowers, they got little gifts, there was so many donations that people were sent back, and said ‘come back in three weeks, we can’t take any more t-shirts or sweaters; you see people who are fleeing from a horrifically violent conflict, and then there was support at a human-to-human level that I thought was very moving, and emphasized the human dimension of this foreign policy crisis very profoundly.”



Daniel Diermeier

**PAUL HORTON**  
U-HIGH WORLD HISTORY TEACHER

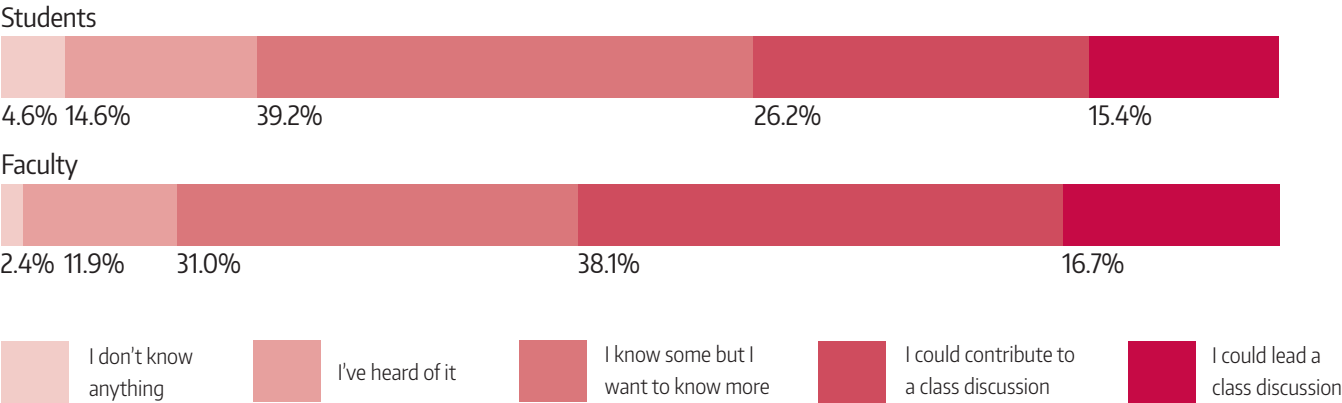
“A lot of people have long memories of people who have been exposed to genocides, who have not been able to flee the places of those genocides. These are moral issues and ultimately they’re issues that we have to think globally about to resolve.

“Ultimately, NATO, the European Union, and the United States have a responsibility to the Syrian refugees because a lot of the instability in Syria was helped along by the American destabilization of Iraq, and then the breaking of the state in Syria, which we supported. As much as we like to criticize Putin, and as much as the Syrian states and the Iraqi states were authoritarian dictatorships, they created situations that led to more instability that have led to more complicated situations now. So that much of the instability for the current refugee crisis is kind of on the shoulders of NATO, the European Union, the United States. The real problem here is that what we are seeing in Europe- as a result of the fear that’s generated by incoming immigrants — is a resurgence of the Fascist right.”



Paul Horton

### How knowledgeable are students and faculty about the Syrian Refugee crisis?



85%

of students responded they use social media to get news, the most common response by students. The least common was using radio, 41%.

45%

of faculty responded they use social media to get news. This was the least common response by faculty, and the most common was 88% using radio.

70%

of students responded they spent up to 2 hours reading, watching or listening to the news, including no time at all.

69%

of faculty spent more than 3 hours reading, watching or listening to the news.

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 the news on TV.

## Numerous bake sales raise ‘the dough’

**BY MARISSA MARTINEZ**  
MIDWAY REPORTER

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

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 ways clubs try to raise money for themselves or for charity. In the 2014-15 school year, high school students alone held 116 bake sales, 37 of which were for

charity, according to Dean of Students Ana Campos. The remainder of bake sale funds went to self-funding groups like Student Council or sports teams for their senior nights. Including middle school, which holds around 12 a year, almost 40 percent of food-themed fundraisers were charitable in some manner according to Middle School Assistant Principal Alison Jones and Ms. Campos.

One of the most consistent bake sale holders, Students Against Brain Cancer, sells treats at least twice per quarter because of efficiency, said President Alex Azar, junior. All proceeds go to the American Brain Tumor Association, which puts money toward research and helping individual patients.

“We started doing bake sales spring quarter of last year and made about \$175 every time,” Alex said. “Overall, we hope to make about \$250 per bake sale. What we

try to do is make sure that all the proceeds, not profits, go to the organization. We don’t reimburse because most of the club members are willing to donate \$10 or \$15 to the cause anyway. Them producing it in a manner of food makes it more efficient.

According to Alex, these kinds of sales work at Lab because there are a lot 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.”

**AMAR SHABEEB**  
U-HIGH JUNIOR OF SYRIAN DESCENT

“For example, there’s Germany who’s very accepting of the refugees. But then 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 countries, yet it’s known that refugees are typically economically beneficial, so hopefully countries follow in suit with Germany.

“I feel like we aren’t really accepting enough people, if you think about it millions are being displaced and we are not being accepting of those people. It’s economically beneficial, and it would benefit us to bring in these 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. It’s not that people are leaving for a better life, it’s so they can have a life.”



