

Students seek changes to sex education

BY GRACE ANDERSON
EDITOR-IN-CHIEF

Two students look to create both long- and short-term changes to sex education at U-High through proposed changes to the curriculum and seminars to address students' questions today.

With the backing of the student-run organization Spectrum, senior Nathan Isaacs approached the administration and physical education department on Dec. 10 regarding his proposal for the health curriculum, particularly that it incorporate more information on LGBTQ relationships.

In addition to these proposed changes to the curriculum, senior Mattie Greenblatt has been working with biology teacher Sharon Housinger to provide students with a forum to ask questions about sexual health.

Nathan, who is vice president of Spectrum, explained that if the curriculum changes are enacted, health courses will be more inclusive for all types of relationships. In his experience, there is little discussion of LGBTQ issues at U-High, but health classes are a place where students address this topic.

"What we're trying to do is create a more inclusive curriculum that involves information on LGBTQ safe sex," Nathan explained, "especially the false notion that because it is sterile and non-reproductive, that means it's completely safe."

In addition to including more information on LGBTQ issues, Nathan suggested the curriculum address a wider range of topics,

Health through high school

Freshmen: 12-week course in which students switch between learning about muscles and how to work out and classroom time, which mainly focuses on stress and time management.

Sophomores: A six-week classroom course, where students spend two weeks each on the topics of sex-education, drugs and alcohol, and nutrition.

such as abortion, consent and reproductive rights.

"I think the curriculum needs to be relevant to the students," Nathan said. "There are many ways in which the health curriculum needs to reflect today's teenager, and LGBTQ issues are just one instance." He added that it is key for health teachers to include topics with which students identify.

According to Thomas Piane, P.E. department chair and health teacher, the main focus will be to make sure students understand that much of the information they learn about contraception and STDs applies to people of all sexual orientations.

"We also discussed different books that students could be steered towards," Mr. Piane said, "and Nathan gave me several titles we're going to share in our classes that I believe are already in the library. The biggest thing that I took from the meeting is that he'd like us to speak more freely about different sexual orientations. Some kids may not even know what their sexual orientation is at this point, but we can help to spark some conversations and it's really up to the students where those discussions go."

Although the P.E. department looks to make changes, ultimately it is difficult for teachers to address each student's individual concerns within a two-week limit.

"In a perfect world, I would devote more time to sex-ed within our curriculum and

develop it further so it encompasses all sexual orientations," Mr. Piane explained. "In theory we could lengthen the health class now, but the feedback I've heard from students is that they hate sitting in a classroom for P.E. for six weeks. ... Doing health separately from PE would be ideal, but I'm not sure how we could formulate that."

Since changes to the curriculum do take time, Ms. Housinger has been working with Mattie on opportunities for students to ask sexual health questions during lunch. In December, Linnaean Society hosted the first informal info session. Students could also ask questions anonymously in advance.

"Kids were really positive and asked a lot of good questions," Ms. Housinger said. "We are going to continue having them, but since only women came to the first, Dr. Calleri will be running a men's one." She said she has also been in communication with the student health counseling department at the University of Chicago so that they could visit and respond to questions.

Mr. Piane noted that it is important students have the opportunity to continue to ask questions outside the classroom.

"I definitely think it's awesome these seminars are occurring and that students are taking advantage of them," Mr. Piane said.

According to Mattie, she became interested in developing this seminar due to the fact that she has studied human sexuality and wanted to create a space where students could directly address their concerns.

"This is something I've been interested in

"I think people are more comfortable teaching it [sex-ed] as an abstract scientific system, but it sticks more when you apply it to your own body."

— Sharon Housinger, biology teacher

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since freshman year when I read an article in The New York Times about sex-ed in America, and I thought it was really cool," Mattie said. "Ever since then, I've been studying human sexuality."

Ms. Housinger noted that although students asked a wide variety of questions, many focused on the relationship between a person's anatomy and birth control. In particular, she mentioned that many girls did not understand how the hormonal regulation of the menstrual cycle functions.

To ensure students retain the information, teaching sex education in a relatable manner is crucial, Ms. Housinger explained.

"When you're in talking about abstract science in class, you don't think about in the same way as 'Let's talk about how your body functions,'" Ms. Housinger said. "I think people are more comfortable teaching it as an abstract scientific system, but it sticks more when you apply it to your own body."

Building off this idea, Mattie's motive for developing this seminar was creating a space where students could talk more openly about a sometimes-taboo topic.

"I thought it would be good to create a class that would be interesting, that would talk about what people really care about and that would bridge the gap between sex-ed and how people think about their lives. Overall, it's a topic we ignore a lot of the time. I think it's important to make it something that you can talk about without creating a sense of shame."

Mattie also noted that sex education should be about communication, a trait that she believes made the seminar effective.

"Communication is about consent," Mattie explained, "it's about exploring new ideas and it makes you a better person to learn to communicate even if it's not about sex."

Principal finalists share ideas for U-High with students

BY ALEX HARRON
MANAGING EDITOR

Two candidates hoping to be the next high school principal visited Lab this month. The search committee of nine U-High teachers, counselors and administrators met Jan. 14 to discuss the candidate visits, and according to committee chair Sandy Bixby, middle school principal, Laboratory Schools Director Robin Appleby will make a decision soon.

Mariama Richards has been the director of progressive and multicultural education at Ethical Culture Fieldston School in New York City for the past three years. Prior to that, she worked for 10 years as the director of diversity at Georgetown Day School in Washington, D.C. She has also served on the senior administrative team and as the director of Summerbridge New Haven at the Hopkins School in New Haven, Connecticut. While she said she's most passionate about history, Ms. Richards has taught everything from literature to geography.

