

U-HIGH MIDWAY

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Video release prompts city protests

Students join demonstration over Thanksgiving break due to shooting

BY WILLIS WEINSTEIN
MIDWAY REPORTER

In a city where more than 400 gun-related homicides have occurred in 2015, the dash cam video of LaQuan McDonald's shooting became the straw that broke the camel's back and a rallying cry for thousands of Chicagoans to loudly demonstrate against violence.

Cold weather and rain on Black Friday, Nov. 27, did not deter a large crowd from gathering on the Magnificent Mile to block stores to protest nationwide police brutality and the latest in a series of shootings involving the police.

Some students, including senior Joe Curci, managed to travel downtown to witness the mid-day demonstration.

"My dad and I just wanted to see the protesting, the people who were down there, and how exactly they were protesting because it's their First Amendment right to protest peacefully," Joe said. "So, we thought we'd go and observe, you know? It's not every day that this happens."

Joe said that his family leans right politically and generally supports the police, and he felt the protest was an important act of personal expression, but frowned upon the way demonstrators conveyed their message.

"We thought it was good that people were protesting it and voicing their opinion," Joe said, "and since the police messed up, we were interested to see, but we weren't joining. My dad's a businessman, so he was also upset that people were shutting down busi-

nesses. They didn't have any input in what happened, so I didn't think they should have to deal with any repercussions of it."

Junior Kara Coleman walked with the protestors for two hours and felt her participation helped aid a greater effort.

"We were talking about going, but we didn't think about it, and then we started walking around and saw people blocking stores," Kara, who walked with her dad and a friend, said. "I'm glad we went. There have been so many protests going on, but like very small demonstrations. I don't think people are feeling that their voices are being heard, so by doing something on a very busy day at a very busy time when lots of people are trying to do things will make a difference and be seen and heard."

Although Alex DuBuclet, a junior, didn't participate in the Black Friday demonstration when she went with her father to watch, she regards blocking retailers as an important part of the protest.

"By participating, my dad hoped that people wouldn't shop and the stores would suffer, and then call into City Hall on Monday to ask Rahm to fire the police superintendent," Alex said, referring to Chicago Mayor Rahm Emanuel. "That was to make a bolder statement of 'You're not hearing the message one way, let's deprive the city of their money and then get it noticed and make it bigger, so we can do something about everything that's going on.'"

A Facebook post later in the weekend proposed that Lab stu-



MIDWAY PHOTO BY NIKITA DULIN

(S)TOP SHOP. Protestors block the entry to Topshop and other stores on North Michigan Avenue Nov. 27, bringing Black Friday sales 25-50 percent below projections, according to the Chicago Tribune. The protests occurred in response to the Nov. 24 release of dash-cam video showing the shooting of Laquan McDonald, 17, by Chicago police officer Jason Van Dyke in October 2014.

dents participate in other protests. It garnered a lot of likes, though real turnout was small.

Kara believes the Lab community needs to tackle its issues of racism just as much as the city as a whole.

"I don't think Lab does a good job in terms of talking about specific racial issues, like police brutality," Kara said. "We'll talk about race and how to be all-inclusive, but we don't talk about issues that different races are facing at the moment, like a broader sense of racism. The Advisory talks we have about racism aren't about anything specific. They're questions like, 'What is racism and how can we avoid it?'"

However, achieving a better dialogue on racism is possible, according to Kara. It just needs to revolve around the student body.

I think an assembly or some type of panel where people can just talk would be effective," Kara said. "I think we need to stop bringing people in that try and talk about issues but don't really understand or connect with the issues students are facing."

Alex agreed with Kara that the protest had big implications, which can be discussed among Lab students to improve the treatment of black people one step at a time.

"It's so much bigger than LaQuan McDonald," Alex said. "It's

more than shootings. It's awareness. We're saying 'OK, yeah, this happens, but it happens every day. There are kids who are dying every day, it's not just today. Black people are suffering, we're not getting the equality the need. We don't feel safe as a community. Everyone wants to be black because it's cool, except when black has a negative connotation to it."

"It's easier to say these types of things to a friend that it would be to a teacher, so I think something student-led, community-oriented and more like 'I want to be here' instead of an assembly where we're forced to go to hear about a person and what they're doing would be better."

Security enhanced after gun threat closes university



MIDWAY PHOTO BY GABBY CONFORTI

SECURITY IMPROVEMENTS. Speaking at a mandatory assembly during open time on Dec. 1, Assistant Principal Asra Ahmed introduces University of Chicago Chief of Police Fountain Walker. Walker addressed the high school student body, speaking particularly about security protocol within the school.

BY ELIZABETH CHON
OPINION EDITOR

Although a gun threat towards the University of Chicago initially caused shock and resulted in the cancellation of classes, students and faculty have returned to their normal routine.

"Monday Classes and Activities on Hyde Park Campus Canceled Due to Threat," the email from University of Chicago President Robert Zimmer declared as U-Highers enjoyed their last day of Thanksgiving break Nov. 29. Social media outlets such as Facebook exploded. In the time since, the suspect was arrested and then released to his mother's custody, with the university implementing additional short and long-term security measures.

FBI counterterrorism officials contacted the University of Chicago because an anonymous individual had written a threat on the World Star Hip Hop website, stating that he would shoot 16 white males on the campus quad at 10 a.m. Nov. 30. The threat was apparently made in response to the release of the video of the October 2014 shooting of Laquan McDonald, who was black, by white Chicago police officer Jason Van Dyke.

The campus quad remained silent and empty Nov. 30 as police officers with visible weapons scattered themselves throughout the campus. In addition to classes at the university, the Laboratory

Schools and university facilities such as the libraries also closed for the day.

Around noon, the news released more information — a suspect had been taken into custody. Jabari Dean, a 21-year-old student at the University of Illinois at Chicago, was charged with the mass shooting threat and released to his mother's custody, one day after the campus shutdown.

Although the individual was no longer a threat to the University community, administrators took extra steps to ensure the safety of all faculty and students.

"One of the security changes is the one-door entrance," Lab security guard Mike Cephus said. "We have also beefed up security a little bit more. The police are stationed on most corners around the school now."

While many of the changes are immediate, Lab administrators and the university are also in the process of making plans for the future.

"There are some things that are temporary — for example, the increased visibility of police patrolling the campus, which will continue until the end of the quarter," Acting Associate Principal Fran Spaltro said. "What is happening behind the scenes is that Director Appleby is meeting with the University of Chicago, their police force and our security liaison, to discuss what changes will stay in

"The trick going forward is to remain aware while still going about our lives as learners and teachers."

— Fran Spaltro,
acting associate principal

the place, and what changes will be made down the road."

During open time Dec. 1, the administration held a school-wide assembly to address the gun threat and explain security procedures.

"The way Lab School handled the situation was extremely insensitive because in no part of the discussions in my classes or advisory did they bring up the fact that the gun threat happened because of a race issue," Angela said. "They should have taken advantage of the opportunity to talk about why our school was targeted — it was just labeled as another crazy threat."

Despite the stressful nature of the incident, the U-Highers have resumed their lives as usual after returning to school.

"At first, people were shaken, and what happens when people become shaken is that they become more vigilant," Ms. Spaltro said. "But after we become comfortable again, we can slide back into going about our business as usual. The trick going forward is to remain aware while still going about our lives as learners and teachers."

‘Lab was her home’

Computer science program founder Karen Putman died Dec. 5

BY ALEX HARRON
MANGING EDITOR

“She lived and breathed the school. Lab was her home,” said history teacher Paul Horton about lower school computer science teacher Karen Putman, who died Dec. 5 in hospice care after battling a number of ongoing health issues.

Ms. Putman began at Lab 44 years ago as a German teacher and eventually founded the computer science education program. In 2007, she received the Mary V. Williams Award for Excellence in Teaching, which recognized Ms. Putman’s care and focus to a student’s individual qualities, a teamwork approach to problem solving and her sense of humor.

“She was warm, giving, and did her best to bring people together,” Mr. Horton said. “She always inspired me to reach out to other people. She cared about the human relationships at Lab more than anything, about reaching out, sitting down and talking.”

In addition to being a teacher, Ms. Putman was a very dedicated Union member, according to middle school art teacher Phillip Matsikas.

“She was on the executive board for many years, in many different capacities, including president,” Mr. Matsikas said. “She was on many negotiating committees and used that forum to promote the interests of teachers. Her particular role was keeping all of the records fastidiously. She knew that history was important in negotiations and to make not just change, but progress. She used her experience to try to make sure we didn’t repeat mistakes and help Lab move forward.”

Ms. Putman was also Interim middle school principal for a



Karen Putman

“She cared about the human relationships at Lab more than anything, about reaching out, sitting down and talking.”
—Paul Horton, history teacher

year, where Mr. Matsikas said she worked very hard to start the middle school library.

“Before, middle school had been lumped in with the high school,” he said. “It was her administrative skill that made that happen and the reason middle schoolers now have a really dedicated library.”

Even though it had been eight years since senior Ilana Dutton had Ms. Putman as a teacher, she remembered advice Ms. Putman had emphasized to her class.

“She said there were three things you had to do in life,” Ilana said. “Learn to type. Know how to swim. Learn Latin. I’m two thirds of the way there.”

No service has been set to take place in Ms. Putman’s memory.

According to a statement from the administration, Ms. Putman was adamant that any memorials in her honor should be directed to the University of Chicago Laboratory Schools.

Lab passes three-day evaluation

BY ELENA MAESTRIPIERI
HEALTH EDITOR

Every seven years our school takes a test.

The preliminary results from a three-day visit in November and over a year of review, indicate that Lab passed. The Independent Schools Association of the Central States (ISACS) is an accreditation agency in the Midwest that holds a school to its own standards. The process begins with the formation of committees that perform a “self-study” on a number of different aspects of the school, from programs to transportation.

Each committee discusses and writes a report on every category and submits it to the agency, according to math teacher Paul Gunty who was the co-leader of the self-study along with primary school principal Susan Devetsky.

“We write up a few things, an overview, what the strengths are, what our challenges are, and last is what our plans and priorities are to overcome these challenges,” Mr. Gunty said. “You write up all these reports, put them together and you get a big hunkin’ book, probably over 100 pages. It’s a peer review of sorts, in that other independent schools are saying how good you are or ‘Are you an acceptable school?’”

ISACS reviewers report on all of Lab, from the lower to high school. Freshman Otto Brown served on a the committee that observed the school’s “climate” when the process began last year, and addressed some of the challenges Lab has.

“With all the construction going on, the school climate was in chaos and turmoil because it’s harder for teachers to get from class to class,” Otto said. “Another thing, is we want to have a diverse student body but also a diverse set of teachers and administrators, and that’s a big challenge. For example, I think all of my teachers this year are caucasian. Most importantly though, is the idea of stability. When I went to the Whitney Young High School Open House, their principal had been there for 22 years. I looked at that and said, why can’t we keep a principal for 22 years? Why do we have this constant turn over?”

With this list of challenges, the report is submitted and a committee of members from different schools that belong to ISACS come to visit. The committee spends a few days sitting in on classes, speaking to faculty, and observing student life before preparing to write a report that fulfils the question: Are we an acceptable school?

“They’re not here to tell us how to run a school, just to check and make sure that we’re doing everything that we said we were doing,” Mr. Gunty explained. “They’ll write a report that we don’t get until early next year, which will address every single report on every single category and aspect that we wrote about. Then in a couple of paragraphs, they’ll write an overview about the school in total.”

Despite the many challenges, Lab has a multitude of strengths.

“We pride ourselves in having a diverse community,” Otto said. “Students feel valued, and they’re known as individuals and members of the community. The size of the student body isn’t so large that teachers don’t know who different students are, so teachers can have a personal and professional relationship with students.”

Once the report from ISACS is received in February or March 2016, administrators and faculty will decide which recommendations can be implemented. The final report will likely be available for students and faculty to review.

“The report is important,” Mr. Gunty said. “It matters to everyone — faculty, administration and students — because we should all care that we’re part of a good school, and we are.”

Assembly recognizes students for fall quarter achievements

On Nov. 19, all high school students and faculty gathered in Gordon Parks Assembly Hall to recognize individual academic or other achievements.

Acting Associate Principal Fran Spaltro started the assembly with a brief moment of silence to recognize the global attacks from the week prior.

DRAMA

Nikita Dulin, Autumn Espinosa, Kat Flocke, Mattie Greenblatt, Julia Hedges, Max Kramer, Emma Lichter, Maeve Potter, Lizzie Sullivan, Will Zich

LATIN

Both Certamen teams did well at the Kenwood Academy competition. Sophomore team: Chloe Schneewind and Hayward Melton, took second place out of eight teams. Upper team: Hazel Martello and Logan Young, took second

place out of nine teams.