Amar Shabeeb

Credits: Background and questions, Talia Goerge-Karron; survey, Alex Harron and Micaiah Buchheim-Jurisson; timeline, Jackie Walker and Micaiah Buchheim-Jurisson.

|   |  |  |  |  |
|---|--|--|--|--|
| <b>2012</b><br>Protesters and defectors from Assad's army form the Free Syrian Army, escalating the protests to a full civil war. Iran's Shia government sends Hezbollah (a Shia militant group and political party based in Lebanon) into Syria to fight alongside Assad's forces. | <b>2013</b><br>The wealthy gulf states, like Qatar and Saudi Arabia, begin backing separate and sometimes extremist groups (including Jabhat al-Nusra, the al-Qaeda branch in Syria), making some of the the most extreme rebel groups the most powerful ones. | <b>2013</b><br>Assad's forces use chemical weapons to kill both militia groups and civilians. Russia, a close ally of Assad, continues to support his regime with weaponry. Unsure who to support, the US government remains reluctant to get involved in the conflict.. | <b>2014</b><br>ISIS invade populous parts of Syria and Iraq, including Iraqi Kurdistan, a close ally of the US. Along with the execution of two American journalists on video, this prompts the US to begin its campaign against ISIS. | <b>2015</b><br>Russia's military begins formally fighting in Syria alongside Assad's forces. Syria is divided between the government, the various rebel groups, ISIS and Kurdish forces. Millions of Syrians continue to pour out of the country to escape the complicated and violent conflict. After last week's Paris attacks, Illinois Gov. Bruce Rauner joined other Republican governors in announcing the temporary cessation of Syrian refugee acceptance in Illinois. |
|---|--|--|--|--|



# U-Highers and admin need to be on same page

“Gordon Parks used his art as a weapon.” After being encouraged to use our new \$45 million arts wing and to discover ways in which artistic expression can be a tool for progress, two student art censorship controversies have sparked conversation about “appropriateness” in the school and the relationship between the administration and the students.

To raise money for breast cancer research, the volleyball teams played their annual “Dig Pink” volleyball games. Posters to advertise became more than just glitter glue and bubble letters when seniors Mary Brady and Ellie Grosse created and hung one with a pair of pink papier mâché breasts.

Dean of Students Ana Campos took down the poster almost immediately. In the following weeks, students met with administrators to discuss this and Student Council held an open discussion for students to suggest amendments to the freedom of expression section of the student handbook.

This begs the question: What is appropriate? More importantly, who gets to decide?

Acting Associate Principal Fran Spaltro reminded students that all posters must be approved by Ms. Campos before they are hung, and that this poster was not. Ms. Spal-

tro also explained that the poster lacked context linking it to breast cancer research and therefore did not productively raise awareness about the cause. It cannot be assumed that everybody knows what “Dig Pink” is or what it means — students passing through the hallway saw big, pink breasts and may not have understood what was being advertised. Instead of just saying “Dig Pink” it could have said something like: “Come to the U-High Dig Pink volleyball games in support of breast cancer” — “breast cancer” being the operative phrase.

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. Campos 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 posters, individual student art does not require administrative approval, yet senior Ellie Roussos was told to put away her “inappropriate” art, which involves visuals of menstrua-

*As the Midway sees it...*



PHOTO COURTESY OF MARY BRADY

**TESTING BOUNDARIES.** The volleyball team’s Dig Pink poster was made using papier mâché and hung in the third floor high school hallway. It was meant to advertise the volleyball team’s annual fundraising event to support breast cancer, but the artwork’s controversial nature sparked debate between students and administrators.

tion. Ellie was not respected as an artist or a student; she was not given enough information on why it had to be put away. Moreover, her teacher, Brian Wildeman, was brought into the controversy without sufficient information either. It was the administration’s responsibility to speak to Ellie directly about her art, to explain why it was “inappropriate,” and not to pull in Mr. Wildeman — especially if he could not provide Ellie with answers.

The administration has the right to decide what is and is not appropriate given that they work with the students on the parameters and provide them from the get-go.

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 imagery and a depiction of human anatomy, since the latter is not psychologically harmful to students of any age. This distinction should be 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 criticize administrative action, however should not be antagonizing the administration for making decisions they feel are appropriate for the school. 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 and cooperate with students on a compromise. We’ve only had two months with GPAH’s resources and artistic ventures with which to arm ourselves — let’s not point our weapons at each other.

*This editorial represents the opinion of the Midway’s Editorial Board.*

## For U-High students, lunch shouldn’t be grab and go

BY JACKIE WALKER  
HEALTH EDITOR

Walking inside, a hum of people chatting and the thud of plastic utensils on paper containers rings around the Booth School of Business cafeteria. Smells of hot burgers on the grill and fresh pizza waft around the room. U-Highers, graduate students, professors and others walk around, selecting entrées and wait in line to pay. Most people bring their food to a table to join friends and sit down for a leisurely 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 caf-

eteria until after 3 p.m. U-High students used to be able to buy their food and sit to eat, but now they have to take that food back to the Kenwood Kafé.

If the food court staff is concerned that U-High students are too loud, there is no reason that staff cannot ask high school students, just as they would with other rowdy customers, to quiet down or even leave if the disruption escalates.