During her discussion with a cross-section of U-High students, Ms. Richards said she thinks building relationships with students is incredibly important.

"Being a diversity person for the past 13 years, it's very difficult for me to be in a place where I don't have students," Ms. Richards said. "I have big couches in my office, snacks, goo gobs of candy — anything to lure students into my office. You guys like to give up the goods. If you sit back and do your work, you find all types of amaz-

ing things. It's the reason I became a teacher. I love to be in a space with students where we are asking big questions, changing the world."

She admires the way Lab students perform academically, but she sees the potential for growth in other areas, particularly in what students can bring beyond their capacity to be academic.

When a student asked her to elaborate, Ms. Richards explained there are big questions about what makes a citizen, how to deal with climate change, racial justice, gender equity and the fluidity of gender. She thinks there could be more balance between academic prowess and social responsibility.

Although Ms. Richards has never been a principal, she brings a range of skills and experiences.

"I think one of the gifts that I bring to the table because of my past roles is the fact that I will look at everything that I do with a lens around equity and justice," Ms. Richards said. "Also, over the past 13 years, I've sat on senior administrative teams with pre-K-12 administrators where we think critically about conversations that are important to each division. As many of you are 'Lifers' in the institution, I'd look at how we can make sure your experience is seamless between the different divisions."



Mariama Richards



Ira Pernick

City Department of Education, was assistant principal at two high schools, mentored principals through New Leaders for New Schools and taught high school English.

During his time with the student group, Mr. Pernick said he thinks its very important to make himself available to students.

"I like to be visible before, during and after the school day," Mr. Pernick said. "I want students to see my office as a place of interest, but I understand it takes time to break down those walls. I'll admit I'm not very good at keeping food in my office, but that speaks to my inability to control myself. I don't understand how my colleagues who have food don't snack on M&M's all day."

He uses a unique platform to connect with his students.

"I'm currently on Twitter and humbly admit I've broken 600 followers," Mr. Pernick said. "If I'm at a location or event, I'll tweet where I am. I also tweet student artwork as a way to recognize student performance,

Ira Pernick has been the principal at Paul D. Schreiber High School in Port Washington, New York since 2011. He was the principal at Robert F. Kennedy Community High School in Flushing, New York for 10 years. Mr. Pernick has also served as an executive officer for instruction at the New York

art and achievement. It helps everybody to hear all the great things that happen within a school day and celebrate student achievement."

Platforms like Twitter allow him to forge relationships with students and allow students to contact him in a familiar way.

"If you write to me via email or send me a direct message, I will write back within 24 hours, but it will most likely be within the hour," Mr. Pernick said. "I love student feedback. I want to hear from you."

With the recent controversies at Lab, Mr. Pernick explained how he would deal with difficult issues.

"I was a principal in NYC on 9/11," Mr. Pernick said. "I think it's really important to create a space where everyone can get their thoughts out there while being respectful of each other's feelings. I do think it's important to find spaces for all arguments to be heard, within reason. Most political issues, I'm interested in creating a space for both sides and welcoming all opinions."

Mr. Pernick said he brings more to Lab than just his experience.

"The most important thing I've learned is that I don't know everything," he said. "I'm so much more aware of what I don't know and I think that's more valuable than to know what you do. My job never ends, and it's about continuing to ask questions to students, parents, faculty about what we're doing as a school and what direction we're going. It's then my job to create that path."

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People of color find a role in television through roles in shows like "Fresh Off the Boat," "Master of None" and "Black-ish," which help to weaken stereotypes.



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Six students attend national diversity conference

Plan in works to host Chicago event

BY MAIA BOUSSY
MANAGING EDITOR

Discussing diversity. Though not always the easiest thing to do, a delegation from the University of Chicago Laboratory Schools hopes to bring skills learned from a recent discussion at a national conference home to Chicago by offering a local diversity conference.

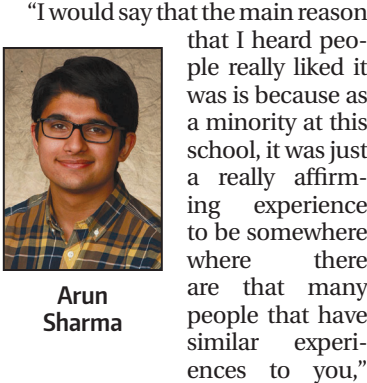
Six U-High students attended the Student Diversity Leadership Conference in Tampa, Florida, Dec. 3-5, accompanied by nine Lab teachers from high, middle, low and nursery schools, who attended the People of Color Conference for educators. Both conferences were run by the National Association of Independent Schools.

In their conference, students broke into discussion groups. While some activities were done with all 1,600 students from independent schools across the country, most were done in groups of 10 or 60 students selected randomly.

Student attendees included seniors Arun Sharma, Kimya Buckner and Nathan Isaacs; juniors

Jameel Alausa and Nigel Telman; and sophomore Olivia Cheng.

Arun Sharma was convinced to go after hearing good things about it from his friends, who had attended in previous years.



Arun Sharma

“I would say that the main reason that I heard people really liked it was is because as a minority at this school, it was just a really affirming experience to be somewhere where there are that many people that have similar experiences to you,”

Arun said. “Another major reason why I wanted to go is because two of my very close friends were also going this year, so I thought I might as well hop on board.”

Along with being split up into random, diverse groups, students also broke into affinity groups — groups of students with a common identifier.

“I think being in the affinity

“The biggest thing I really gained was a sense that there are a lot of people like me that really cared about social issues, socially conscious, of diverse backgrounds at other independent schools.”

— Arun Sharma, attendee

groups was probably my favorite part of it,” Arun said. “The biggest thing I really gained was a sense that there are a lot of people like me that really cared about social issues, socially conscious, of diverse backgrounds at other independent schools. It was really affirming to have people who identified the same way I do.”