INDIVIDUAL HONORS

Accepted to attend Student Leadership Day at the Illinois Holocaust Museum & Education Center: Zoe Rebollo Baum, Mia Waggoner, Tamera Shaw and Averie Miller.

Four of our students, seniors Ilana Dutton, Sophia Fioramonti-Gorchow, Olivia Perozo, and Sarah Pan placed in the top 10 last summer at National History Day in Washington, D.C.

Dhanya Asokumar had her poster accepted at the Orthopaedic Research Society annual meeting.

DEBATE

Alina Cui and Reed Rosenbacher were recognized for their bids, qualifying for the Tournament of Champions in April and for their invitation to the elite, by-invitation-only Harvard Round Robin

event that features the top 14 policy debate teams from the national debate circuit. This was Lab’s first invitation to this prestigious event

MUSIC

ILMEA District Ensembles

Jazz Band: Will Curry, Tenor Sax, Matt Ferraro, Guitar, Ben Grobman, Piano

Orchestra: Jasmine Wang, violin

Senior Chorus: Nicole Horio, soprano, Will Kent, tenor

ILMEA State Festival: Will Kent and Matt Ferraro

All-Star Band with Doc Severinsen: Will Curry

SIEMENS COMPETITION

Semifinalists: Nigel Van Ha and Leah Umanskiy; Regional finalist: Leah Umanskiy

SPORTS

Volleyball: IHSA 3A Regional Champions; All-Conference ISL Honorable Mention: Alex Lunds-

MLK activity planning begins

BY MARISSA MARTINEZ
MIDWAY REPORTER

Plans for an annual assembly and day of service to celebrate the legacy of Dr. Martin Luther King Jr. next month are underway.

The Martin Luther King Day Jr. Assembly will celebrate more than three decades with the theme “History, Hope, and Responsibility” on Jan. 14.

According to Camille Baughn-Cunningham, Black Students’ Association co-adviser, the theme was chosen in conjunction with Director Robin Appleby’s vision for the school.

“We decided to apply these terms because of their implications and applications to the events occurring in the city and in the nation,” Ms. Baughn-Cunningham said.

The assembly’s speaker, Christopher Reed, a Roosevelt University professor emeritus from Chicago, has published many books focusing on 20th century black relations and taught for more than 25 years.

For the first time, the University of Chicago’s Martin Luther King Day of Service on Jan. 16 will not only include the Laboratory Schools, but also the Charter Schools. Individuals can sign up

for themselves or as part of a larger group. After introductions from morning speakers, all high school volunteers will be sent out to their service sites around the South Side with transportation provided by the University.

These sites are either connected to the University or are related to community service for sophomores. Younger students stay on campus to help organizations close to the University and do projects with their families, like making blankets and cards. In the past, older students have helped out at a variety of sites across Chicago, doing tasks like cleaning community centers and canvassing for organizations.

Service Learning Coordinator Hannah Evans thinks having a service day on a holiday weekend is beneficial to the community.

“There’s a big movement where Martin Luther King Day is considered a day on, not a day off,” Ms. Evans said. “This is a time to reflect on the work that he did and see how we can be more active citizens in our community.”

Registration for this day is open through tomorrow and can be found on the Service Learning page on the school’s website.

Van Eron to fill interim position

BY MARISSA MARTINEZ
MIDWAY REPORTER

Learning Coordinator Kevin Van Eron will serve as an interim director of student services for the middle and high schools through the end of the school year. Ken James, who served as Lab’s first director of student services for the past seven years, retired in November.

In this administrative role, Mr. Van Eron will split his time between leading counselors in the middle and high schools, and working with their respective Student Services departments, administrations, parents and students.

“The thing I love most about my current job is working with stu-

dents and teachers,” Mr. Van Eron said. “But I’m also excited about getting to know the Learning Department and counselors in the middle school, who I have a lot of respect for.”

According to Mr. Van Eron, there won’t be a lot of change for students in terms of the help they usually receive from him. Another person is expected to come in to work with students on specific areas part-time, and will collaborate closely with Mr. Van Eron on any reports that come in from outside assessors.

He will hold this role while administrators search for a replacement with the help of parents, students and teachers.

Junior cartoonist receives honor

BY SOUNDJATA SHAROD
MIDWAY REPORTER

Junior Kat Flocke received honorable mention for her cartoon in The Midway’s April 28 issue. She received honorable mention Nov. 14. The National Scholastic Press Association recognized her work in its annual Cartooning Awards.

Her cartoon commented on the student council elections, and their nonchalance towards their positions. She was one of 10 stu-

dent finalists for the award across the country.

“Art is meant to be fun,” Kat said. “I want people to have fun with my art, but art shouldn’t be about winning an honorable mention.”



Kat Flocke

1st Alex Foster and Max Rochester

2nd Nick Audrain; Illinois Soccer Coaches Association All-Sectional: Alex Foster and Max Rochester.

Cross-Country: IHSA 2A Regional Champions: Girls and Boys; IHSA 2A Girls State Qualifying Team; All-Conference ISL Girls: Isabella Khan, Elsa Erling, Alice Carlstrom and Grace Cain; All-Conference ISL Boys: Jacob Meyer and Abraham Zelchenko; IHSA All-Sectional : Elsa Erling and Jacob Meyer; IHSA 2A All-State : Jacob Meyer (3rd runner in the past 38 years

Sailing: Historic 1st varsity sailing team in U-High history: Alec Wyers, Emerson Wright, Terrance Travis, Matteo Torquati, Lillian Nemeth, Samuel Morin, Phoebe Lincoln, Pacale Boonstra, Colleen Baumann

— COMPILED BY GRACE ANDERSON AND SARAH PAN

Herstory offers new perspective

Elective talks about history of the female role

BY ARIEL GANS
EDITOR-IN-CHIEF
6, 8, 12, 22.

That is how many students have enrolled Herstory each year that it has run. Herstory is a group independent study feminist history course with a modern emphasis taught by history teacher Cindy Jurisson. It meets from 6-8 p.m. on Thursday evenings in UH 103 anywhere from one to three quarters per year.

"I never really advertised the class much," Dr. Jurisson said. "I did put something briefly in the bulletin, but we just didn't need to. Kids just came to me and asked to do this and I said no matter how many or few people you get I'll happily do it with you."

The class assignments are light and there are no tests, but students believe they still learn the material.

"It's a very low-stress class. It's more about learning than it is about grades," Herstory student and junior Taylor Thompson said.

Each class breaks into small groups, and throughout the course Dr. Jurisson provides folders with readings that she assigns two to four at a time.

"I take each ancient text and pair it with some readings in the modern period," Dr. Jurisson said. "So the idea is to look at these ancient texts and find themes that carry into the modern day. We all sit down and do a textual analysis as a class after they read them. We look at the logic used from the point of view of the ancient author, the historical context and what the fears were of those who wrote the ancient text."

"We also look at modern culture," Dr. Jurisson continued. "For instance, I asked them to think about the concept of the evil wom-



Cindy Jurisson



Taylor Thompson



MIDWAY PHOTO BY BAILEY GARB

LEADING BY EXAMPLE. Students from the Herstory class listen to Maria Varela as the discussion about gender in the professional world continues. For Herstory's last class session on Dec. 10, Dr. Jurisson assembled a group of professional women leaders in UH 103 to share their experiences and advice about being a woman in higher education and the business world. Other panelists included Marie Fioramonti, Marlies Carruth, Grace Tsiang Hansen, and Robin Goolsbee.

an. Like with Cruella de Ville, and the way in which even in cartoons, evil women in our culture are often depicted as hyper-sexualized and lifted up as witchy. We are trying to become more aware of our own culture by looking at ancient and non-Western cultures to see these themes and long-standing gender dynamics. We're looking for the cause, effect and continuity."

Much like a regular history course, this year Herstory covered ancient texts from Egypt, China, India, Africa, near east, early Ottoman Empire and Mesopotamia.

"We learn history," senior Jonathan SooHoo said, "but we talk a lot about modern issues as well. I also think that the level of discussion there is slightly higher quality than some other history classes I've been in. Everyone there is very thoughtful about what they say because we all want to be there. It's an independent study; you're giving up three hours on a Thursday night when you could be studying. We value each other's time and opinions, so you make what you say count."

Dr. Jurisson also likes the increased interest present in an elec-

tive course.

"Any teacher will tell you that when you teach an elective where students actually opt-in, you get more buy in. Students really want to be there," Dr. Jurisson said. "You only have just so much time throughout the year to get through the material and a lot of times you only have time for the most iconic texts, and a lot of times those have to do more with men in history. It's great to see what women were writing all those years ago and it would be hard to find time to do that in required courses like Early World History. I wish we could offer more electives to students. It's exhausting to do on top of a full load of classes, but I think that if students are asking you and really want to study something, how can you possibly say no?"

Although happy she joined the course, Taylor would prefer to take it during school hours.

"Think about how much we could do if this was an everyday history class," Taylor said. "I think that it's something that more people would be engaged in if it was everyday during the day."

Other quarter history course electives such as Susan Shapiro's Holocaust course are also held after school hours. Dr. Jurisson suggests that the History Department incorporate such electives into the daily schedule.

"I would love to see us do what

"I think that more of a feminist perspective in history is something that's missing from Lab's curriculum."

— Taylor Thompson, junior

the English department does with area electives," Dr. Jurisson said, "like to be able to do a number of electives where people could choose each quarter and specialize in different things."

Along with Dr. Jurisson, Taylor also believes that a feminist history course is important to offer at Lab.

"I think that more of a feminist perspective in history is something that's missing from Lab's curriculum," Taylor said. "I mean, it's not just lacking in history, it's lacking in a lot of places, like it's very rare that in English class I read something by a female author, and so taking a course that focuses specifically on women I think is important for our education."

After completing her first quarter of the course, Taylor recommends it.

"I think that this class is valuable to anyone," Taylor said. "But definitely to anyone who has any interest in talking about women both in history and in present. I would definitely take it again."

Local pantries need student support

BY NATALIE GLICK
MIDWAY REPORTER

During the holidays many food pantries are in need of help and donations. More than 25 food pantries throughout the city of Chicago serve the homeless and families in low income homes.

The food pantries rely on donations and volunteers to serve the communities in their neighborhoods. The pantries need non-perishable food items. Donations can be dropped off when the pantry is open.

NORTH SIDE:

Lakeview Food Pantry has two locations, the first one at 3831 N. Broadway St., and the second at 1414 W. Oakdale Ave. Donations can be dropped off at the Broadway location Monday through Friday, 9 a.m. to 5 p.m. At Oakdale, donations can be dropped off Tuesday or Thursday 6:30 p.m. through 8 p.m., or Saturday 11:30 a.m. to 1 p.m.

SOUTH LOOP:

South Loop Community Church, located at 1347 S. State St. In order to volunteer, contact Daisy Bell at (312) 692-9448. Donations can be dropped off on Saturdays from 9-11 a.m., at the church.

GOLD COAST:

Elam Davies Social Service Center, located at 126 E. Chestnut St. Students wishing to volunteer must contact Jackie Lorens at (312) 787-2729. Volunteering hours are Wednesday and Thursday: 9:30 a.m. - 11:30 a.m. and 2:30 p.m. - 4:30 p.m., Dec. 23: 9 a.m. - 12 p.m., volunteering is by appointment only. Donations can be dropped off without an appointment during hours.

HYDE PARK:

Hyde Park-Kenwood food pantry, located at 1169 E. 56th St. Students are able to volunteer any Saturday during the year from 9:30 a.m. to 1:30 p.m. Contact Jan Deckenbach at (773) 702-7034. Donations can be dropped when the pantry is open.

Items that are in high demand are:

- Winter clothes, hats gloves, coats and winter boots.
- Toiletries, mouthwash and toothpaste both in travel size.
- Bath towels and fitted bed sheets.

Students wishing to donate clothes can donate to **Sarah's Circle**, located at 4838 N. Sheridan Rd. In order to donate clothing, students must call first to schedule a time to drop off clothes. They can call (773) 728-1014 to make an appointment. Items can be dropped off Monday - Friday between 9:30 a.m. - 5p.m.

Starting in January, students can also donate clothing to the **Lincoln Park Community Shelter**. Call (773) 549-6111 to make an appointment to drop clothing off at 600 W. Fullerton Parkway.