The Booth School food court



Jackie Walker

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 on 57th Street. The Booth School is just across the street from Lab and its freshly made entrées are a nice alternative to the Kenwood Kafé’s pre-made food.

Though ample seating may be a concern at Booth, some university students have the option of additional seating next door, in a lounge down the hall reserved for graduate students. Then, there would be more seating for U-Highers and other customers in the food court.

Most importantly, U-High stu-

dents pay the same amount for the same meal as all other customers and should be treated the same. Lab students are told constantly that they are the “youngest members of the University of Chicago community.” However, excluding U-High students based on their age sends the message to students that they are not part of the University community.

Allowing high school students to sit with the food they bought doesn’t mean that graduate students and other members of the University community will be disturbed. The Booth School and U-High administrators should be able to work together to find a way that U-Highers can eat at

***“Most importantly, U-High students pay the same amount for the same meal as all other customers and should be treated the same.”***

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 positive 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  
FEATURES EDITOR

Seemingly every week, a table in the high school lobby or cafeteria is covered with cookies and brownies and a poster while a few giddy, concerned U-High students sit behind it attempting to resolve global issues with Rice Krispies treats.

Refugee crisis? Let’s have a bake sale. Earthquake? Let’s have a bake sale. Plague? Let’s have a bake sale.

Nobody is saying that these bake sales are wrong, nor are they saying no to weekly one-dollar slices of banana bread, but how much are these sales helping? Sure, any

contribution makes a small difference, but are we fulfilling our responsibility to help solve issues that might not directly affect us by simply buying a cookie here and there?

This gets at a deeper issue behind the bake sales and clubs that passionate U-High students have created that questions what our responsibility actually is both at home and when



Clyde Schwab

it comes to more global issues.

While we, as U-High students, don’t necessarily have a responsibility to solve social issues, we at least have a responsibility to be aware of them. We can’t view them merely as issues outside our bubble. Instead, we must acknowledge our job as world citizens. If we are to view ourselves as the next leaders of the world, then understanding issues both at home and globally is essential to our education.

Our duty doesn’t end just at dropping a dollar for a brownie for some charity that many don’t actually care that much about. By

***“Our duty doesn’t just end at dropping a dollar for a brownie for some charity that may don’t actually care that much about.”***

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 doing something more concrete.

This isn’t to say that students who put in hours to prepare a bake sale and raise money for is-

ues they care about are doing it in vain, just that students not actively part of these organizations should try to think of other ways of contributing beyond occasionally making a small donation.

Over time, the sales become so frequent so as to become nameless, causing us to lose the meaning and significance behind our contributions. If you want to feel like you are helping solve an issue, you should, at the very least, become educated on it rather than remaining sheltered in an insulated world where buying a cookie means saving the world.

## U-HIGH MIDWAY

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# Volleyball team's dress-up generates controversy

BY WILLIS WEINSTEIN  
MIDWAY REPORTER

All-black, rainbows, twins, nerds, jerseys. Each of these characterized one of the volleyball team's "dress-up" days this year. Before games, players dressed in a certain style in order to bolster camaraderie and attendance by visually reminding other U-High students of a volleyball game after school.

## Analysis

Although the dress-up days were the primary way of advertising volleyball games, their true purpose was to bring the team closer together, according to Averie Miller, a junior and captain of the volleyball team.

"I think I'm just trying to get everyone together to do something fun as a team, you know?" Averie said. "It's really also part of team bonding to do this. By getting everyone to dress up, it's something we can all do together."

"We also have sleepovers together and we have dinners," Averie said. "At Mary Brady's house, we designed and created posters for other players and put them in the gym."

While the volleyball team was

unified on Oct. 6, when it dressed up as "f-boys," the U-High community was divided in its opinion. Team members dressed in white T-shirts, cuffed jeans, baseball caps and athletic shoes—in a style characteristic of a group of boys that some on the team wanted to call out.

Some students considered it a much-needed display of social justice, while others thought it was an attack on other students' style of dress. Many were indifferent, though it depends how you define the word.

"I would define f-boy as a style aesthetic. My personal definition would include salmon cargo pants or boating shoes," Averie said. "My brother dresses like this, and I took a lot of stuff from his closet. I guess people interpret the day as they want."

"I don't think anyone meant to call anyone out, you know?" Averie said. "People were just doing it for fun, and we didn't mean to offend anyone."

Also a participant in "f-boy"



Averie Miller



Christopher Healy



Benji Wittenbrink

day, senior Angela White believes that "f-boy" is more than a style of dress, and the dress-up day was more than team-building.

"It would be lying to say our satire weren't related to a specific group," Angela said. "I'd define 'f-boy' as a careless, usually white boy, who acts in an oppressive way because they are ignorant of the effects it has. However, I don't think the volleyball team is trying to break down the patriarchy by wearing baseball caps, but I think it was a commentary at the fact that people behave like f-boys. Maybe this wasn't the best way to approach it, but since I'm here talking about it, then I think it was okay for us to do."

Chris Healy, senior, also felt the word is deeper than a style of dress, but felt offended by the team's actions.

*"I don't think anyone meant to call anyone out, you know? People were just doing it for fun, and we didn't mean to offend anyone."*

— Averie Miller, captain

getted at any individuals at U-High, but if it was intended to model certain individuals, I don't think that would be appropriate. 'F-boy' has negative connotations, and I think there would be more productive platforms to discuss individual differences than calling someone out."