Dean of Students Ana Campos accompanied students and feels the conference allows students and faculty to reflect upon diversity.

“In our everyday lives in our schools, we are just going minute to minute, and sometimes we don’t get the space to just think and plan and really try to be thoughtful as much as we would like,” Ms. Campos said. “This conference and

these sessions gives you an opportunity to sit and reflect with other people who have the same interest and try to really devise ideas and solutions.”

Ms. Campos said the most valuable part of the conference is when the students present to the faculty specifically about the Lab Schools.

“This is my third year attending, and the highlight of the conference every year, without fail, for me is when on the final morning the students from our school make a presentation to the adults from our school about our school,” Ms. Campos said. “It really brings it home, talking about our school community and what can we do as our group that attended to bring it back to school and do more with it. It is where the connection gets made for the faculty who attend and for the students.

“For the faculty, most are coming from the middle, primary and lower schools, and what I heard this year is as they were listening to our students talk about their experiences in high school and things they would like to see different, they were saying ‘I’m a fourth grade teacher. It is so helpful for me to hear you say this because I can

now go back to my fourth grade students and think about how I set the foundation. What work do I need to do now, so that when they get to high school, their experience is different and better than what your are saying it is for some people.’ For me that is huge value.”

Attendees plan to put what they learned in Tampa into action here in Chicago by sharing with peers at similar schools. On May 6, U-High will host its own diversity conference with other independent schools in the Chicago area. About 20 students per school will be allowed to attend, according to Ms. Campos.

The idea of a Chicago conference occurred when Ms. Campos and other deans expressed frustration at only being able to take six students to the national conference.

“It won’t be the exact same experience obviously,” Ms. Campos said, “since it is being led by different people and it’s only one day, as opposed to three, but we are excited about the opportunity to have a day dedicated to this kind of work. We are going to look to the previous attendees of the conference to help lead workshops at this conference.”

Science team aims to boost camaraderie

BY ZOE GOLDEBERGER
MIDWAY REPORTER

This year, the Science Team has worked on making the team stronger, both by prepping and by having good spirit.

The Science Team aims to give students an opportunity to use knowledge they gained in science courses and apply it, according to coach James Catlett.

The team is very driven, and works hard in order to place well at every competition, but the teamwork and support of the group is also a major part of this team, said-captain Emma Muller, junior.

“We want to win and to place well,” Emma said. “But most importantly, we create the opportunity for people to go farther with science, and to explore subjects that don’t get attention in class. We also value collaboration and teamwork. Usually the week right before the competition is when you can really feel the excitement building: there’ll be 15 people in the room, working on projects, talking with each other, joking around. And we get food — we try to make it a bonding experience and as fun as possible.”

The first invitational of the year was a Science Olympiad on Dec 12. Students were asked to do a variety of activities including a lab, or building a robot, which was judged by a panel of teachers from Illinois.

“Both varsity and JV got third in their divisions, and we had some events medal for to 5,” Emma said. “For varsity,

a lot of it is experience. Personally, I’ve been working on forensics for three years, and was super happy that it went so well in competition. A lot of the varsity members of science team have been on the team since freshman or sophomore year, so now as upperclassmen they know what they’re doing. For JV, they’re a very interested, hardworking group, so even though they’re not familiar with the events the studying they did really paid off.”

“We have a good momentum going, we just want to sustain it and keep people involved.”
— Emma Mueller, captain



MIDWAY PHOTO BY NIKITA DULIN

STOPPING TIME. During a Science Team practice after school, sophomore science team members Jeremy Chizewer and Aden Goolsbee build and tweak a machine for an event called “It’s About Time,” where competitors are required to build functioning makeshift stopwatches.

Students go through a process in order to be a part of the science team and compete. There are 18 categories to choose from, making it possible to specialize in what they want to learn about. The team is flexible to students’ interests and what they want to do, rather than imposing topics on them, said Mr. Catlett. Once students have chosen what they are interested in, they take an individual assessment test, which guides

captains senior Tiffany Suwatthee, and Emma, as they choose students to bring to the competitions.

In addition to improving competitive prowess, the team hopes to strengthen bonds between students, says Emma Muller.

“This year we’ve had a lot of participation from new freshmen and sophomores, which is awesome. We want to keep that going, especially into the next couple of years,” Emma said. “We do have a

lot of new people this year, and the formats of the test are hard to get the hang of, so we’re working with them on that. We need to add in more mentoring — having varsity members take JV members under their wing, and having upperclassmen reach out more to underclassmen, and even the middle school team, which is in its second year. I think we have a good momentum going, we just want to sustain it and keep people involved.”

School to add new courses

BY MARRISA MARTINEZ
MIDWAY REPORTER

Classes for the next school year will stay the same in terms of difficulty, but not in name. The new guide will reflect change in how courses are represented on transcripts. Registration for 2016-17 courses lasts from Feb. 1-12.

Three classes will differ in name next year. Advanced Photography will be AP Photography, AT Art History will be AP Art History, and African-American History will become AT African-American History.

According to Assistant Principal Asra Ahmed, departments changed their course names to better reflect the work that students do already.

“For example, the history department wanted to acknowledge the work that goes into that class on the student’s part and give them the credit in that sense as well,” Ms. Ahmed said. “They want to recognize that a student who is taking, say, African-American history is in fact at our highest level of rigor.”

“For advanced photography, Mr. Jaffe comes with a background having taught AP Photography specifically. He felt that Advanced Photography matches the curriculum of AP Photography, and he wanted to support students who are into photography and want to create portfolios and get credit for their photos,” she said. “Mr. Wildeman wanted to go back to the class being called AP Art History because he is OK with the curricular alignment that’s required.”