After Scholastic Bowl reboot, nationals ahead

Senior leaders look to new members and training tactics for success in contests

BY CLYDE SCHWAB
FEATURES EDITOR

The Scholastic Bowl Team qualified for two national tournaments, despite the resignation of last year's coach and the loss of several valuable seniors.

Led by team captain Lauren Onel, a senior, and new coach David Derbes, the team placed well at the past four tournaments, taking fifth at the IHSSBCA Kickoff on Nov. 21, fourth at the IHSSBCA Novice Tournament on Oct. 17 and sixth at Earlybird at the University of Illinois, Champaign, on Oct. 10. At the most recent tournament at Loyola University on Dec. 12, the team placed sixth out of 24. Due to their placing, the team qualified for both the PACE National Scholastic Competition and the NAQT High School National Championship Tournament.

According to Lauren, the team



Lauren Onel



Harry Ni

was able to overcome the absence of Claire Keenan and Adam Fine, two of the team's most dominant members.

"Last year, we were eighth at Nationals, which is practically unheard of for a team that's only four years old," Lauren said. "Our seniors, Adam and Claire, were two of the best in the state, and Adam was one of the best in the country, so I think we were all worried that the team basically wouldn't exist

"We are currently working on finding a good way to study as a team and recruitment."

— Harry Ni,
Scholastic Bowl vice president

once they graduated. At the end of last year, I decided that I didn't want to let that happen and studied like crazy. I picked up different areas and now I've been on the all-tournament team at every tournament that I've been to this year."

Although Mr. Derbes assumed the title of coach this year, Lauren noted that much of the success is driven by the team members' work.

"I've sort of taken over the coaching role as well, as the person who's been our coach resigned at the end of last year. I've been leading practice, making rosters and registering us for everything."

While the team has achieved their goals of qualifying for na-

tional tournaments, according to Vice President Harry Ni, club leadership continues to try to find new ways to improve.

"We are currently working on finding a good way to study as a team and recruitment," Harry said. "In past years, practices were mainly just reading questions, but this never worked well, because nothing would really stick that much. Now we are doing more practices after school and having more dedicated practices for the novices. We are also working on filling in the topic gaps that Adam and Claire left, which are mainly history, literature and science."

The underclassmen members are important in continuing the team's success, according to Lauren.

"The novices are doing great," Lauren said. "My favorite part of quiz bowl is that you get to learn about whatever you want to learn about, and this year we have a group of underclassmen with really diverse interests."

Adele smashes old records with ‘25’

Singer still showcases her powerful voice, but this time the theme of love is different



ALBUM ART

“HELLO, IT’S ME.” Yes it is. Adele’s new Album, ‘25,’ breaks boundaries by selling more than 3.38 million records within the first week. On Dec. 14, Adele released news of an North American tour in 2016 with 56 performances.

BY DHEVEN UNNI
ASSISTANT EDITOR

Five days. 100 million views. Say “Hello” to Adele’s new album, a wildly successful departure from her old themes.

With “25,” Adele puts a new spin on themes she’s used in her previous albums, focusing less on grief and more on redemption.

Adele, an artist known for melancholy, grandiose love songs, is breaking new ground with this album, which includes songs like “Send My Love (To Your New Lover),” a song that uses an upbeat tone to describe a failed relationship. As with her previous albums, many of the songs on “25” are love-inspired, but the catchy rhythm differentiates the latest songs while still showcasing Adele’s powerful voice.

Revealing the inspiration for the new album, Adele explained in an interview with Rolling Stone the huge influence motherhood had on her work. The source of her newfound happiness, becoming a mother, has had a clear effect on the theme of her album. Even in “Send My Love,” the message is one of redemption and closure.

“We’ve gotta let go of all of our ghosts / We both know we ain’t kids no more,” the song goes, and that idea resonates throughout the album. She finds happiness through her child and by releasing the grief that she channeled into her previous work.

The album’s first song, “Hello,” became a breakout single, combining excellent pro-

“Many of the songs on ‘25’ are love-inspired, but the catchy rhythm differentiates the latest songs while still showcasing Adele’s powerful voice.”

duction, a rhythmic melody and Adele’s renowned strong voice. Despite its forlorn feel, the song is not about grief but rather an old flame. The song, however, is by far the most reminiscent of her previous work, with similar production. The most striking similarity is the pain in her voice, the amazing “it factor” that made her old work so popular and is less present in “25.”

Adele has elected not to release the album for free in places like Spotify and YouTube, but this hasn’t stopped fans from buying her album. Sales are currently over four million in the United States alone, and still climbing. Despite this, “25” has received rave reviews and is speaking to listeners in the same way her previous albums have.

As different as it is to her previous albums, “25” is relatable in a new and completely innovative way. It is closure for Adele, the feeling of conquering her grief emblazoned onto a disc. Her previous albums were successful because everyone could relate to sadness, but this album is different because it relates to happiness and reinvention of one’s self.

Bel Canto students sing their way into a scheduled class

BY MAIA BOUSSY
MANAGING EDITOR

Alternating between laughing and singing, the sounds of voices blending and harmonizing fill the large rehearsal space during a Bel Canto practice. Director Katy Sinclair leads the a cappella choir, counting off and conducting using large and small animated movements, helping bring the songs to life.

The singers stand on risers, arranged by voice part and height. The ensemble’s voices fill the high ceilings of their practice room in Gordon Parks Arts Hall. The room has a wall of windows, with a large grande piano in the center of the room, which Ms. Sinclair occasionally stops to play.

The chorus swells and subsides, starting and stopping to fix certain pieces and voice parts.

This year, for the first time, Bel Canto and the U-High Chamber Collective will be considered classes rather than clubs. Last spring, the music department requested that both the chamber collective and Bel Canto become ‘for-credit’ classes, and be listed in the Program of Studies. They were both approved by the Curriculum Committee of the high school.

Members of Bel Canto rehearse a total of 100 minutes each week, and perform about 12 times each year. For the class, students receive academic credit, as well as having the course appear on their transcripts and receiving a grade.

Recognize the dedication of her students, Ms. Sinclair, interviewed over email, was an advocate for the transition.

“We, as a school, value the time and commitment shown by members of these long-standing ensembles, and want the Program of Studies to reflect that,” Ms. Sinclair said. “Since becoming a class, we rehearse more and perform more. Members of Bel Canto have always been dedicated to the group, so the only change is that each student also receives a grade, based on their performance.”

Senior Will Kent has been a part

of Bel Canto since freshman year and believes the change has increased the quality of rehearsals and performances.

“I like the change because we get more rehearsal time during the week, improving the quality of our performances,” Will said. “Also, having it as a class and receiving a grade requires students to make a greater commitment to the class. If there is a grade, it motivates everyone to try their best during rehearsal and performances. This wasn’t a huge problem prior to it being a class, but making it a class has caused people to miss fewer performances.”

A member of Bel Canto for four years, senior Julie Murmann also noticed that the change has increased the time commitment.

“Now that Bel Canto is a class, we have to meet a certain amount of hours in order to be able to call it a class, so now we have more rehearsal than we did before,” Julie said. “I like that there are now more people in Bel Canto than before, which I think comes from it being a class. Now that it’s a class, Ms. Sinclair is more strict with rehearsal and performances.”

“Last year it was common that students would skip Bel Canto whenever they needed to do something else, and it was also easier to not go to a performance if you had a conflict. Now that it’s a class you can’t really miss any performances because it’s a big part of the class. In a way it’s good because more people show up to performances and rehearsals, but it is also annoying when you have a conflict that can’t be changed.”

“We, as a school, value the time and commitment shown by members of these long-standing ensembles, and want the Program of Studies to reflect that.”
— Katy Sinclair, choir director



MIDWAY PHOTOS BY JANIE INGRASSIA

DREAMING OF A WHITE CHRISTMAS! Sophomore Cecile Ngo and freshmen Anna Schloerb and Shreya Dhar along with the rest of Bel Canto practice their holiday carols in preparation for the choir’s holiday performances. Bel Canto will sing holiday carols like “White Christmas,” “Hanukkah Holiday” and “Jingle Bells” Dec. 17 at 7:30 p.m. for parents and student in Mandel Hall.

SING FROM THE BELLY! Bel Canto choir director Katy Sinclair swings her arms to the time of the beat as she conducts the choir. Animated gestures and energetic instructions help guide the students in their singing.

Students critique Spike Lee’s debated ‘Chi-Raq’

BY **MARISSA MARTINEZ AND ALEX LUND**
MIDWAY REPORTER AND ARTS CO-EDITOR

Murder. Violence. Abstinence. Combined, these three words describe Hollywood’s latest controversial blockbuster, Chi-raq. Directed by Spike Lee and produced by 40 Acres and A Mule Productions, Chi-Raq centers around Lysistrata (Teyonah Parris), who is frustrated by the escalating violence between the two gangs that rule the South-Side of Chicago: the Spar-

tans, headed by her boyfriend Demetrius “Chi-Raq” Dupree (Nick Cannon), and the Trojans, lead by Cyclops (Wesley Snipes). A young girl is murdered by a stray bullet from a drive-by shooting, yet no one will come forward to claim responsibility for the accident. This is unacceptable to several members of the community, including Lysistrata, the girl’s mother Irene (Jennifer Hudson), and activist Father Mike Corridan (John Cusack). Hardened by this death, Lysistrata and her roommate Miss Helen (Angela Bassett), organize a

movement for the women connected to the rivaling gangs in which they deny sex to their partners until the violence stops. The movie is based loosely on the ancient Greek comedic play by Aristophanes, “Lysistrata,” with the same general plot line and similar characters. The movie will be in five theaters throughout Chicago and streaming on Amazon Prime. “Chi-Raq” is rated R and recommended for ages 17 and older for strong sexual content including dialogue, nudity, language, violence and drug use.

Despite star-studded cast, movie misses mark

BY **MARISSA MARTINEZ**
MIDWAY REPORTER

“Chi-Raq” is a film that had the potential to be a game-changing piece. In similar movies, there are elements of laughter and community, pain and sorrow, anger and confusion. Combining all of these pieces into a two hour piece is difficult, but, when done correctly, it has a satisfying conclusion that offers insight to the problems at hand.

This is not that film. While the movie is beautiful in its cinematography, with lots of focus on color scheme, lighting and characters’ physicality and movement, the content falls short. Director Spike Lee seems to have wanted to push boundaries by using extreme gestures and scenes, but this comes off as cheesy acting at best and, at worst, insensitive to Chicago’s problems.

The movie contains scenes meant to evoke empathy. Unfortunately, to do so, they require a character (and actor) with more depth than for which the script allows. For example, when Irene (Jennifer Hudson) scrubs the blood of her daughter off the concrete alleyway days after the tragic shooting, viewers see a strange combination of calm and anger on her face that translates to bad acting on the screen.

The characters themselves don’t seem to offer substance to the story as they would in the original “Lysistrata.” Dolmedes’ character is a bright, slightly manic, rhyming narrator whose comical scenes often come right after dark and introspective looks at the dangers of gun violence. The switch between satire and drama transitions in such an awkward fashion that it becomes difficult to process the heavy imagery that is meant to be a main aspect of the film. These jerky scene transitions makes taking the movie seriously harder than it should have to be.

At the end of the movie, which includes a small plot twist before the closure, viewers see that Chi-Raq has reached a conclusion about gun violence in Chicago, brought about by the community, and has started to make amends for his crimes.

However, the solution he reaches is not applicable to many people in real-life Chicago, gang-member or not. With all the over-the-top caricatures that ride with the darkness and danger in this film, a clear, achievable fix that will help the city’s problems is almost expected, but not offered in the slightest. The movie ultimately has little of the intended effect on the general audience because of the quick and seem-



CHIARAQTHEMOVIE.COM

ingly thoughtless changes from satire to serious, and does not offer additional insight that could not have been transmitted to the viewer anywhere else.

“Chi-Raq” is a provocative film and cannot be completely discounted for its efforts at exposing aspects of Chicago that are often sensationalized or glossed over by the media. Yet, while it has prompted discussions, the conversations tend to center around the downfalls of the movie, not the gun violence or criticism of gang culture that it centers on.

With such an influential director and award-winning cast, it would seem impossible to make a bad movie about a complex subject that has been dominating the media for years. Unfortunately, the impossible has been achieved.

Viewers must separate Chicago reality from film’s complex plot

BY **CLYDE SCHWAB**
FEATURES EDITOR

The opening lines, delivered cheerfully by Samuel L. Jackson, adorned in a striking orange three-piece suit, set the tone for renowned director Spike Lee’s latest film: “Welcome to Chi-Raq, land of pain, misery, and strife!”