In this reporter's opinion, there's nothing wrong with poking fun at a generalized, cultural phenomenon, like "preppy day," but when a sports team satirizes a specific group, there is a problem.

Certainly, team members are entitled to pursue noble, social justice oriented goals and make fun of a general style of dress, but the fact of the matter is, "f-boy" has no uniform. It's a direct insult, not the same as dressing up like athletes or preppy students, which carry no negative connotations.

Not all students had malicious intent in participating in the day, but dressing like another student to either correct their behavior or satirize them is neither fair nor productive toward change. The innocent nature of dressing up as team to build camaraderie shouldn't go away as a result of this—teams merely need to take a careful look in the mirror before they dress up in the future.

## DIGGING THE PINK

**SMACK.** Junior Averie Miller comes in for a spike as seniors Rachel Housinger and Mary Brady provide coverage. The varsity volleyball team won their annual Dig Pink match 2-1 against Willows Academy on Oct. 20. Junior varsity lost 2-0. This year the volleyball team raised \$1,200, \$600 less than last year for breast cancer research. "I think one thing that contributed to us making less money was the fact that we had to have the bake sales in the lobby instead of the café," sophomore Whitney Thomas said. "Since we didn't have an actual cafeteria, it was hard to get people to come over to the table on their way to and from classes."

MIDWAY PHOTO BY  
BENJI WITTENBRINK



## RECENT RESULTS

**BOYS SOCCER, VARSITY**  
Lost to Timothy Christian School Oct. 24, 2-4; beat Marine Leadership Academy Oct. 21, 7-2; beat Lisle High School Oct. 16, 2-0; beat Catalyst Maria Charter Schools Oct. 14, 7-0.

**CROSS COUNTRY**  
Placed 24th out of 25 in the IHSA State Championship on Nov. 11; placed 3rd out of 12 in the IHSA Sectional Championship on Oct. 31; placed 1st out of 4 at the IHSA Regional Championship on Oct. 24.

**SAILING**  
Placed 11th out of 20 in the Great Lakes Championship on Oct. 31; placed 7th out of 24 at the Halloween Spectacular on Oct. 25; placed 9th out of 16 at the Halloween Regatta.

**VOLLEYBALL, VARSITY**  
Beat North Lawndale College Prep 2-0 on Oct. 29; beat Cristo Rey Jesuit High School 2-0 on Oct. 27; beat Willows Academy 2-1 on Oct. 20; beat St. Benedict 2-0 on Oct. 16; lost to Latin School of Chicago 0-2 on Oct. 13.

**VOLLEYBALL, JUNIOR VARSITY**  
Beat Southland College Prep 2-0 on Oct. 21; lost to Willows Academy 0-2 on

Oct. 20; lost to Latin School of Chicago 1-2 on Oct. 13.

**GOLF**  
Placed 6th at the ISL Region Championship on Oct. 6; placed first at the Maroon Invitational on Oct. 3; beat Chicagoland Jewish High School on Sept. 24; beat Morgan Park Academy on Sept. 22.

**BOYS SOCCER, JUNIOR VARSITY**  
Beat St. Rita High School Oct. 8, 7-1; beat Romeoville High School Oct. 7, 2-1.

**GIRLS SWIMMING, VARSITY**  
Placed 4th out of 10 at the IHSA Sectional Championships on Nov. 14, Junior Zoe Rebello Baum broke the varsity record in the 100 Backstroke, Maia Boussy, Zoe Rebollo Baum, Noa Rebollo Bam, Taylor Thompson and Elizabeth Van Ha all placed individually in top 6; beat Latin School of Chicago on Oct. 27; placed 1st at the Latin Invitational on Oct. 24; lost to St. Ignatious on Oct. 20.

**GIRLS TENNIS, VARSITY**  
Doubles teams Grace Anderson and Monica Lewis, Delnaz Patel and Florence Almeda, and singles player Jenny Lewis participated in the IHSA State Finals on Oct. 22; placed 1st at the IHSA Sectional Finals on Oct. 16.

— COMPILED BY CLYDE SCHWAB

# Athletes recount favorite moments of fall season



Monica Lewis

**TENNIS** My favorite memory was winning ISL. We had come so close the past few years so it was a great feeling to finally win.



Rachel Housinger

**VOLLEYBALL** After we lost sectionals, we all got together and did our cheer one last time. We jump around in a circle and then shoot each other with finger guns and fall down. We had everyone do it, even the coaches, and it felt like it had all come together in the end.



Olivia Perozo

**SWIMMING** One of my favorite moments was the Bloomington meet. The meet was great and then we had our annual Walmart run and everyone cuddled up on the bus to nap on the ride home. That's not very epic but it just really felt like a quintessential swim team experience.



Andrew Chizewer

**GOLF** Generally, I really enjoyed watching the younger members of the team mature into better golfers and more conscientious people. Specifically, the new freshmen on the team improved significantly and grew a lot as people.



Alex Foster

**SOCCER** My favorite aspect of the soccer season was easily the team atmosphere. As for a specific moment, it was winning the Regional final. That was the first time for me in all four years of high school.