In addition, AT Chemistry will go back to taking up two periods instead of its current one period length, and Spanish for Heritage Speakers will become a two-year offering that will now also count for world language credit.

New class offerings include Classical Greek 1 as a world language credit, and a new history elective series, taught by Paul Horton. Offerings in this series include “The Splendor of Fin de Siècle Vienna” in fall, “Post-Partition India” in winter and “1968 and Oral History” in spring.

Exchange students discuss culture differences

Q&A with students from Beijing

BY MARISSA MARTINEZ
MIDWAY REPORTER

Twelve Chinese students arrived from Beijing No. 4 High School Jan. 9, and for the next two weeks they will live with middle and high school families from Lab, experiencing different activities like going downtown and taking American classes. Then in June, some U-High students will travel to Beijing #4 High School in a similar exchange.

Eleanor (Tianjiao) Peng, who is staying with sophomore Talia Goerge-Karron and Summer (Lijin) Dai, who is staying with sophomore Katie Stolze, offered their thoughts on America a few days into their exchange.

Have you been to America before?
Summer: Yes! I have been to Hawaii and big cities like New York and Las Vegas, but I have never been to Chicago before.
Eleanor: No.

What were your first impressions of America as compared to China?
Eleanor: The air is clean. Americans are also more open. I think students here talk a lot about people and things from school with their parents, but I don't really talk with my parents about school a lot. They are more present in a student's life than in China.

Summer: The air quality. There is clean air instead of smog. I also love the snow! It doesn't really snow where I live. Even if it does, it isn't accompanied by a blue sky; it's usually gloomy after it snows.

What were you expecting from the exchange trip?
Summer: Friendship, an insight

into top American high schools, and seeing what our peers on the other side of the world are learning.

Eleanor: I'm hoping to learn more about American study habits, along with the other details of Chicago lives.

How easy has it been to adjust to American life?
Summer: It's pretty easy. My host Katie [Stolze, sophomore] has done a great job introducing me to this culture. I've watched many American movies and television that helped me learn about this country.

Eleanor: I don't have a special method to adapt. Living with my host and her family has helped. They made me feel really comfortable, like when they ask my opinion before we do anything. It's just like living in my own house.

What do you think of our school?
Eleanor: In your school, everyone is very different and there is a lot of diversity. You're free in your school; you can do anything, and there's not a lot of rules, I think. And it's more busy, because you only have about five minutes in between classes.

Summer: I love your school! People are all really polite and really nice to me. Your teachers are all devoted to whatever they are teaching.

How is it different from your school?
Eleanor: Our schools are really very similar. Your school is busier, but you can leave earlier than us. Our school ends at 5 pm, but we also stay in school and do our homework until about 8 or 9



PHOTO COURTESY OF DAVID ANDERSON

GO BULLS. Junior Nick Slimmon, right, points out his favorite players to exchange students Michael (Shiyang) Xu and Horizon (Ruize) Hou. Nick and sophomore David Anderson took their Chinese students to a Chicago Bulls game at the United Center against the Dallas Mavericks on Jan. 15.

o'clock. I get to school around 7:15 in the morning, because I eat my breakfast there. Classes start at 8 in the morning.

Summer: I think the most significant difference would be students' interaction with teachers. I mean, here, people can express whatever comes to mind. But in my school sometimes we get

too shy to express our opinions. I guess it's because we are taught to think for a few times before we talk, and after we rethink things, we just don't want to say anything anymore.

What are you most looking forward to on this exchange trip?
Summer: A lot of things, like taking various classes, meeting new

people, and making this trip a truly unforgettable experience. I want to visit the Sky Deck and go downtown more, especially at night.

Eleanor: I want to spend more time at your school and meet new people. I think everyone is very talkative and likes to interact with us although we don't even know each other.

NEWS IN BRIEF

University recognizes Branham for diversity

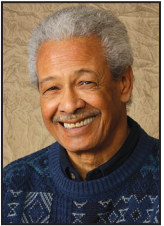
BY SOUNDJATA SHAROD
MIDWAY REPORTER

Charles Branham, a U-High history teacher has been awarded the Diversity Leadership Award from the University of Chicago.

Mr. Branham received the award Jan. 14 alongside Denise M. Jorgens and Nancy Schwartz at the University of Chicago's Martin Luther King celebration. Mr. Branham has taught U.S. History and African-American History at U-High for 25 years, and he plans to retire this spring.

He earned his Ph.D. from the U. of C. in 1980. Before he taught at U-High, he taught at local colleges and universities including Roosevelt University, Chicago State, University of Illinois, The University of Chicago, Northwestern University, and Indiana University.

Mr. Branham has authored numerous publications on African-American history and politics. He also co-produced and hosted a 30-hour television special on WTTW called "Black Experience." On this show, Mr. Branham discussed African American's role in society and how they are portrayed in history. On the show, he interviewed scholars and activist like Herbert Gutman, Mother Moore and Robert Weaver.



Charles Branham

During his time at Lab, he also served as the Chief of Education at DuSable Museum.

"I think it's important to teach both U.S. and African American history, with respect to the people's history that is often excluded," Mr. Branham said. "Being engaged in history class enables students to write and research things that might be new."

Mr. Branham shares his passion for history with students.

"His class is so fun," senior Mingus Zoller said. "It's just like an endless stream knowledge."

Connections hopes to raise \$800,000 this year

BY KATERINA LOPEZ
MIDWAY REPORTER

Connections, Lab's annual fundraiser, will be held at the Geraghty, 2520 S. Hoyne Ave., on Saturday, March 12, and will include over 800 parents, alumni and staff to raise money for student financial aid. Tickets will be sold online for \$250 each starting Feb. 1, along with a chance to donate.