Glamour, grit, simplification and nuance all conflict in a movie filled to the brim with drama, emotion, and near-brilliance. It’s tough to call a movie as complex in its intentions and execution as “Chi-raq” fully good or bad, and while the film surely has its moments of glory, it seems that Lee might have missed his mark.

One of the first criticisms to draw on is the lack of reality in “Chi-raq.” While Spike Lee’s ode to gang violence fails to depict the depth of actual violence in Chicago, it offers a captivating study into a more hypothetical situation — one where gang violence is a few large groups dueling over control for territory or narcotics, this simply isn’t the case on the South Side, according to a New York Times column by Jason Harrington. In reality, much of the violence originates from interpersonal conflicts between small groups of youths, where being part of the “gangs,” whose territory is often only a few blocks, usually isn’t a choice but rather a requirement.

However, if you can separate the reality of Chicago from Chi-raq in order to appreciate the message Lee attempts to impart, the significance of the storyline is more clear. It isn’t easy to accomplish this, given that film’s rhetoric seems to constantly remind you of its attempts at relevance to Chicago violence and American culture.

On the other hand, there are several ways that the film excels. The amazing performances of

lovers Lysistrata and Demetrius “Chi-Raq” Dupree carry the plot, and the nuances of their romance are a far more convincing angle of the film that unfortunately takes a backseat to gang-violence and uncomfortable laughs.

The colorful set, poignant music and eclectic rhyming that often takes the place of a script are entertaining distractions from the sometimes grim subject matter. The film also succeeds in spawning a few genuine laughs, such as the unnerving caricature of Rahm Emanuel as power-crazed and buffoonish, a depiction perhaps not far off from how many Chicagoans view the Mayor, or the seduction of an old, confederate flag touting General by Lysistrata. However, transitions between what’s intended as sad or funny are awkward and humor feels misplaced, sometimes leaving the film without direction.

Even during the final scenes where a solution is reached, it’s hard to tell what Lee is telling us about any real responsibility we have to help solve the endemic violence of Chicago or if we’re just watching the climax to a soap opera.

Though the film has its highs and lows, the greatest contribution “Chi-raq” makes is starting a conversation about violence in Chicago, perhaps one of the most important steps toward change. Even if Spike Lee missed his mark in the depiction of the problem, he hit the nail on the head in showing the frustration, fear, and systemic violence towards disenfranchised black communities.

While I might not agree with exactly what Lee said, the contagious passion of the film compelled me and hopefully others to forge opinions on a topic of perpetual relevance.

Artsfest plans new activities

BY **ALEX LUND**
ARTS CO-EDITOR

Music. Art. Exploration. Expression. These words embody the spirit of Artsfest, and this year on Feb. 25, planners say it’s going to be better than ever. Currently in the process of identifying and reaching out to potential guest artists and workshop hosts in addition to encouraging teachers to submit workshops, the Artsfest committee hopes to make the event more “serious” this time around.

“Hosting guest artists expands our community and opens our minds,” Artsfest Co-President Halima Mossi, senior, said. “We are contacting alumni at this time. We want Artsfest to not only celebrate the art that is produced by current Lab students, but also by alumni, who have made progress with their art since graduating. It gives the students perspective on what they can achieve using different resources. If students have ideas and contacts with alumni who are artists, we welcome their suggestions.”

For new classes that were re-

cently made possible by Gordon Park’s Hall and its expanded facilities, such as filmmaking, the Artsfest organizers hope that teachers will use this opportunity to spread the word about their classes. Since presenting this to faculty in November, they have already received submissions from both new and veteran teachers interested in participating.

“It might be hard to demonstrate what their class is in one hour,” Halima said, “but the workshop can have the essence of a bit of the class in it or it can be something that they wish they could include in their curriculum but don’t have the time to.”

The committee hopes that students and teachers will not only take advantage of the new opportunity to learn about a specific class, but also use it to create stronger connections with their teachers.

“Artsfest offers students and teachers a way to get to know each other outside of the context of a normal class setting,” Halima said. “We encouraged students to

sample a class from a teacher by attending a teacher run workshop or collaborating with a faculty member they already know to invent or host a workshop. One of our goals this year is to raise the standard of the workshops, so that students are engaged and excited about what they are learning and creating.”

Teachers and students are encouraged to submit workshop ideas on the Artsfest website through Dec. 20, as well as send in performance submissions for Art in The Dark and the closing ceremony.

“We are looking for new and old workshop ideas from students, teachers and guests that will push our creativity, broaden our knowledge, and recognize the power of artistic expression,” Halima said. “Artsfest is a chance for students to plan and pursue their own creative aspirations. It empowers us to believe in our own ideas and imagination. It is also an opportunity to reach out and partner with our community beyond Lab, connecting to our neighborhood and city.”

New art gallery exhibit features Latino artists

BY **KATERINA LOPEZ**
MIDWAY REPORTER

A new art exhibit will be on display during winter quarter. “Migracion,” a collection of work by Latino printmakers, will be accessible for members of the Lab community during school hours in Gordon Parks Arts Hall. The exhibit opened last week and will end by spring break.

The exhibit, contributed to by several artists from around the world, will primarily serve as a commentary on immigration and migration around the world, and will also address the general lack of social justice in terms of oppression and discrimination. Students and teachers are encouraged to discuss these topics in response to visiting the exhibit. On a more personal level, the exhibit will additionally provide students with the opportunity to discuss and reflect on the origins of their family histories.

Mrs. Gina Alicea, the middle

school art teacher, is the curator for this art show. “In every piece of art, I found a story that should be told,” she said.

“This art shows how hard it is to continuously migrate, and the difficulties of having to find new spaces to live over and over again” says Mrs. Alicea. These pieces of art are supposed to capture the struggles of hard work, and the challenges that these people face today in society.

Migracion is a collection of artwork in a gallery featuring the struggles of immigrant life, which is supposed to inspire people to discuss this topic. “I think America is made up of immigrants, so why wouldn’t we let people immigrate here and migrate here,” Mrs. Alicea said.

The art for “Migracion” was donated on behalf of Arceo Press, which unifies artists from cities and countries around the world who make Mexican and Latin inspired pieces.

The definition of safe space seems simple at first glance — a place where one can self-express without being challenged on the basis of one’s identity. However, the controversy that has swept across the nation’s universities like Yale University and University of Missouri says otherwise. While student activists agree that increasing attention to political correctness and safe spaces is necessary on campuses where fear and oppression is the norm, others have been quick to decry the movement. Those opposing the movement have ridiculed students’ demands, calling the new generation of students “coddled”

and “overly fragile,” while saying that the idea of a safe space is just a way to escape from reality. Amid a new climate of increased awareness toward previously marginalized groups, where terms such as “microaggression,” “oppression” and “trigger warnings,” verge on ambiguity, how can the U-High community foster an environment of emotional safety while remaining a space where contradictory and challenging ideas can be allowed to exist?

Lab must balance comfort and contention

BY MICAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

Nationwide, college campuses have experienced uproar with students expressing the difficulties of being a minority student at predominantly white institutions. U-High faces similar issues. Not only do many students feel the school lacks forums to discuss issues surrounding identity and race in a candid and thoughtful way, but many students say they feel unsafe or uncomfortable expressing opinions at school.

“I think our school often has trouble finding a balance between making everyone comfortable but also talking about the things that we need to talk about,” junior Taylor Thompson said. “Pressing issues, current events and things like discrimination and racism that happen within our community and having a place to talk about them.”

The concept of emotional safety is largely centered around identity and how it affects the way people from different groups interact and inhabit the same space.

“I think there are a few components,” Taylor said. “First and foremost, all participants not feeling marginalized or limited in your responses due to gender, race or religion and also being able to voice your opinions without being shut down or immediately dismissed. It’s feeling that you have the opportunity to have productive conversation without being targeted or attacked.”

Club aims to create space for student discussion

BY WILLIS WEINSTEIN
MIDWAY REPORTER

For some students, walking into the high school lobby each morning is so routine they could do it in their sleep. For others, it’s an act of conquering their fear. While many of us feel at ease in Lab’s halls, some students feel scared to express their opinions on larger societal issues and lack a space where they feel comfortable doing so.

For the past two years, DICE has hosted speakers, workshops and discussions regarding these issues, such as a workshop on police brutality in February of last year as the Black Lives Matter social movement grew stronger. If you ask President of DICE Fikayo Walter-Johnson, a senior, it’s her club’s mission to create a “safe space,” or forum, where all members of the

At Lab, where students can spend 15 years with the same classmates, most would agree it is important that everyone feels safe and comfortable. To Learning and Counseling department chair Camille Baughn-Cunningham, feeling safe includes feeling understood and having a sense of belonging.

“When you’re part of the normative culture...it’s easier for you to detach yourself from the emotion associated with that.”

— Ken Garcia-Gonzales, Coordinator of Diversity, Equity and Inclusion

to engage in the learning process, to feel safe enough to make a mistake and learn from it, to feel safe enough to share one’s innermost thoughts if we’re reflecting on something in an English class, for example.”

Ms. Baughn-Cunningham thinks that most people in the U-High community have good intentions, but can unwittingly say hurtful things, which can erode a person’s sense of belonging.

“I think that tends to communicate questions about, ‘Well how safe am I? How do people really

feel about this specific group of people?’” she said. “So I think it’s kind of raised these questions of safety in that broadest term. And the questions of belonging being right there with that: ‘This person who threw that question or comment that may have felt insensitive, doesn’t have a clue about who I really am. And maybe they don’t even have an interest.’”

Not everyone is affected in the same way by these sorts of issues. Trying to see others perspectives is important, according to Ken Garcia-Gonzales, Lab’s Coordinator of Diversity, Equity and Inclusion.

“When you’re part of the normative culture, in the multiplicities of your identity, it’s easier for you to detach yourself from the emotion associated with that,” he said. “If I’m walking down the stairs and I don’t see a ramp, it doesn’t occur to me. If it’s pointed out to me, it’s now my responsibility — how am I going to take that information? Do I discount that, or do I look at that like, ‘Whoa, I never thought about it like that. I can see why someone would get upset or offended about that.’”

On Dec. 10, in an attempt to figure out how to have more effective and comfortable conversations about issues of identity, Student Council hosted a lunchtime discussion titled “Constructive or Destructive? A conversation on having conversations.” Mr. Garcia-Gonzales has also hosted lunchtime discussions about identity and inclusion, and the Learning

and Counseling Department has been working with junior advisories to discuss racial issues.

Mr. Garcia-Gonzales feels it’s important for the norm in discussion of sensitive topics to be dialogue, not debate.

“If the cultural norm at Lab is to lean in and listen and talk, we can still be very impassioned, but I’m sitting on my side of the table and you’re sitting on yours and we’re talking about something in the middle,” Mr. Garcia-Gonzales said, emphasizing that would allow students to have difficult conversations. “If the norm is to attack, refute, challenge — get personal even — then inherently, that does not create a space for conversation. And it puts people automatically on the offensive.”

Ms. Baughn-Cunningham stressed the importance of dialogue about these issues.

“Being able to have these conversations is critical but can be very uncomfortable,” she said. “People don’t want to be seen as at worst racist, or at best limited in their experiences. I’m going to be exposed in a way I probably haven’t had before, so am I going to be misperceived?”

Senior Fabrice Guyot-Sionnest acknowledges that some moderation of opinions in school discussions might be justified by the argument that teenagers are not fully developed adults, but regardless feels that students should be allowed to express whatever opinions they want.

“Free Speech or Hate Speech?” on Nov. 19, agrees that DICE provides a forum for discussing society’s issues, but believes a lot of students went into the discussion with the wrong mindset.

“I think most students attend for history extra credit,” Reed said. “Many don’t take others opinions into account and are looking for confirmation of their own opinion more than anything. I think it comes down to radicals are sometimes unwilling to make reasonable compromises, and others are unwilling to think of things in a different way or to change the way they act and ap-

proach questions. As a result, students who feel uncomfortable and under attack tend to not go.”

Rather than extra credit discussions, Reed thinks the best way to bring change is to make it part of the curriculum, such as through classes on current issues like queeriness, transgender or race.