Lucy Kenig-Ziesler

**CROSS COUNTRY** My favorite moment was the night before the state cross country meet. We bonded in a way we hadn't before and I think it brought us all much closer together. That night was just an affirmation of how much we care about each other.



Phoebe Lincoln

**SAILING** My favorite moment was probably being able to all go up as a team in front of the other sailors at the competition and receive a 3rd place award at the Peewalke Scramble.

— COMPILED BY MAIA BOUSSY  
AND CLYDE SCHWAB



# Environmentalist senior builds new green tech for Lab

BY MAIA BOUSSY  
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 for it. In middle 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 decided to build a composter after consulting with her teachers, Sharon Housinger and Daniel Calleri, and completed the project when school started this year.

"I originally tried to do it at Ray

School and it didn't work," Angela said, "so last year I talked to Ms. Housinger, my bio teacher, and said that 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 could get students to help fill up the composter 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 composter and also, just making sure the composter 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



MIDWAY PHOTO BY NIKITA DULIN

**HARD AT WORK.** Senior Angela White composts plants and weeds from the garden using the composter that she built with science teachers Sharon Housinger and Daniel Calleri for an environmentalist program. The composter was one of her first projects, and she's now working alongside Green Team to build new hydration stations at Lab to refill water bottles.

plastic cups. The hydration station would also provide higher quality water than water fountains, which, according to Angela, was a common concern among students.

"From an environmental per-

spective," Angela said, "it encourages people to not use plastic disposable cups. The hydration station is something specifically 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."

## Activist denounces Gordon Parks Arts Hall location

### Was Gordon Parks Arts Hall built on land that should have remained as open space?

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 that are now disputed.

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 such 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 to 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. Mr. Zelchenko believes the plaques marking this space are not adequately conspicuous.

"Now, because the University never kept its promise on the plaques, took these passive actions to rename everything on the contracted land and conveniently forgot the terms of the agreement, the lots got confused and land that wasn't in Ms. Scammon's gift is called Scammon Garden or Scammons. Now when it comes time to build on this land and the University looks it up, they find out that the land's not really under covenant, and they can build something like Gordon Parks Art Hall there. So even though for 112 years this land has been called Scammon Garden, the name is in jeopardy."

Apart from Mr. Zelchenko's frustrations with the legality of what's been done with Scammons, he believes that there is a moral obligation to maintain the Scammon name.

"The Scammon name is so important to the University, to Lab School, and to the city," Zelchenko said. "The University has a

moral obligation to do more for the Scammon family and memorialize them somehow."

Although Mr. Zelchenko is not pleased with the new arts hall, Lab Schools Associate Director, David Stafford, stands by the decision.

"I've been involved in it since 2006 with the master plan and all phases of it since and I don't think Zelchenko's got a leg to stand on; the land is being appropriately used," Mr. Stafford said. "As we developed this project, we 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 look upon, but by in 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 to think if the school 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. Scammon would have taken issue with the current use of her gift.

"It may be disrespectful," he said, "but if you could sit down with Ms. Scammon and tell her that 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 hit 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/scammon/](http://pete.zelchenko.com/scammon/)



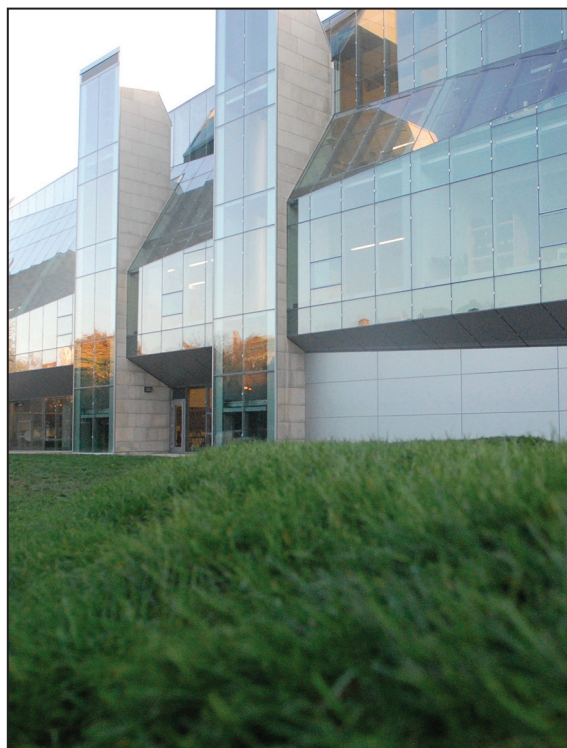
### ONLY PLAQUES REMAIN.

In the courtyard between U-High and Blaine, two bronze plaques, like the one pictured above, mark it as Scammon Court. U-High parent Peter Zelchenko argues that the plaque does not recognize to the Scammon family enough.

MIDWAY PHOTO BY DHEVEN UNNI

**GARDEN DOWN-SIZED.** The site of the Gordon Parks Art Hall, an area formerly known as Scammon's Garden, is not part of the land that was initially in Maria Scammon's gift. While the University is under contract not to build on Scammon Court, they are free to build on in this garden. The area left is grassy hills.

MIDWAY PHOTO BY JANIE INGRASSIA





# Helicopter parents: Let your kids succeed on their own

BY SARAH PAN  
NEWS EDITOR

“Our kids don’t need a fearful parent, a tiger parent, a concierge,” author Julie Lythcott-Haims said. “They need a parent who knows that our job is to build competence and ultimately independence.”