Lab founder John Dewey hoped to change education forever when he founded Lab, and Connections hopes to honor the distinctive qualities that have made Lab one of the leading independent schools in the country.

The theme of Connections will be "120 Years of Lab," and is intended to have a "birthday party" feel, with activities such as student performances, food stations, special beverages, a silent auction, a raffle and a senior "alumni" lounge. This year's Connections planners hope to raise \$800,000 from donations.

Last year, Connections raised more than \$400,000. The Alumni chairs will be Tai Duncan and David Solow, and the parent chairs will be Lena Jessen and Andy Jessen, and Chelsea Smith and James Smith.

New part time learning coordinator takes over

BY TALIA GOERGE-KARRON
ASSISTANT EDITOR

Meghan Gilbert has replaced Learning Coordinator Kevin Van Eron part-time for the rest of the school year. Mr. Van Eron is in a new position as Interim Director of Student Services in the middle and high schools. Ms. Gilbert can be found Tuesdays to Thursdays in UH 214.

She has a background in Special Education and has been working as a special education within the Archdiocese of Chicago.

"I'm very excited about the opportunity here," Ms. Gilbert said. "I've known about Lab for a while. I used to tutor some students in the Lower School, so I was made familiar with the curriculum. My background is in progressive education and the idea that you learn by doing. I homeschooled all four of my kids until they got to high school, and the approach that we used is very similar to Lab. My background is in special education, so when the opportunity came up to come here to work as a learning coordinator that is exactly what I've always been doing, but to be able to do it in a school with the excellence that Lab has has been incredible."

READY, S.E.T., GO!



MIDWAY PHOTO BY KARA COLEMAN

READ-THROUGH. Freshman Lee Friedman, front, and sophomore Jacob Shkrob practice lines in the Sherry Lansing Theater during a rehearsal before they ultimately add staging and costumes to Student Experimental Theater's production.

U-Highlights wins best yearbook in Illinois

BY NATALIE GLICK
MIDWAY STAFF

The 2015 U-Highlights yearbook was named best overall yearbook in a contest sponsored by the Illinois Journalism Education Association. The contest is based on eight judging categories, and U-High competes in Division III, which includes schools with 400-700 students.

In addition to winning best overall yearbook, U-High took first place in the following categories: copywriting, sports, photography, layout and design, divider pages

and coverage of the year. In theme development, U-High took third place.

Senior Nora Lin served as one of four editors-in-chief for the 224-page, full-color book and is very happy with the results.

"I am most proud of how much the yearbook has developed and improved. This year we introduced more complex and creative design concepts," Nora, also an editor-in-chief for the 2016 yearbook, said. "The staff has really stepped up to come up with different ways of coverage. They took the initiative to find more creative inspirations so that we won't settle for anything but the best. Overall, I am just really proud of them."

Student-driven, DIY home gallery showcases artists

BY ALEX LUND
ARTS CO-EDITOR

In a basement lined with Christmas lights, students congregate on and around a small black couch to view student-directed documentaries projected onto a white wall. Fall-scented candles glow softly in the corner, and fill the air with the scent of cloves, cinnamon, apples and pumpkin spice as Drake’s “Jumpman” echoes down the stairwell from upstairs.

This was the scene Dec. 23 as students gathered at the home of sophomore Megan Moran to celebrate Lab artists and their work in a do-it-yourself fashion. Inspired by a spur of the moment conversation at the Regenstein Library during finals week, the students’ idea to host a gallery immediately took off and soon garnered support from peers and art teachers alike.

“I first decided when I was going on a walk and I had just finished my art project,” Megan said. “I’m taking studio this year and I just thought it would be cool if we like had an art gallery.”

When Megan brought her idea up during a study session, a group of sophomores, which included Teresa Xie, Michael Rubin, Florence Almeda, Miranda Mireles and Jessica Franks, became enthusiastic and began to plan and reach out to student artists.

“We had a large range of U-High artists that participated including bit visual artists and live performers. Performing original pieces were Sophie Hinerfeld and Florence Almeda,” Michael Rubin said. “Jacob Shkrob and Alex Azar also performed. Visual artists included Jessica Franks, Miranda Mireles, Giulia Shaughnessy, Project Lab, Al Dines, Florence Almeda, Me-

gan Moran, Tomer Keysar, Teresa Xie, Cecile Ngo, Michael Rubin, Rachel Schonbaum, and Camille Rehkemper.”

Even though there were no Lab art teachers present, some still played a role in advising and encouraging the students.

“We talked to Ms. Neater and Ms. Ganzarain about our gallery, and they both responded very enthusiastically and seemed very impressed,” Michael said. “They were really supportive and reaffirmed how amazing it was that we were organizing an art-related event for U-High students outside of school.”

In addition to giving student artists the opportunity to show their work, another purpose of the event was largely to fill a gap that Gordon Parks Arts Hall has yet to fix: providing a designated place for student artwork to be shown.

With about a dozen participants, paintings, sculptures, glass art, charcoal drawings, and photographs, were displayed on the first floor; neatly labeled and hung over walls, the oven, fridge, miniature tables and doors. Student performances included freestyling, singing and playing musical instruments.

“We thought that not enough art was being shown in the school because Gordon Parks was so big,” Teresa said, “but there’s not really enough space for people to go in every room to see the art, so we decided to take people who didn’t really get a chance to show their work there to show it here.”

To spread the word, organizers created a facebook page and invited other students at Lab to submit their artwork and join the holiday fun.



MIDWAY PHOTO BY ARIEL TOOLE

ART-ICULATE. On the calm afternoon of Dec. 23, students gather in the Hyde Park home of Megan Moran to escape the cold and celebrate the work of their peers in a student-run gallery. With art surrounding them, members of the Sophomore Class discuss plans for the remainder of break.