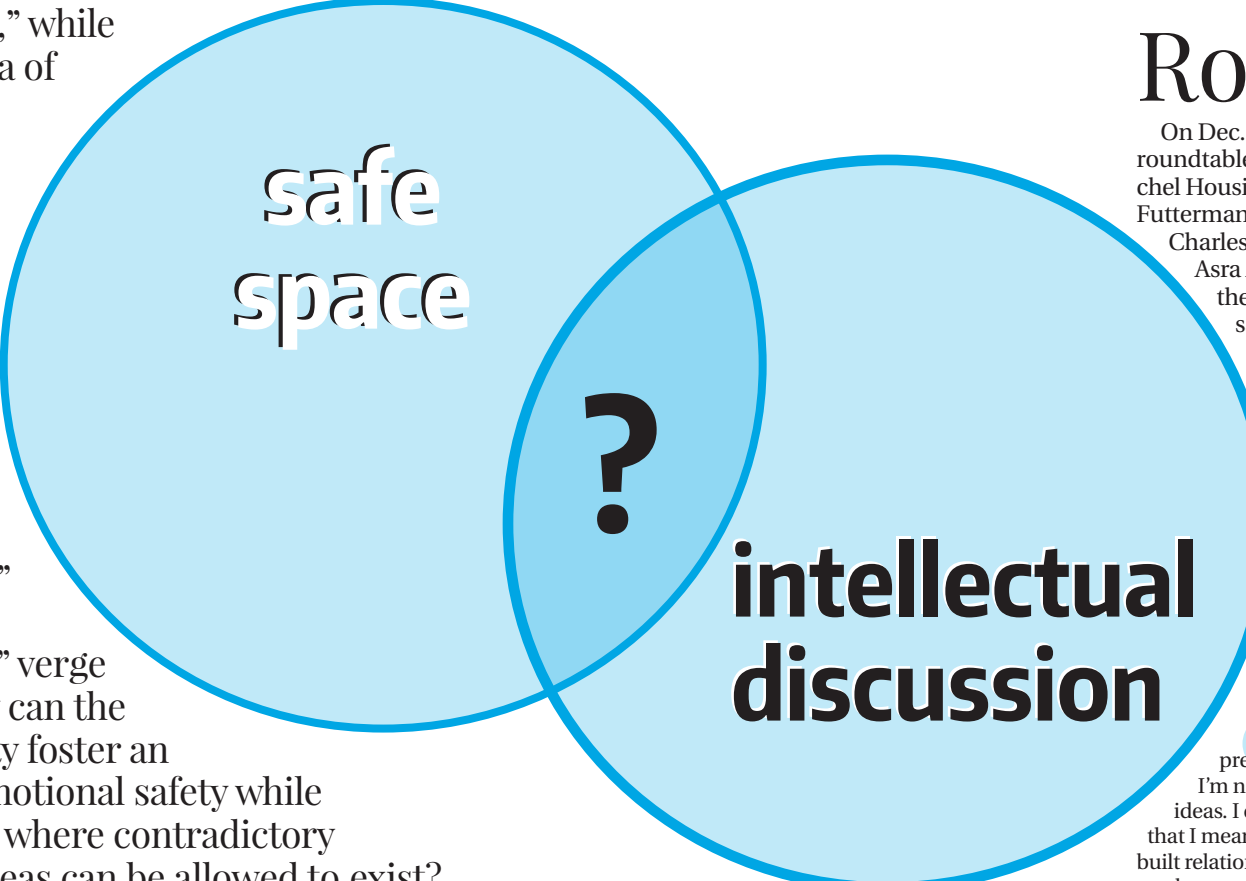
Though there’s still a great deal to accomplish, Fikayo thinks Lab is definitely making progress on these issues since students continue to take initiative.

“I think that our school is at a very unique turning point, discussions about equity and inclusion are popping up every week during lunch” Fikayo said. “Students are plastering the walls of Gordon Parks with art about social justice and change and when I walk through the hall I could not be more proud.”

Regardless of Anna’s intentions, putting her document on social



Fikayo Walter-Johnson



Roundtable reveals candid takes on life at Lab

On Dec. 3, The Midway organized a roundtable conversation with seniors Rachel Housinger and Caleb Hill, juniors Asha Futterman and Ajay Chopra, history teacher Charles Disantis and Assistant Principal Asra Ahmed. The group discussed how the national debate over the ideas of safe space and intellectual discussion play out at Lab. The group agreed that a safe space is one where people feel their identity is accepted and they can express themselves without fear of direct ridicule. Moderator Grace Anderson then posed a question to the group regarding where they feel they can find such safe spaces at Lab. Below is a transcript of that conversation, which has received minor editing for clarity and space.

CALEB: Personally, I’d say I feel pretty safe in Lab’s environment because I’m not afraid to have others critiquing my ideas. I don’t feel discriminated against, by that I mean that I feel I can speak out and I’ve built relationships with so many people that we can bounce ideas off each other all the time. Specifically, in advisory is when I see us do this the most because we have discussions consistently on current events and different aspects of various things that are going on in the world. I think the main thing is that people have to be willing to listen to each other and be willing to admit that someone else might have a perspective that they may not personally see because they aren’t in that person’s shoes. Often when you say an opinion people get a big sense of ego and automatically assume that you’re disagreeing with something they said and want to put a negative spin on your response when they’re actually taking things completely out of context.

RACHEL: I mean, I usually feel like it’s pretty safe just because I feel the same way as Caleb where I don’t really care if people disagree with me. But, sometimes people don’t listen if you try to say a different opinion and they just strike you down immediately and don’t really listen to you fully even if you try to explain yourself, they’ll just be like ‘Oh that’s not what I think, that’s wrong.’ I always feel like every time I go to a DICE meeting, even if there are two different sides of an argument and people are arguing, they’re not just arguing and restating their sides over and over again, they’re actually talking through the points ... and really explaining themselves. I always really like going to DICE meetings because of that.

AJAY: Just building off of that, being from the very south suburbs that’s where I did a lot of my schooling before I came to Lab. Being from a predominantly white suburb, I’ve had experiences where offenses have been directed at me because of my Indian heritage. So, what I value at Lab is that there is a lot diversity among the students and faculty, which really makes it a conducive environment for everyone to share their views. What I realized from attending other schooling systems is that everything from a teaching and learning perspective there is done very by the book, you know, very ordered. There’s not really a lot of opportunity for people to share conflicting opinions, which is something that I really value at Lab. That’s not to say that there isn’t a lot of work to be done, but I think something to value with a community like this is that there is a lot of diversity and because of that there’s a lot of opportunity for different opinions to be shared.

So, it’s about making that sure that all those opinions can be worked through, not shouted down, to make sure we don’t have only one path of how we learn because that’s what makes our school special.

ASHA: I think that’s interesting when you talk about how you feel like Lab has been a very diverse experience for you because I’ve just had a polar opposite experience. I can’t even think of one class, besides African American history, where I have more than even two black people in my class — in my art class I have none and in my English class I have none. I feel like especially English and Art should be places where I feel like I have a community or a place to share ideas and it’s really hard to share ideas when you feel like you’re the only one in the room. Also, there will be times when I’m having a bad day and I’ll just be walking through the hallways and notice all these white people walking past me. I’ll see all these students who don’t look like me and all these teachers who don’t look like me and the only people who I see that look like me are generally not teachers or administrators. I think I’ve only encountered two black, female teachers and it just feels really overwhelming a lot of the time to feel so alone in a place I’ve gone to for so long.

RACHEL: I agree with Asha, I mean obviously I don’t feel alone because I’m not black, but I feel like in a lot of my classes there aren’t very many black students. We’ll be talking about something that has to do with African American history and I’ll look around and I’ll realize that it’s just a bunch of non-black people discussing, and it really makes me feel like my education would be better if there was a more diverse class present. It’s not helpful to me to have a bunch of white kids being like ‘Well I think that this was bad’ and not having any kids who have actually experienced racism having any say in some of our class discussions. I’ve noticed that a lot and it kind of makes me uncomfortable sometimes. I’ll notice white kids talking about black experience and I’ll be thinking that if we could have black students here to share their experiences that would be really helpful.

MR. DISANTIS: I think you guys are right, I think there is the assumption of a certain kind of background here. I think you see freshman make those generalizations more often and as you get to juniors and seniors you see students thinking in more detail about the implications of what they’re saying about groups they don’t have any actual experience with. One thing I wanted to add to this is that something else at Lab that really strikes me is that there’s kind of a class dynamic that doesn’t get discussed all that often...It’s not as obvious that someone might not be at the same socio-economic status as someone else, but I think we need to be cognizant of that as well. That’s one of the big hurdles we have in terms of diversity. I think the students by and large are doing a great job of bringing aspects of race and gender discrimination to the floor, you guys are raising your voices in a lot of ways. But some of



Caleb Hill



Rachel Housinger



Ajay Chopra



Asha Futterman



Charles Disantis



Asra Ahmed

August Wilson, so I said it, but other people had a completely different take on it.

ASHA: I was also in a class where we read August Wilson and I was also one of the only black people in that class and the class overwhelmingly voted that they would like to say the word. So, from that perspective, I think that it was kind of an unfair vote when there were so few black people in the class, but then everyone was still allowed to use that word. Because, I don’t know, I mean I don’t even feel comfortable using that word! And when everyone was reading monologues, students who have been racist to me said it out loud. And I mean we voted that it was okay, but I was just sitting in class watching a whole bunch of white people get up and do these really important monologues that I had a lot of artistic integrity, but they were yelling the n-word and it was really hard for me to handle that as a black student. When there’s very few black students represented at this school, their opinions about what makes them uncomfortable and what doesn’t should probably be valued over a predominantly white class.

MR. DISANTIS: Do you think that kind of vote was a fair way to go about it?

ASHA: No.

MODERATOR: What do you think a better way to go about this would be?

ASHA: I think that they should have made sure that the black people in that class felt comfortable with white people saying it. I don’t think they should have made sure white people felt comfortable saying it.

RACHEL: I remember Mira told me a story and I don’t remember what book it was, it might have been ‘77 Guitaris’ or it might have been Steinbeck, but they took a vote like this and right before they all voted everyone looked at Mira to make sure it was okay. When I heard that I felt like even if it wasn’t okay with her, if everyone looked after they had all already agreed it was okay, her saying it’s not okay is a really tough position to put her in.

the less obvious ones like class because it’s not as visible on the surface are ones we need to consider as well.

MODERATOR: Let’s switch gears a bit. When, if ever, do you think it is appropriate to risk offending people for the purpose of an intellectual discussion?

AJAY: I do have an example of this and I think this has actually come up a few times. In English last year we read an August Wilson play, a very famous black playwright. One of the big things we had an entire class period of discussion devoted to is that he uses the n-word very pervasively in a lot of his plays, so we were talking about what’s the right way to address this...For a lot of people they wanted to say it because they wanted to pay respect to August Wilson by reading it as it was written since he chose to put that word in there for a reason. In that class, we ended up having each student make their own judgment call, but does that really make for a good educational experience? That’s up for debate. You know, for me, I wanted to honor the artistic merit of

She was the only black person in that class, so I felt that leaving it up to her was kind of unfair and she said it made her feel really uncomfortable.

MR. DISANTIS: That certainly puts the minority in a really difficult position from pretty much any angle.

MS. AHMED: Yes, and I would say that even a step prior to that option of what you’re saying is that the adult that’s responsible for that space, whether it’s a classroom or a club, needs to give some serious thought to whether or not this a space where every student present feels safe enough to speak up. In that moment you clearly didn’t feel like you could say ‘I don’t agree with this process, it’s uncomfortable for me’. So, that’s the responsibility on our parts as adults in this school to take that on — to think about if I’m calling this to vote, is that even a good step to take?

ASHA: And I think it’s your responsibility that I’m not the only black person in that class and that the teacher isn’t always a white man.

MS. AHMED: Yes, I do think we need to be more thoughtful about our hiring and about distribution of classes. [...]

CALEB: I think it starts with everyone being aware of how they are challenging ideas or how different groups of people feel when you bring different topics forward. For example, in our economics class we had a debate on sexism in the business world. And during that discussion I thought for like half an hour how to ask this question and I finally asked, ‘Well, where is sexism at Lab because as a male I don’t necessarily see so could someone please explain it to me?’ And when I said that question I thought that was the best way for me to phrase it without thinking that there are only

four [six] girls in our economics class and we have 21 guys and I didn’t really take into consideration how yes that’s a good way to ask the question, but that it also puts them in a very uncomfortable position to recall all of the sexist experiences and various types of discrimination they may have felt during their time at Lab. [...]