Ms. Lythcott-Haims, a former Stanford University dean who wrote the bestselling book “How to Raise an Adult,” spoke Oct. 13 at the Parent’s Association speaker series, where she discussed how newer generations of students are becoming more dependent 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.

“I’ve learned that having the courage to be who we actually are, regardless of what other people want, expect, or say, even parents, is the path to a meaningful and rewarding professional life,” she 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 accomplished each year,” Ms. Lythcott-Haims said about incoming Stanford freshmen. “And yet, each year I noticed more students could tell you what they’d done, but not so much why they’d done it, except to get into college. They could tell you what they’d achieved, but not so much why it mattered to them.”

This, Ms. Lythcott-Haims said, was often due to parents pushing

their children toward a “hoped for degree of perfection.”

“Seeing a growing number of promising young adults walking a path of someone else’s making, lacking confidence in their own ability to set out in life, already a little burned out, kind of old before their time, kind of perplexed and worried me,” she said.

The challenge today’s modern parents face is letting their child become self-sufficient.

“Her message was that parents have increasingly become involved in students’ education, sometimes to the detriment of the students,” U-High counselor Tracy Graham said about the speaker. “Students then don’t become autonomous and learn for themselves.”

Parents want to be involved in ways that will help their child in the long term.

“When my kids were young, there was a lot more hands-on involvement,” Lab parent Lisa Aronson said. “Starting at a very young age, I wanted to lay the foundation for making my kids strong, independent, kind people. Those are the kinds of things you teach at home. I wanted to expose them to as much as possible so they would be well rounded and would have some basis on which to chose the things outside of school that most appealed to them.”

But how much involvement is too much?

“An appropriate role in my mind is being there for the good or the

bad, but also kind of overseeing things,” Ms. Graham said. “If there’s something students are capable of doing, checking in every now and then to see if they’re doing it in the way that it should be done makes sense, and if students need support, being part of the action plan that gives them what they need.”

At Lab, parent involvement varies like anywhere else.

“Like any school, parents are along the continuum,” U-High counselor Camille Baughn-Cunningham said. “It’s important to keep in mind that with each student there are some individual differences. As a parent you know your kid, know some of the things that may be more challenging to manage and navigate on their own.”

This relationship between child and parent requires balance to be successful.

“Sometimes as parents, we neglect to do the listening part of communication as well as we should,” Ms. Cunningham said. “So sometimes our kids may be trying to tell us that they’re ready to handle something on their own, or don’t need as much help from them as they’ve offered in the past, and it could be challenging for us to hear that.”

Some students say that they have found that balance with their parents already.

“My dad’s involvement in my academics has been helpful in keeping me motivated and fo-



ILLUSTRATION BY KAT FLOCKE

cused,” senior Jason Lin said. “It can be a lot of pressure for me at times, but boys don’t cry, you know what I mean? I’m fine with how much they’re involved in my life because I couldn’t imagine it any other way.”

On the other end, some students believe that too much parent involvement is more pressure than helpful.

“My parents like to involve themselves in a lot of situations in my life and it’s not always a good thing,” sophomore Paryssa Khazaie said. “I think that a parent’s involvement is only helpful if they don’t pressure you into doing what they want you to do. I would want my parents to be involved when it comes to big decisions in life, and give their opinions on

what is right or wrong in certain situations that I don’t know how to deal with.”

Parents have to be conscious of that transfer of independence over time, Ms. Cunningham said.

“Students who are at that age of needing to function more independently as young adults, if I am a parent who is stopping them from doing things that I know they are capable of doing, then that becomes problematic,” she said. “As parents, we also sometimes have to let natural practice take its turn. That may mean a student is being challenged, and sometimes with practice comes some failure. Better to have that sooner rather than later so to speak, so sometimes we have to let go of the reins when the student is ready to take them.”

## Global conference opens eyes

### Administrators to continue creating global connections next summer

BY NATALIE GLICK  
MIDWAY REPORTER

U-High students went international during summer 2015. Juniors Sarah Markovitz and Ajay Chopra were the first two students from Lab to attend the Global Social Leaders Conference in Wellington, England, for two weeks.

At GSL, students from all over the world came to learn about the problems in each other’s communities and how to become leaders. U-High’s invitation was due to Laboratory Schools Director Robin Appleby’s connections she made at her past job, as well as the Laboratory Schools entrance into the G20 coalition of schools.

The G20 is a group of schools from around the world who all share a common goal to make their school part of a more global community, and to learn from each other how to make their schools better.

“I want Lab to participate on a regular basis and bring what the students learn at GSL to the Lab community,” Ms. Appleby said.

Ms. Appleby wants to make Lab part of a larger global community. She hopes that students will fully take advantage of learning from

students around the world.

“I think getting away from your environment and your world will change your world,” Ms. Appleby said. “It’s individually life changing.”

Sarah and Ajay were selected by the administration to attend GSL this past summer and were chaperoned by Assistant Principal Asra Ahmed.

“It’s a pilot program,” Ms. Ahmed said. “I hope to grow it and that the Lab School chooses to invest in it. I believe that it’s a wonderful program and all students could learn more about the world, and how students across the board are facing some of the same problems that U-High students may be facing.”