“I think that it’s a good place for people to show their art without really caring about what other people think, because it’s not so much centered on their specific project because there’s so much to look at so plus most of it is like your friends so you’re not afraid to show your art rather you would be if it were otherwise,” Teresa said.

In addition to creating a safe space for student artists in general, the organizers also sought to create a more comfortable environment for underclassmen artists.

“With underclassmen-- it feels like we shouldn’t be doing it. I think an event like this is just more comfortable because it’s like-- my friends are the ones showing their art,” Megan said. “I would feel hesitant if I saw this event on facebook and it was being hosted by a senior or somebody in college that said that anyone could submit. I’d be

more hesitant to do it just because I’d feel like it was weird. Today’s event is mostly geared towards underclassmen but seniors are showing their art here today too.”

As much fun as it was, organizers also found it to be an eye opening experience in regards to recognizing that their peers are constantly working on interesting projects, even if they don’t always speak outwardly about them.

“Rachel [Schonbaum] for instance — we didn’t realize that she did bigger art things and we started kind of realizing that other people have started to do bigger things so we wanted to show them off,” Megan said. “Like i don’t think it’s a thing that we’ve ever gotten a chance to do actually in our grade especially because we’re only sophomores.”

Rachel, who contributed four pieces to the gallery, also viewed

it as a fun opportunity to casually show her work without the fear of the formalities that come with knowing that students and teachers she doesn’t know are judging her work in a school environment.

“Megan and i are good friends and we’ve both shown interest in art,” Rachel said. “Plus, it was over break so it was a good time for me to be able to relax and do something i usually don’t have to do.”

The organizers seemed optimistic about hosting another event, but only want to plan another one “if everyone has a lot of cool stuff and wants to show it,” as Megan said. “I think it’s cool to have people see your art, especially in a house, it’s not as school related.”

Though a formal date has not yet been set, they “are anticipating on hosting this event next year,” as Michael said, “most likely around the same time, Winter Break.”

‘Spotlight’ shines light on Boston clergy abuse case

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

Exposing powerful organizations is no easy undertaking, and “Spotlight” shows the Catholic Church is no exception.

Based on a true story, “Spotlight” tells the story of the Boston Globe’s investigative reporting of the Boston Archdiocese in 2001. Marty Baron (Liev Schreiber) is hired as the new editor of the Globe, and meets with “Robby” Robinson (Michael Keaton) as part of his introduction to the staff. Robby heads the Spotlight team, consisting of reporters Mike Rezendes (Mark Ruffalo), Sacha Pfeiffer (Rachel McAdams) and Matt Carroll (Brian D’Arcy James). After Baron reads an article in the paper where a lawyer accuses Cardinal Bernard Law, the archbishop of Boston, of deliberately overlooking instances of pedophilia committed by John Geoghan, a Boston priest, he asks Spotlight to investigate the story further.

Spotlight is initially hesitant to take on the story since Baron is an outsider: he’s not from Boston and is Jewish. He isn’t well-acquainted with the importance of the Church in Boston. The team is also composed of many Catholics, so they are understandably reluctant,

too. Managing editor Ben Bradlee, Jr. (John Slattery) expresses significant doubt, for example.

The team’s first task is to unseal court documents to the Geoghan case, which would involve suing the Catholic Church. In a case with an Irish-Catholic judge, unsealing the documents would be a miracle. Nonetheless, the team talks to known victims of molestation and two lawyers, Mitchell Garabedian (Stanley Tucci) and Eric MacLeish (Billy Crudup) who have leads on the case but are bound from disclosing significant information due to their obligation to legal ethics.

Through talking to Phil Saviano (Neal Huff), head of the Survivors Network of those Abused by Priests and a former priest who conducted research into molestation within the Church, the team realizes the Geoghan case is just the tip of the iceberg. As they expand their investigation to an alarming 87, the story becomes less focused on the accusations of each priest, and more so Church’s whitewashing of molestation scandals. As the reporters begin to realize the expanse of the scandal, they race against the clock to ensure the story isn’t covered by another paper, while fighting a brotherhood of

silence within the Boston clergy and lay leaders.

If you’re well-schooled in Boston history, or simply perceptive about how scandals usually end, it’s easy to predict the direction the movie’s plot will take. Even so, the film’s whip-smart dialogue, star-studded cast, and raw depiction of the Catholic machine in Boston make for compelling viewing. Watching the film, you find yourself clucking your tongue and shaking your head woefully at the Church’s wrongs. Not only is the Church responsible for abusing dozens of children, but covering up their molestation.

When he learns that a guilty priest lives on his block, Carroll, the Spotlight reporter, places a note on his fridge warning his own kids to stay away from that house. Emotionally stirring moments like these remind you that the scandal is much more than a screenplay.

The film has a knack for capturing personal details, like McAdams’ neighborly Midwestern timbre or Schreiber’s tranquil demeanor. Occasionally, Ruffalo looks like a little kid. However, it’s these details that make Ruffalo a more relatable character. You can put yourself in his shoes.

As a result, it feels as if



OPEN ROAD FILMS

A SPOTLIGHT ON ‘SPOTLIGHT’. Realizing that in order to expose corruption in the Catholic Church and address allegations of molestation within the ranks, the ‘Spotlight’ team discusses how they must sue the Church to unseal documents.

you’re in the midst of it. Like Ruffalo’s character, you’re a Bostonian, a Catholic, a member of the investigative team. It could’ve been you. It’s no surprise that Ruffalo was nominated for a Golden Globe for Best Supporting Actor.