AJAY: I think that one of the first steps like Caleb said is awareness. You have to realize that if

you’re a male you’re not going to have the same views on sexism as a female would have. If you’re a white male you’re not going to have the same views on minority oppression as a black female. You have to realize that no matter how hard you try or how many things you read you’re never going to be able to fully understand it because you’re not born into that position and I think that just realizing that is key. You can’t imagine how difficult it is, for example with the English discussion, if you’re the one to say ‘I don’t want anyone to say the N-word, here’s why,’ then you’ve just taken this English discussion about literature and made it an entire discussion about race relations. It’s a very, very daunting task for anybody to take on and realizing that you’re never going to really know what that feels like but knowing that there are those select few in the room that do is a very important thought pattern that’s not found at Lab right now, but it’s something that could contribute to making Lab a safe and intellectual space.

“You have to realize that if you’re a male you’re not going to have the same views on sexism as a female would have. If you’re a white male you’re not going to have the same views on minority oppression as a black female.”

— Ajay Chopra, junior

Online discussion can bring positive, negative effects

BY ALEX LUND
ARTS CO-EDITOR

On Dec. 10, senior Anna Funk posted a Google document on Facebook addressing “socially unaware white people and socially unaware minorities” whom she believes are insensitive on topics like racism, sexism and classism at Lab. While some students openly showed their support for the document, others publicly did not.

In a professed effort to receive constructive feedback from fellow students about her own social awareness, as well as critique the Lab community, Anna found herself in a position of vulnerability because her online document, though thoughtfully constructed, would inevitably be deconstructed by the diverse audience Facebook provided, and subject to commentary.

Regardless of Anna’s intentions, putting her document on social

media allowed her peers to impress their own interpretations on it, positive or negative. Though the document was the subject of a lot of argumentation, it also triggered a great deal of conversation among students on the issues it addressed.

Though Anna received a mixed reaction, she believes that her decision to post it publicly made it inconvenient for “oppressors” to continue to remain ignorant of their actions.

“I thought it was important to post it because as much as I complain about how I don’t understand how they are so publicly stupid, which insinuates that no one has told them, I rarely publicly tell them that they are stupid,” Anna said. “I could have avoided a lot of judgement that was not productive for me if I had posted it in a safer space, but I wanted everyone to read it.”

Though social media can be a democratic platform to share opinions, it can also result in misunderstanding and negative interactions among users, regardless of intent. While social media may have been the most convenient way for Anna to express her ideas, under other circumstances it may not be so. In a study conducted by Alex Pentland, an MIT professor, communicating via social media was proven to be less productive than face-to-face discussion.

“Subtle signs like facial expressions and body language help humans judge the moods of others and make for a more productive conversation,” junior Jonathan Lipman said. “In the case of online communications, there is no opportunity for the sharing of these as you cannot see the other person. This can lead to some major miscommunications and misinterpretations. I would say that so-

cial media can distort the discussion and can severely detract from the productivity of dialog.”

Regardless, students like Anna find that the benefits of online discussion often outweigh the potentially negative aspects of it due to the fact that conversation is highly accessible and commenting requires people to be more reflective on what they’re saying.

“Facebook is the best way to make people feel the most comfortable commenting on your work, and typing their comment out,” Anna said “Knowing that everyone will see it tends to make people more articulate and prevents them from saying offensive or useless things.”

While some students believe that social media solely encourages outspokenness online, others think that having an unsupervised platform for expression has encouraged students to speak more

openly face-to-face.

“The Lab School community is so supportive, and since people aren’t being stopped with what they say on social media,” junior Eliana Waxman said. “People feel like there aren’t any boundaries of what they can say face to face.”

Despite skepticism about the productivity of online discussion, students still intently follow what is said on social media.

“I place just as much importance in an online discussion as a face to face one, and although it will not be as productive in most circumstances, it is still an exploration of ideas,” Jonathan said. “I will always scroll through and read people’s arguments as what is said on Facebook is in fact what is said in the ‘real world,’ or at least the ‘real world’ that contains people who had access to that Facebook post, and should be treated as such.”

Campus gun threat calls for activism

U-Highers should make the effort to be more socially active and aware

462 That's the number of homicides so far this year in just the city of Chicago. Often when looking at that figure, it seems like just a number on the page, rather than a representation of the hundreds of lives lost. It could have been 16 more.

Just two weeks ago, we in the Lab School community encountered our own version of this violence when classes at the University and Lab Schools were cancelled due to a gun threat in response to the fatal shooting of Laquan McDonald. The University of Chicago responded quickly and effectively by working with the FBI to catch the individual that very same day. Most U-High students will not soon forget this experience.

Often, the protection the University provides on our campus allows us as students to reside in a safety bubble, unlike most members of our city. While students may have different experiences with safety based on where they live, at least at school our protection is not something we have to consider on a daily basis. However, for one day, our safety bubble almost popped and we too were

forced to reconcile with the issue of violence that surrounds this city. Rather than try to forget this personal experience, we should use it to become more sensitive to the violence that continues to occur around our city and the world. Even though violence may not be directly present in our day-to-day lives, for some people within this city and even within our own community it is.

Therefore, we should take whatever emotions we encountered that day and utilize them to become more empathetic, more conscious and more responsive, so the homicide statistics we see in the news feel like more than just numbers.

However, while remaining sensitive to these issues is one piece of the puzzle, it's not enough to simply be aware. Although most of us may not be able to vote or even see an R-rated movie on our own yet, we as a community still have a voice.

Maybe it's time to call up your alderman. Maybe it's time to attend a protest. Maybe it's time to take action against the violence in our city because even though we're only students right now, these issues aren't going away anytime soon.

This editorial represents the opinion of the Midway's Editorial Board.



ARTWORK BY KAT FLOCKE

Social media is fun, but don't lose yourself to a digital profile

Find your passions as you build your résumé

BY SARAH PAN
NEWS EDITOR

When we were younger, we were all warned against strangers on the Internet. We were told that since there was a screen protecting them, people would lash out and say whatever crossed their mind with little to no consequence. But over time, as we've gotten older and Wi-Fi has become readily available, the most damaging person to ourselves on the Internet isn't some stranger. It's ourselves.



Sarah Pan

The online persona has developed rapidly within the past decade, from the normalization of cell phones and laptops, to the creation of social media platforms. These platforms are in many ways good and useful. Snapchat shares smiles, Facebook helps us wish happy birthday from far away, Instagram captures moments of fleeting beauty.

But at this point, are we obligated to be intertwined with these apps and sites?

In this vastly technological age, there is a clear disconnect between

real people and their online image. We can manipulate our image to near perfection. Perfection requires maintenance, which requires time.

People have woven this online persona into their lives, and their social feedback.

We can now readily share and access hundreds or thousands of photos and messages from friends, family and strangers. Sometimes, in that flood of content, you feel left behind, but no one wants to show that. No one wants to take a break and miss out on friends' happy posts, world news, life updates.

With all our platforms, you can quickly make comparisons of yourself to other people, which continues the cycle of checking your feeds and trying to confirm that you're just as exciting and happy as they are. We look for approval in that.

Humans naturally strive for validation, and now with the Internet and all its communities, we have "likes," we have hearts, and we have "+1"s. One can lose him or herself in that flood of numbers, that number of peers affirming that they want you to be happy. There is a danger lurking in these habits of ours.

People will feel a sense of want-

"The online persona has developed rapidly within the past decade, from the normalization of cell phones and laptops, to the creation of social media platforms."

ing to be involved, of wanting to be "in" (especially with trends flashing on and off as fast as they do now), so risk being pulled into that online world entirely. Hours are spent scrolling through feeds, liking posts, staring at a screen.

As teenagers in this generation, we have grown up with these sites and are knowledgeable about how they work. They help us be connected to one another, and help us maintain friendships when being together in person is difficult.

But it's important that we separate ourselves from that online identity from time to time.

Sometimes it's good to be left alone, screens off. Don't constantly check your feed, call a friend instead. Don't compare yourself to others as they are online: that's only a fraction of who they are.

Create moments to share, instead of being updated on everyone else's.

BY MICAIAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

It's no secret that applying and getting into college, from start to finish, is a stressful process. From the start of freshman year (if not before), we worry about grades, activities outside of school and the like. Despite this, I think that this process does have a few highlights.

Many of us have passions, which we want very much to pursue. Then again, many of us don't. Or, at

the very least, we don't begin high school with a variety of interesting hobbies and activities we are passionate about.

Unfortunately, the stress from the abstract notion of "getting into college" sets in early. It is undoubtedly very often in the back of our minds when we decide during freshman year that we need to find some activity to do instead of spending four years watching Netflix. I don't mean that the four years and hundreds of hours you spent on Model UN were solely for the purpose of getting into college —

but rather, that very often the drive to stand out, fueled by our desire to get into college, can lead us to take up activities that turn into passions.

In the same way that using apps like Instagram seems to make us try to live more aesthetically, or at least give the illusion of it, because there is no formula to "getting into college," the process of doing so can help us become more interesting and passionate people.

That's not to say there aren't drawbacks to the whole process. Many students do take up activities solely to boost their résumés and end up wasting their time. In the same vein, caring so much about getting into a particular college that you stay up until 2 a.m. on a regular basis to study is not healthy.

In a somewhat masochistic way, I appreciate the chance that app-writing offers for a bit of introspection. It is rare to have enough free time to seriously contemplate your own life and values. In this way, it's kind of nice to be forced to actually look critically at your own self and reflect on the last four (or 18) years, as inconvenient as balancing school and app-writing may be. We've all gone through a great deal of stress and anxiety, and none of this necessarily justifies that. But, as they say, every cloud does have a silver lining.



Micaiah Buchheim-Jurisson

U-HIGH MIDWAY

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1362 East 59th Street, Chicago, Illinois 60637
Phone 773-702-0591 FAX 773-702-7455
Email laimone@ucls.uchicago.edu

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EDITORS-IN-CHIEF* Grace Anderson, Micaiah Buchheim-Jurisson, Ariel Gans
MANAGING EDITORS* Maia Boussy, Alex Harron
NEWS EDITOR* Sarah Pan
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ARTISTKat Flocke
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ADVISERS.....Logan Aimone, editorial Benjamin Jaffe, photography

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Q&A: Sharon Byrnes and Emma Harrison

Visiting teacher and student share their experiences at U-High and abroad

BY SARAH PAN
NEWS EDITOR

For the past year, Lab computer science teacher Marty Billingsley took part in an exchange with Sharon Byrnes, a computer science teacher from Central Coast Grammar School in Australia. For this exchange period, they have been living in each other's homes and teaching at their matched schools. Ms. Byrnes and her daughter Emma have been living and traveling in the United States for these 12 months. They are returning home on Dec. 20 and reflected on their time at U-High.

S. Byrnes = Sharon Byrnes, E. Harrison = Emma Harrison

Where did you go during your time in America?

S. Byrnes: "We traveled about 1,200 miles; we've gone through 24 states, so almost half. So we've been to places like Bryce Canyon National Park, Grand Canyon, Yellowstone, Historic Jamestown, Petrified Forest, Disneyland, Universal Studios. We were lucky to do the White House tour just recently, and that was really cool. We also visited the Kennedy Space Center and saw a

rocket launch, which was also really cool."

Why did you come to Lab?

S. Byrnes: "When you apply for a teacher exchange, they've got to match you with the country that you want to go to, but also a teacher who can teach the same subjects that you teach. So it does limit the choices, so I had a couple of options in Canada, but when I saw the opportunity to come to Lab, I was pretty excited about coming here instead. It's such a unique and incredible school."

What do you think about Lab?

E. Harrison: "I like it a lot. Everyone's very together and there's a good sense of community. I like how it's structured so the students have a lot of power over their learning. It's really up to them rather than forcing them to learn, they have to make that decision."

What are the major differences

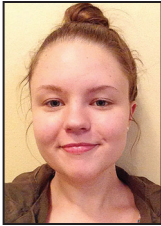
between there and here?

S. Byrnes: "I think the biggest thing people have asked me how we handle the cold winter. But it's pretty much like everyone else, keep piling on the layers until the cold is bearable, or you stay inside, or you do both." E. Harrison: "It is very different, but it's very difficult to describe. Australia's definitely becoming a lot more like America, but we're still not there yet. For a specific example in the U.S., look at education. A lot of people in Australia would drop out at like 10th grade, but here you have to go to a good college, you have to do this, you have to get all A's. I don't know if that's every school in America, but that's just what I've seen. In Australia, it's like, I don't know if I'll go to University, like I might take a gap year or not go."

Who or what do you miss from home?



Sharon Byrnes



Emma Harrison

New dance coach helps team bonding

BY NATALIE GLICK
MIDWAY REPORTER

New coach, same team: the arrival of new Dance Troupe coach Nicole Magilocco saw an increase in team spirit and a decrease in practice.

Currently, the team continues to prepare for their first performance on Jan. 12 at the boys varsity basketball game against Francis Parker High School.