Both Sarah and Ajay had an eye-opening experience at GSL, because of the people they met. Not only the students but the staff helped create an environment that Sarah and Ajay could not only learn about themselves, but about other students.

“I never imagined myself as someone who has the guts to tell anyone what to do,” Sarah said. “When I was at GSL I transformed into a new person. I have much higher expectations for myself, my grades and what I am capable of achieving.”

As the only American students at GSL, Ajay and Sarah had the opportunity to meet students from China, Kenya, South Africa and Jordan, which opened their eyes to the lives of other students around the world.

“But being the only American changed my perspective of the world,” Ajay said, “because I got to

see how other kids saw our problems. I saw that many of us were facing the same kinds of issues. Working together, we used all of our perspectives to try and change these problems.”

For the summer 2016, two students will be able to represent Lab, with the help of Sarah and Ajay. The application will be question-based and distributed by the administration.

Applicants must have turned 16 by Dec. 31.

“I am 100 percent grateful for my experience at GSL,” Sarah said. “I think any student who goes to GSL can benefit. People

from our school need to get a greater perspective on life, and learn about other people and try to self improve. GSL forced me to think about a lot of stuff I never thought about before but all of that has made me a better person”

Participants emphasized that making GSL a regular opportunity for U-High students will give new insights to the entire high school about how teens see and solve common challenges in different cultures. This will give everyone a much larger perspective on how to be a leader in the larger community, they said. Sarah has been invited to participate this coming summer as an alumni.

“Everything is about establishing relationships and making connections,” Sarah said. “Connecting to GSL has given our school tremendous opportunity to make connections around the globe.”

## Admissions reaches out to larger applicant pool

BY MICAIAH BUCHHEIM-JURISSON  
EDITOR-IN-CHIEF

Though the college applications season is in full swing, a recruitment period less on U-Higher’s minds is heating up as well. With the annual admissions open house on Nov. 15, the application season for current eighth graders applying to U-High is well underway.

The open house showcased the school through campus tours, remarks from admissions officers, a fair with booths from various clubs at U-High, as well as a chance to hear from faculty, students, parents and alumni.

Since September, Kerry Tulson, assistant director of admissions, has visited schools around Chicagoland to present about U-High in an attempt to reach applicants. In addition, the admissions team has run an advertisement on public radio station WBEZ.

One of the original goals of the building program that has seen the construction of Gordon Parks Arts Hall and the ongoing renovation of Judd Hall was to increase the overall enrollment at U-High. Though it is unclear by exactly how much, the incoming freshman class for the 2016-17 year will certainly be larger than in past years, and significantly larger number of students will be almost definitely be recruited.

Two freshmen new this fall felt particularly drawn by U-High’s friendly environment as opposed to other schools.

Freshman Mia Palmer went to Chicago City Day in Lincoln Park, and chose to attend U-High over Latin, Parker and North Shore Country Day School. “I just didn’t love the atmosphere or the kids at other schools as much as I loved Lab,” Mia said. “Everyone here was really inviting when I shadowed and the teachers were really kind to me too.”

**Lab at 120**  
An occasional series of stories as the school marks 120 years since its founding in 1896

est, I really didn’t like Ignatius when I shadowed there, it was really oppressive, it’s so many people,” he said. “And Lab gave me an environment of friendliness, even though I know there is competition, I know it’s a general atmosphere of friendliness.”

Both were also drawn by Lab’s academic reputation.

“Everyone knows that Lab’s an incredible school and that it’s kind of an honor to be accepted,” Mia said, “because you know that you have a certain level of academics, and I think that that’s important, because I want to get the best education possible. I know kids from here obviously get into good colleges, and on top of that it’s a beautiful campus. And also I really like art and music and so the Gordon Parks Arts Hall was a really big plus for me when I was choosing high schools.”