In a similar vein, Tucci’s performance as the brusque Garabedian adds a layer of personal familiarity to the film. Though Garabedian lacks conversational

etiquette, his dedication to his work and finding justice for the molestation victims remind the viewer that although justice can wear an ugly face, it can and should be attainable.

The implications of “Spotlight” spread beyond the Boston area. The film’s end credits include a list of cities which also had church sex scandals. Chicago is one of them-- and is guilty of many other institutional

problems. In a city where unarmed youths are gunned down by cops, Spotlight’s glorification of the noble pursuit of justice may be a tough tale to watch — but in the end it is absolutely worth it. The film’s cast and dialogue make it worth seeing, but just as importantly, so does the feeling of satisfaction as you leave the movie theater knowing that somewhere, institutional justice was achieved.

TV: Not just about white people anymore

“Fresh Off the Boat,” “Black-ish,” “Master of None” step away from the norm by giving minorities substantive roles on all screens

“FRESH OFF THE BOAT” • ABC



Loosely based on 33 year-old chef and BaoHaus owner Eddie Huang's memoir, “Fresh off the Boat,” tells the experiences of racism and cultural differences felt by him when he was growing up. After moving from their Taiwanese hub in Washington, D.C., to a suburb in Orlando, Eddie's father opens up a Western-themed steakhouse in hopes of fulfilling “the American dream.” The show follows young hip-hop-crazed Eddie, narrated in the first season by the real Eddie Huang, in his struggles to connect with his peers and fit into his new environment. “Fresh Off the Boat” has two seasons available on the ABC website, Hulu and Amazon.

“BLACK-ISH” • ABC



Similar to “Modern Family,” “Black-ish” broadcasts the life of a comfortable suburban family that has all the parts of a stereotypical “happy” family: the hilarious father, the mother holding down the family and children with different personalities. But “Black-ish” sets itself apart from the rest of family oriented sitcoms by using comedy to discuss issues of race, health class and more. In the second season premiere, “Black-ish” addressed the use of the n-word. Other issues like gun violence and religion were also discussed. “Blackish” has had two seasons so far, and is available on Hulu, Amazon and on the ABC website.

“MASTER OF NONE” • NETFLIX



The fictionalized story of Aziz Ansari's life, “Master of None,” follows the life of Dev, a New Yorker in his 30s, trying to make a living as an actor. Through comedy, romance and drama, the show addresses issues like racial representation in Hollywood, the experience of being a first-generation-American and decisions about having children. From creators Alan Yang and Aziz Ansari, “Master of None” is a Netflix Original that premiered on Nov. 6, 2015, and awaits its renewal for a second season.

BY SONNY LEE
ARTS CO-EDITOR

When “Fresh Off the Boat” first hit the screens in the beginning of 2015, I liked the teaser on Facebook and told all my friends about it. I was thrilled. Before this, I had never seen so many Asian faces in an American TV show. But from the first episode, I could tell that Eddie, the main character, was just like me. My parents immigrated from East Asia 25 years ago, specifically from Hong Kong and Tianjin, just like Eddie Huang's parents. My mom and dad opened a restaurant in hopes of achieving the “American Dream,” just like Eddie's parents. Eddie and his Taiwanese family were outsiders in an all-white suburb, while my family and I live in the quiet neighborhood of Bridgeport with a lot of white people populating it, close enough. Lastly, Eddie was ridiculed and made fun of in school for his Chinese lunches, just like I was. The story was boring, nothing I hadn't seen before. So I stopped watching replays of my life on TV and continued actually living it.

Fast forward about a year and I want to watch the show again, except this time I want to see what my parents think of it. As the show begins to roll its canned laughter and gag jokes, my parents laughed along and watched like they would any other show. But then, Eddie complains to his mother that all she ever cares about is money. The mother, played by Constance Wu, responds, “go find a homeless man and ask him whether he thinks money matters or not, and see what he says.”

My father pointed out that this line was true in many ways. He has always told me, “Go to school, get into a good college and make money,” I've heard this line played over and over again like a broken record. I hated when my parents used to tell me this, but with time, I understood that it was something I needed to remember.

“Money isn't everything,” my father explained, “but without money, you can't get anything.”

For years my father embedded an important line in me.

“Never be like me,” he said.

He doesn't want me opening a restaurant busi-



“I stopped watching replays of my life on TV and continued actually living it.”

ness like his own, running around at his age all day and night making food deliveries for a couple bucks. I wasn't thinking of it anyways. I witness and live some of the pains that come along with running a restaurant. Achy legs after a day of running back and forth answering phones, packing food and filling up rice warmers. Hands that smell like different Chinese dishes from packing them into their comfortable brown paper bags all day.

I never really liked the idea of my parents owning a restaurant, mainly because it meant seeing them in a work setting and not seeing them enough in the family setting. The only skills that I've honed in my years of being raised in restaurants are the ability to sweep a floor clean, calming impatient customers, closing take-out boxes like a pro and most importantly, being able to pack and bag five orders at a time without any mistakes.

Though 11-year-old me and 11-year-old Eddie share many similarities through our background stories, there are some big difference that I've discovered over the course of a year. Sure, I threw away my Chinese lunches a couple times when I was 11 so that the other kids wouldn't look at me differently. I made my parents buy Hotpockets, so I'd have a “white people” lunch, just like Eddie did. And at the age of 11, I always thought that my parents couldn't understand what was going through my mind. I always distanced myself from my parents, just like Eddie.

However, now I've matured enough to understand that conforming to these “American” lunches was boring, and separating myself from my own culture put distance between me and my family, which is not what I wanted. My parents didn't work this hard so that I would lose sight of my own heritage. And sure, my skills in packing food are a cut above the average Joe, but I've learned more than that. My focus, work ethic and attention to detail can only be attributed to the dinner rush hours between 6 and 9.