"We have one routine down and we are learning new stuff to get ready for our first performance in January," senior Jamie Williams said. "We have a Christmas party coming up and I think the team is starting to bond more and get close."

Ms. Magilocco's emphasis on team bonding is a new aspect of dance troupe. Ms. Magilocco, a new P.E. teacher, encouraged the upper and lower classmen to get to know each other better in preparation for their new performance.

"I think that, because it is the start of the season, everyone is still getting used to each other," freshman Hannah Herrera said. "But I have no doubt that this team will be incredibly close."

The new season also meant a shortening of practices from two and half to one hour.

"Practice is only an hour now, but we still run practices in the same way," Jamie said. "We only meet twice a week, Monday and Wednesday. We warm up, talk about our plans and then learn routines. We started practice in November and we are getting work done. But I do wish that practice was a little longer and that we met more often, so we can achieve more with our dances."

Despite the infrequency of practice, the team has persevered, maintained a positive outlook and continued to practice for the upcoming game.

"For what we have we are doing pretty well," said sophomore Aida Bašić "The team is small and we don't meet a lot, but we got one dance down, and there are people are stepping up to teach choreography and we are getting there."

Ms. Magilocco has high hopes for the team.

"I know that Ms. Magilocco wants the team to learn how to work together," freshman Yael Rolnik said. "As a team we are working on cooperating, so we can take the next steps as performers."

Ms. Magilocco declined to comment on the new season and decrease of practice.



Jamie Williams



Aida Bašić

Find winter comfort food across Chicago

Whether you're looking for a cup of hot chocolate or soup and salad, these four restaurants offer a range of casual options for a snack or meal. As temperatures drop and fall

quarter winds down, U-Highers can grab lunch with friends, buy a drink and study, or eat dinner with family. Scattered in different Chicago neighborhoods, students can either

stay close to home or explore new areas in the city.

Photos and descriptions compiled by Clyde Schwab and Ariel Gans.

DIM SUM. Homestyle Taste is just that – a culinary expression of home, warmth, and family. While there are a number of delicious offerings including a rich spiced lamb with brown sauce, chicken tossed with dried chilies or the popular hot-pot soup, the potstickers, a staple of American Chinese food, are a safe but fantastic option.

Homestyle Taste, 3205 S. Halsted St. 11 a.m. – 10 p.m. \$4–12.



QUICHE. Beginning as a pastry stand at the Chicago Green City Market, this European-style café and bakery offers an array of daily soups, breads, quiches, tartines, salads and pastries. Additional combinations include ham and cheddar, arugula and cheddar, and turkey and cheddar.

Floriola Cafe & Bakery, 1220 W. Webster Ave. 8 a.m. – 5:30 p.m. \$8–10.



HOT CHOCOLATE.

This trendy American restaurant is great for a sit-down meal or a hot cocoa to go. Their specialty hot chocolates include their Mexican, dark, black and tan, seasonal, and their most popular: the medium ("milk chocolate with dark chocolate and a hint of caramel"). Each cup is served with two fresh housemade marshmallows.

Mindy's Hot Chocolate, 1747 N. Damen Ave. Tuesday–Sunday, hours vary. \$6–8.

NUTELLA ROLL. The experience of Fabiana's bakery, nestled into the back of the University Church, begins when you walk through the door – the smell of baking bread, cake and pastries lingers. Offerings include fresh baked bread, cookies and cake, but for a quick fix look to the Nutella roll, a roll of sweet dough baked with layers of Nutella.

Fabiana's Bakery, 5655 S. University Ave. Monday–Saturday, 8 a.m. – 6 p.m.



SCREENS SABOTAGE TEENS

Excessive screen usage damages both social and sleeping habits

BY ALEX HARRON
MANAGING EDITOR

Instantaneous. This sums up the mindset of high school students in this day and age. We want Siri to know the answers to our questions, access to each other's notes and the ability to email or even text our teachers. And, apparently, we want it all the time.

Common Sense Media, a non-profit that provides families with education about safe technology for children, conducted a study on teens and technology, which found that the average 13-18 year-old reports spending six and a half hours a day on their devices.



Ciara O'Muirheartaigh

Senior Ciara O'Muirheartaigh agrees.

"It's not surprising at all," Ciara said. "I see students constantly checking their phones between classes and during lunch. I know I scroll through my phone for an hour before I go to sleep checking Buzzfeed, Tumblr, The Economist and The Guardian."

Learning Coordinator Kevin Van Eron admits it's not unusual for students to come into his office or walk down the hallways glued to their phones.

However, to senior Schuler Small, this number is shocking.

"I think that's way too high," Schuler said. "I do think we spend an abnormal amount of time on

our phones, but six and a half hours is way too big of a number. That's a quarter of my day. I spend seven hours sleeping and seven hours at school. If I spent 6.5 hours on my phone that would leave 3.5 hours for home-work, eating and leisure, which just isn't enough. It's just not possible."

Learning Coordinator Kevin Van Eron admits it's not unusual for students to come into his office or walk down the hallways glued to their phones.

"How often I don't see students staring at their screens would be a better question," Mr. Van Eron said. "But it's not all bad. Phones allow us to connect and communicate, and they allow us ways of keeping ourselves organized. But yes, they're often diversions."

The study found that teens of different races, classes and gender consume media differently.

Girls spend more time on social media, boys spend more time on video games. However, teenagers report liking to watch TV and listen to music the most.

"I definitely spend a lot of time watching Netflix or listening to music," Ilana said. "But I think I probably spend the most amount of time texting and communicating with my friends."

"When I'm walking down the hall between classes everyone has a phone in their hand."
-Ilana Dutton, senior

"I do think we spend an abnormal amount of time on our phones, but 6 and a half hours is way too big a number. That's a quarter of my day."
-Schuler Small, senior

Not to mention, six and a half hours of screen time is longer than most teenagers spend sleeping, according to CEO of Common Sense Media James Steyer, in an interview on PBS.

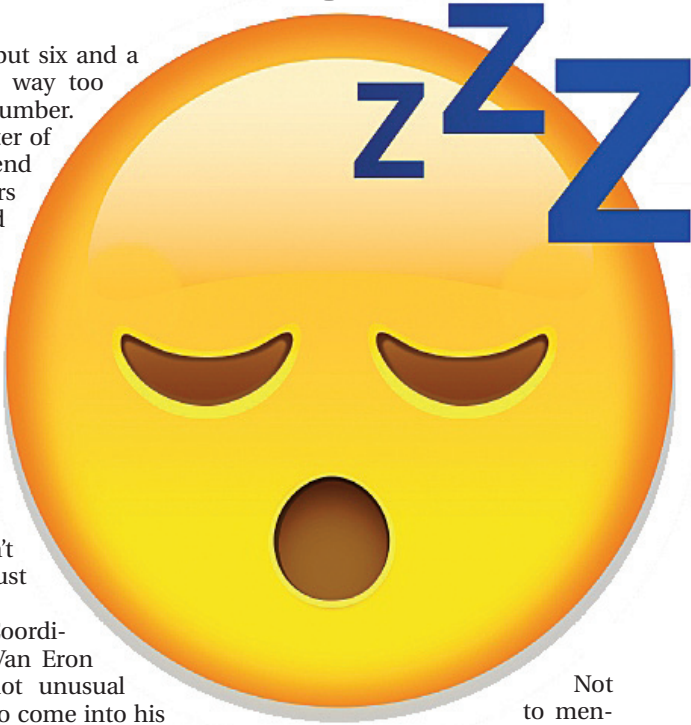
Not only do screens take away from time to be asleep, they have a negative effect on a student's sleep cycles, according to Ms. Housinger.

"Staring at screens, computers and phones, messes up day-night perception," Ms. Housinger said. "This leads to not as deep of a sleep. I would recommend doing your homework on your computer first and saving your math homework or a book for English or history for last, using a dim lamp to get a better night's sleep."



Sharon Housinger

"Phones allow us to connect and communicate, and they allow us ways of keeping ourselves organized."
-Kevin Van Eron, Learning Coordinator



Midway surveyed 20-25 students at each grade level to get an idea of the sleep and screen usage habits of the typical U-High student.

| FRESHMEN | SOPHOMORES |
|---|--|
| 50% of freshmen said they sleep 4-7 HOURS on an average school night | 100% of sophomores reported owning a LAPTOP |
| 63% said they did NOT feel like they get enough sleep on school nights | 96% reported owning a CELLPHONE |
| 52% said they go to sleep UP TO 15 MINUTES after using a device | 39% reported owning a TABLET |
| | 17% reported owning an IPOD or other MP3 DEVICE |
| JUNIORS | SENIORS |
| 4% of juniors reported getting 10 OR MORE HOURS of sleep on an average school night | 68% of seniors said they spend 2-4 hours in front of a screen FOR SCHOOL purposes during the school week |
| 78% said they feel they do NOT get enough sleep on an average school night | 48% said they spend 2-4 hours in front of a screen FOR NON-SCHOOL purposes |

You can now stand up to cyberbullies with a new emoji

BY ZOE GOLDBERGER
MIDWAY REPORTER

After the most recent iOS 9.1 update for iPhones, some users may have noticed the multitude of new emojis including an eye inside a black speech bubble.

The symbol is part of the I Am A Witness campaign to be used as a preventative measure against bullying by giving bystanders a way to support victims and speak out against bullies.

The emoji is a new effort to call upon the silent majority of bystanders to speak out against bullying. Research from the Pew Research Center's Internet & American Life Project shows that 90 percent of adolescents from

12-17 who have witnessed some form of cyberbullying on social media platforms have ignored it, and 35 percent have done so frequently.

By adding this new emoji, the campaign aims to help people show their support to a victim and to encourage these bystanders to shut down bullies, but according to U-High counselor Ron Tunis the emoji might not be enough to stop bullying. "The combating Bullying Cam-



Ron Tunis



Kevin Van Eron

paign is something that I hope will bring a profound awareness about the pain that bullies can inflict upon another person. It can cause lasting emotional pain," Mr. Tunis said. "Until a bully understands that what he or she is doing is wrong, that person will continue inflicting pain or hurt upon others, even into their adult years."

This new initiative is unique because it employs a global symbol. Unlike school counselors or local

initiatives, this has a universal impact on cyberbullying.

The emoji can be used by anyone that witnesses actions of bullying or hurtful comments.

U-High Learning Coordinator Kevin Van Eron thinks that it would be more effective to stand up against a bully in person, but using the emoji could really make a difference.

"It is always important to talk about bullying and an emoji could raise awareness," Mr. Van Eron said. "The emoji seems like it would help people who are bystanders become up-standers, and help the victim, which is frequently enough to stop bullying."



IWITNESSBULLYING.ORG

EYE SEE YOU. As of November, the I Am A Witness emoji was made available to all iPhone users. It can be found under "symbols" in a user's emoji keyboard wedged between the spade symbol and the two o'clock emoji.

90% of adolsecents from the ages of 12-17 have witnessed some form of CYBERBULLYING

32% of all teens who use the Internet say they have been the target of annoying and potentially MENACING online activities

BASKETBALL, BIOLOGY & BUSINESS

Junior Oliver Maciak is more than a basketball captain

BY **SONNY LEE**
ARTS CO-EDITOR

Standing 6'5" tall, one inch below Kobe Bryant and one inch over Dwayne Wade, junior Oliver Maciak is easy to spot in a crowd. But Oliver's height isn't the only thing that sets him apart from the other basketball players on the court, it's his experience and his passion — and it's not just found in basketball.

Boys basketball coach Rob Ley explained Oliver's passion can be seen both on and off the court.

"I've been working with Oliver since he's been playing varsity as a freshman, and he has a certain type of joy that he plays with that is very unique," Coach Ley said. "Players enjoy playing basketball, but for Oliver it's another heightened excitement. Whether it's shooting or rebounding, it doesn't matter — all those facets of the game give him joy."

One of Oliver's earliest memories of basketball was when his dad took him to some of his pickup games at the gym. And when his dad finally let him play, Oliver was one of the smallest on the court.

"That's the sort of thing that has always happened," Oliver said. "I've always been playing up. I've always been the youngest, so it's a new situation being an upperclassmen."

With practice starting at 4:45 p.m. and going until 7, balancing homework and social life gets difficult.

"I've gotten really good at cramming," Oliver said with a smile across his face. "Sometimes I have to turn in work late, and I get in ruts every once in awhile. But it's all about time management."

As one of the varsity captains, Oliver sets an example for his teammates on and off the court through his hard work and dedication.

Coach Ley praised Oliver's consistent effort, his passion towards the game and his intensity on the court.