Sarah Markovitz

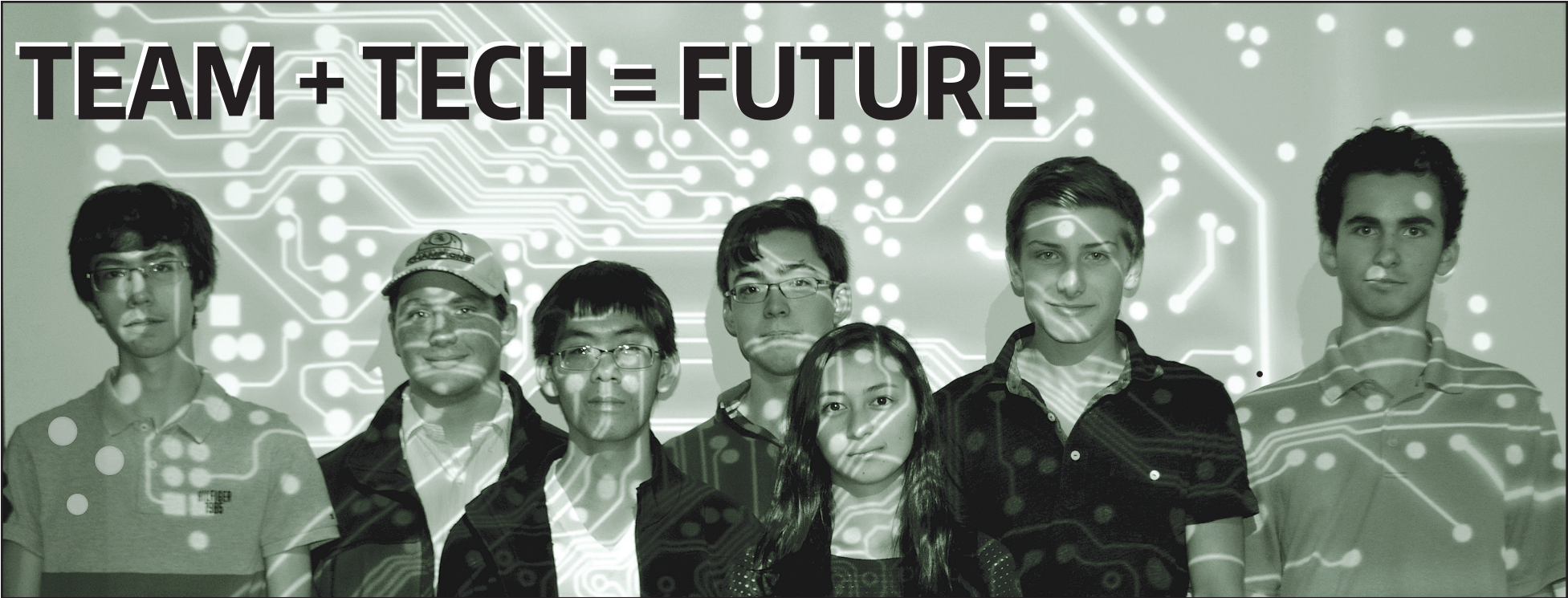


Ajay Chopra



Hongjia Chen





MIDWAY PHOTOILLUSTRATION BY TERESA XIE AND GRACE ANDERSON

**MORE THAN ZEROES AND ONES.** Lab’s tech leaders from a range of clubs gather together, featuring STEAM Club member Alex Gajewski; Code at Lab committee member Ben Glick, Project Lab co-founder Jonathan Soohoo; Code at Lab committee member Theodore Ando, Code at Lab co-founders Joanna Cohen and Logan Young and Code at Lab committee member Johnathan Lipman.

# Dewey’s spirit still alive in STEM initiatives

BY GRACE ANDERSON  
EDITOR-IN-CHIEF

**P**icture it: 1896. A group of young students gather 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 activity 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 is at the core of learning at Lab.

“John Dewey wanted school to be a place to reform society, and he believed one of the things education lacked was an opportunity for kids 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.”



Catharine Bell

*“I think one of the things that Dewey intended was to create an environment where teachers and students were free to think for themselves and they had the freedom to act on the ideas they believed in.”*

— Catharine Bell, English teacher

Those projects are still happening today. The rise of 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 day of workshops dedicated to exploring science and technology fields. Next fall, AP computer science courses will become more accessible with the new AP Computer Science Principles course designed by the College Board for students who desire to understand how computers work without as much technical coding.

## // Coding supports team spirit

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 who are interested in computers 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 what everyone knows. Also, if people have questions about programming in general or internship opportunities, it’s nice to have a group of people 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’ve really tried 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.

## // Finding your ‘makers’ space’

New club Project Lab takes the team environment to the next level by seeking to provide a space for collaboration among students with varied skill sets, according to co-founder Jonathan Soohoo, a senior.

“The purpose of the club is to gather a group of creative people so they can collaborate on artistic or technical projects,” Jonathan said. “Our aim is to commandeer one of the rooms in Gordon Parks Arts Hall in order to create a ‘makers’ 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 explained how Lab currently does not have a place for people to combine art and science.

“You have Renaissance, but that’s just art, and then you have something like Math Team, which is STEM but not product-based. Combining similar interests, but 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 prospective drawing, circuitry work and coding.”

## // Bringing the fun to STEM

Later this year, STEAM Club hopes to host “Discovery Day,” explained junior 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,” Athena said, “which prevents people from just learning for fun. The programs are great if you’re already interested since they’re so rigorous, but for those who aren’t as committed there are fewer opportunities to just explore STEM fields.”

Students, teachers and University of Chicago professors would lead workshops in a way that makes the information more accessible and engaging for all students.

“We had a discussion as a club of whether or not to include some-

thing similar to build events for science team,” Athena explained, “but then we figured wouldn’t people just join science team if they wanted to do those activities? Instead, we’re really trying to come up with relatable applications as well as just ideas we find interesting as a group. Some of the workshop ideas 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.”

## // Freedom to create

This coming fall, the computer science curriculum itself will undergo a change with the addition of the AP Computer Science Principles course.

“Essentially, it’s designed as a computer science course for students who wouldn’t be majoring in computer science,” Daniel Wheadon, 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,” Dr. Bell said, “was to create an environment where teachers and students were free to think for themselves and they had the freedom to act on the ideas they believed in. They had to come to consensus and it was very group-project oriented.”

Whether it’s 1896 or 2016, students are cooking French dinners or planning STEAM projects, the spirit of teamwork and freedom to create remain alive at Lab through student initiative.



Athena Chien

*“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 just learning for fun.”*

— Athena Chien, junior