"He stands out," Coach Ley said, "because he's all over the court, he's talking and he's animated, and



MIDWAY PHOTO BY TERESA XIE

MORE THAN MEETS THE EYE. Junior Oliver Maciak holds a basketball as he gets ready for after school practice. As a captain, Oliver helps out his fellow teammates on the court, but as a biology enthusiast and hopeful entrepreneur, Oliver studies nematodes and web design in his classes in hoping to eventually start his own business that he hopes will resemble some of his favorite ones.

you can tell he's engaged. And he just plays at another level than other players on the court, and I think that shows pretty quickly."

Leadership and supporting his teammates are just some of the roles Oliver believes a captain should play on the court. Off the court, Oliver says a big part of being a captain is leading by example.

"Getting good grades, keeping everything in order and also just being there to give advice if my teammates are going through something and being there for them," he said.

But to Oliver, not everything is about basketball. Though he may want to play basketball in college, he has other plans for the future beyond college.

"It'd be nice to be pro and everything," Oliver said, "but I've always wanted to start my own business. I don't really know about what, but I have a lot of interests, I like doing a lot of things. I just want to start something."

In his own mind, Oliver imagines being his own boss, having control and being able to completely shape his business. He ex-

"I've always wanted to start my own business. I don't really know about what, but I have a lot of interests, I like doing a lot of things. I just want to start something."

— Oliver Maciak

plained that ideally, he would like to do more than just make money. Oliver would like to help people as well.

"But it's not a totally self-righteous thing," Oliver quickly added. "It's not like I don't want to make money or anything."

Oliver explained that he wanted a business similar to his favorite restaurant in Milwaukee, Kopp's, that serves quality custard and hamburgers for low prices.

"That doesn't surprise me at all," Coach Ley said in response to the purpose of Oliver's business. "Just again, that level of care and awareness for other people. I think that he'd be someone that would balance his own self interest with the common good, or doing something for others, pretty easily."

Not only does Oliver have ideas for a business, but he's also interested in Web design and coding. He has taken several classes offered at Lab and attempted to make his own website that would have served as an entertainment and sports platform.

"I started to create a website during freshmen year but that was sort of a failed attempt," Oliver said. "I didn't really have enough time to run it. But it was fun to code and everything."

Oliver even recently discovered an interest in biology.

"Growing up, I remember in kindergarten they used to call me the 'Renaissance child,' or something," Oliver said, "because I just liked everything."

Though Oliver's height may make him stand out in the hallways, he stands out in different ways as well.

RECENT RESULTS



MIDWAY PHOTO BY BENJAMIN WITTENBRINK

GASPING FOR BREATH. Senior Fabrice Guyot-Sionnest comes up for air at the Northside Prep dual meet on Dec. 8. U-High swimmers beat Northside Prep four days after their first place win at the Lincoln West Pentathlon, where they defeated five other teams. They also competed at an away meet versus Jones College Prep on Tuesday. The next meet will be Jan. 1 against rival school Latin at Ratner Gymnasium' swimming pool.

BOYS BASKETBALL, VARSITY

Recent results: beat Elgin Academy Dec. 10, 60-40; beat Northridge College Prep Dec. 9, 59-49. They won the Lisle Thanksgiving Tournament: they beat Timothy Christian Nov. 28, 47-45; beat Lisle Nov. 25, 57-46; beat Hinckley Big Rock Nov. 24, 81-51; beat Perspectives Charter Nov. 23, 57-51.

BOYS BASKETBALL, JUNIOR VARSITY

Recent results: lost to Elgin Academy Dec. 10, 25-45; lost to Northridge College Prep Dec. 9, 14-54. At the Lisle Thanksgiving Tournament, they lost to Timothy Christian Nov. 28, 15-36; they lost to Lisle Nov. 25, 14-54; they lost to Hinckley Big Rock Nov. 24, 22-45; they lost to Perspectives Charter Nov. 23, 24-44.

GIRLS BASKETBALL, VARSITY

Recent results: beat Cristo Rey Jesuit High School Dec. 10, 40-25; lost to Northside College Prep Dec. 4, 35-49; lost to Willows Academy Dec. 1, 36-55; beat IMSA Nov. 21, 67-37; lost to Timothy Christian Nov. 20, 37-67; lost to Ottawa Nov. 19, 13-55; lost to Aurora Christian Nov. 17, 13-65.

GIRLS BASKETBALL, JUNIOR VARSITY

Recent results: beat Cristo Rey Je-

suit High School Dec. 10, 51-4; lost to F. W. Parker Dec. 8, 23-50; lost to Northside College Prep Dec. 4, 23-25; beat Willows Academy Dec. 1, 27-23; lost the ISL Early Season Tournament Nov. 21, 0-3.

SQUASH, VARSITY

Recent Results: beat Latin School of Chicago on Dec. 11; lost to Lake Forest Academy on Dec. 5.

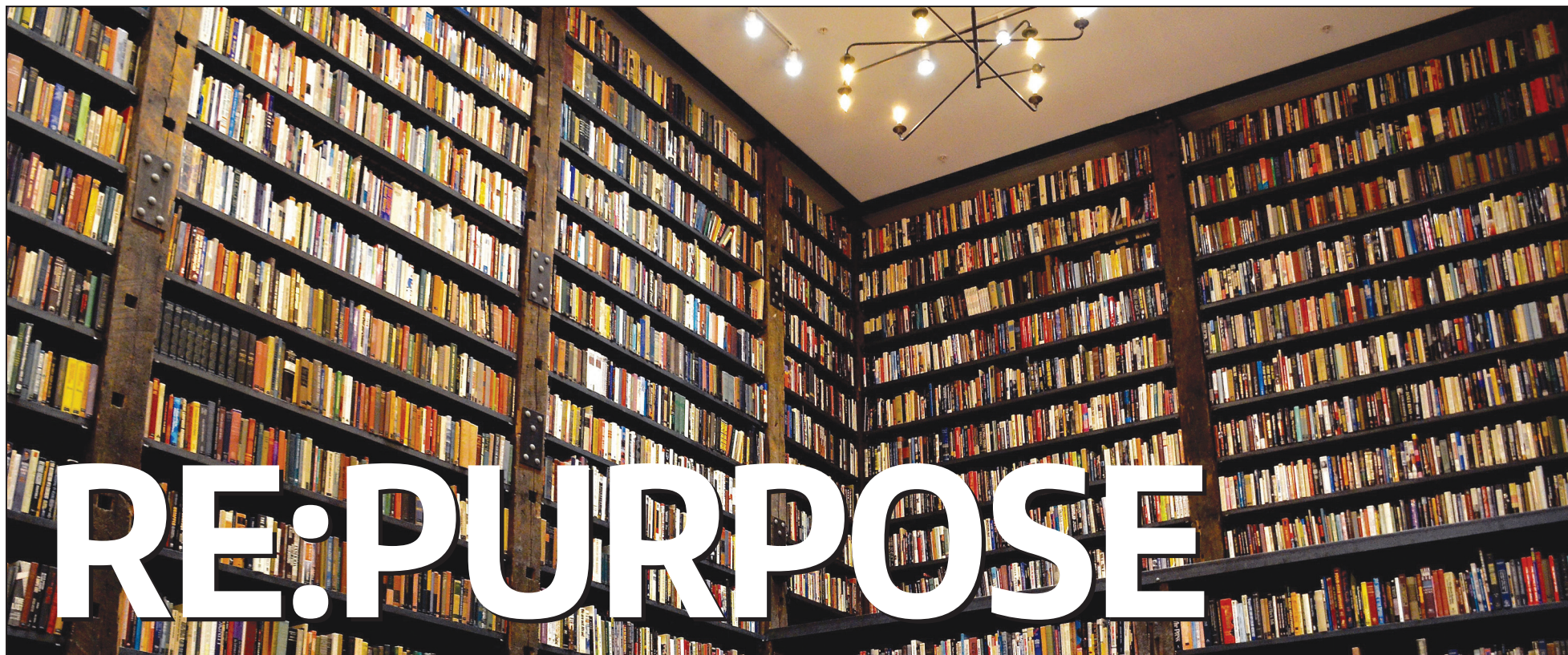
BOYS SWIMMING

Recent results: beat Northside Prep Dec. 8; placed first out of 6 at the Lincoln West Pentathlon on Dec. 4.

FENCING

Recent Results: At the Midwest High School Open on Dec. 12, Nikita Dulin placed second out of 54 in Men's Saber, Clemente Figueroa placed eighth out of 64 in men's foil, Janine Liu placed fifth and Genevieve Nemeth placed 11th out of 46 in Women's Saber, Athena Chien placed third out of 54 in Women's Foil; at the Stevenson High School Invitational on November 14th, Danny Kim placed eighth out of 81 in Men's Saber, Clemente Figueroa placed 12th out of 86 in Men's Foil, Janine Liu placed 11th and Genevieve Nemeth placed 18th out of 67 in Women's Saber.

— COMPILED BY CLYDE SCHWAB AND ALEX HARRON



MIDWAY PHOTOS BY PAIGE FISHMAN

MOUNTAINS OF BOOKS. The Arts Banks archive houses Johnson Publishing's Jet, Ebony and Negro Digest, as well as other African-American advancements, culture, and history books from the 1940s forward.

Architecture reignites local artistic spirit

BY TALIA GOERGE-KARRON
ASSISTANT EDITOR

What is old is now new, and everyone can participate in it.

That is the driving philosophy behind the new Stony Island Arts Bank and the Rebuild Foundation, whose mission focuses on reinventing spaces on the South Side of Chicago for the public. Their programs are available to anyone who wants to attend a lecture about Baroque art or read a book about African American law.

Created by artist Theaster Gates Jr. in 2010, the Foundation has focused on establishing the Stony Island Arts Bank, which opened in October, at 6760 S. Stony Island Ave., a five-minute drive from U-High.

The Bloomingdale Trail, Thalia Hall and buildings such as the Chicago Athletic Association are being repurposed as hotels and event spaces. Mr. Gates also used the same philosophy to repurpose and refurbish the Arts Bank as an archive and community space.

Like a Roman temple, Carlos Bunga's temporary exhibit "Under the Skin" is a part of the Chicago Architecture Biennial, which goes through Jan. 3. The Chicago Architecture Biennial celebrates architecture in Chicago, while developing the broad future of architecture through installations and exhibitions throughout the city.

Built in 1923, the Arts Bank formerly housed two different banks, both integral parts of the community. Gates bought the building for \$1 from the City of Chicago, saving it from demolition. The building now houses drop-in screenings of movies ranging from documentaries to timeless classics. The space is also used for communal activities such as time set aside when artists bring materials and work in the space. The Arts Bank's archives include 60,000 glass lantern slides ranging from the Renaissance to the Modern period donated by the University of Chicago and the Art Institute of Chicago. The space houses a collection of music from Chicagoan d.j Frankie Knuckles and Edward Williams' collection of "negrobilia," racist objects purchased to be taken off the market and donated the Art Bank.

To provide funds for the refurbishment of the bank, Mr. Gates sold "bank bonds," pieces of the bank's marble with the words "In ART We Trust," signed by him. Mr. Gates' bank bonds call into question what value is and how value is viewed.

"So now people, including investors, patrons, philanthropists, or whoever can own an actual piece of the bank and an actual piece of Theaster's work. Who knows what it's worth," Jessica Moss, the program coordinator for the Stony Island Arts Bank, said. "The idea is that you see value in this way, the same way that Theaster saw value in this building."



THE BONES OF STRUCTURE.

Carlos Bunga's installation, "Under the Skin," encompasses the idea of bones of a building while using modest materials like cardboard and masking tape. Entering the building, 12-foot cardboard pillars hug the entryway with a clear view through the space to the dark wooden bar.



VALUING OTHERS THROUGH TEA.

Standing behind a dark wooden bar, Arts Bank program coordinator Jessica Moss serves tea to any guest who walks through the door. The weekly tea ceremony was her idea, in an effort to make the music archives of Frankie Knuckles more accessible. Knuckles' soul music, disco, rhythm and blues, and house music plays loudly in the background. During the tea ceremony, guests can sit and draw on long sheets of graph paper. "Come into the space, enjoy your tea, and sit down and make a drawing on some artist that is being shown here's work," Ms. Moss said. "I mean look how many people are here. This seems pretty valuable to me."

FROM BAROQUE TO PALEOLITIC.

Over 60,000 glass lantern slides sit in long, metal drawers. The University of Chicago and the Art Institute of Chicago donated slides which are used for the lectures to learn about the history and art on the slides.