Characters like Eddie Huang are important for young TV audiences and especially anybody who has ever felt like an outsider. They're more than a representation of a foreigner, more than an underdog. They're a symbol that things are going to get better. They prove that being yourself is more important than sacrificing character to fit into a cutout.

Although Eddie and I may be different in our own ways than the status quo, we both eventually found our groups and fit into our own cutouts and standards. So in that sense, we really aren't that fresh off the boat.

New characters have potential to erode longtime stereotypes

BY DHEVEN UNNI
ASSISTANT EDITOR

Almost all of the minority characters anyone was likely to see on primetime television in recent years have been extremely stereotypical ones. This year, however, new shows have premiered that prominently feature people of color in substantive roles.

In the new Netflix sitcom “Master of None,” writer and lead actor Aziz Ansari tackles many issues: feminism, immigrant parents, relationships. One episode, “Indians on TV,” was praised by many news outlets for its take on how the media covers minorities. The episode focuses on racism in entertainment television and how harmful it can be.

Ansari, playing an Indian-American actor, is forced to deal with network executives that refuse to have more than one Indian in a show. He also faces difficulty as an Indian unwilling to do an accent, losing multiple roles as a result.

While these problems are addressed explicitly, there are more subtle things that Ansari does. In almost every television show, Asians are cast as oddballs and nerds. As Ansari said in an interview with the New York Times, “Alan Yang, asked me: ‘How many times have you seen an Asian guy

kiss someone in TV or film?’ After a long hard think, we came up with two.” To counter this public image, Ansari cast a Chinese-American as a flirty and urban 30-something and cast an Indian as a muscular bodybuilder. This challenges the idea that all Asians on television have to be stereotypes by showing them a completely different side of Asians, ones that aren't all doctors, convenience store owners or in customer service.

Recently, the topic of a “single story” has come up many times. Chimamanda Adichie gave an informative TED talk about how the one-sidedness of American television has given people an extremely biased view of all Africans. Too often, people assume that all minorities are the same as the exaggerated stereotypes one sees on television. Characters like Apu on “The Simpsons,” a convenience store owner with a ridiculous accent, or Han Lee on “2 Broke Girls,” a restaurant owner who seems clueless about American social norms, reinforce this image. These characters are one-dimensional, and come off as cartoonish representations of established stereotypes. This only serves to reinforce the idea that all Asian people are the same.

Shows like “Fresh Off The Boat,”

“The children that grow up on the shows will be able to shatter the stereotypes that have done so much harm.”

“Black-ish” and “Master of None” have all shown Americans minority characters in roles that they normally wouldn't receive, challenging these generalizations by showing Asians as artists and actors.

The market audience of these shows differentiate them from others currently on television. None of the shows are specifically targeted to one race, unlike many shows starring multiple minorities. They bring more realistic depictions of people of color to a wider audience, slowly changing the stereotypes that have been reinforced for decades.

Hopefully, as more and more television shows begin to feature people of color in roles normally reserved for white people, the children that grow up on the shows will be able to shatter the stereotypes that have done so much harm. These shows promise a brighter future, one where children who aren't white will be able to see people who look like them on television.

COOL THINGS TO DO IN COOLER WEATHER

With or without snow, there is lots to do this Windy City winter

SNOWY

MELTY



BY MAIA BOUSSY
MANAGING EDITOR

While this winter hasn't had a lot of snow, Chicago is full of fun things to do when it does. From wandering through parks with snowshoes, to attempting more intense sports such as skiing or skating, there is no excuse to stay indoors on snowy days.

1. Sledding: Fun and easy to do, sledding is fun no matter what your age. Whether you are with friends or family, you are sure to have a great time sledding. While Chicago isn't known for its hills, there are still several good spots to sled. Some good hills to try are Cricket Hill in Lincoln Park, just north of Soldier Field, Warren Park and the Dan Ryan Woods. No matter where you go, you are sure to enjoy yourself.

2. Snowshoeing: Experience the outdoors in a brand new way by trying snowshoeing. Northerly Island State Park is a wonderful destination for outdoor winter fun. Strap on your snowshoes and wander through the snow-covered parks. They have snowshoes available for rental, and discover a completely different piece of the city.

3. Ice Skating: Discover your new favorite activity at Chicago's amazing variety of skating rinks. Sliding across the ice, you can es-

PHOTO BY JEFFREY JUNG VIA CREATIVE COMMONS LICENSE

CITY SKATING. In the middle of Millennium Park and within view of "Cloud Gate" (the "Bean"), McCormick Tribune Ice Rink offers beautiful views and hours of fun in the middle of downtown. One of several rinks across Chicago, McCormick rink is free and offers skate rentals for \$12. It will remain open through March 6, weather permitting.

cape school and stress and have fun no matter your level of skill. Enjoy the Chicago skyline as you skate at the Maggie Daley ice ribbon or the The McCormick Tribune Ice Rink in Millennium Park. Try the Midway skating rink for skating after school with friends.

4. Skiing and Snowboarding: Though there are no slopes in the city, there are several great places



PUBLIC DOMAIN PHOTO BY WIKIMEDIA USER MAURIUS*86



PHOTO BY VICTOR GRIGAS VIA CREATIVE COMMONS LICENSE

GORGEOUS GREENERY. With gorgeous vegetation and foliage in abundance, the Garfield Park Conservatory is the perfect place to spend a relaxing winter afternoon. Open daily from 9 a.m.-5 p.m. and Wednesday from 9 a.m.-8 p.m., the conservatory offers a wide array of activities, from exploring the wide variety of plants and flowers with a guided tour to learning about beekeeping.

BY MAIA BOUSSY
MANAGING EDITOR

Though Chicago is known for its freezing and snowy winters, this year has been the exception. Luckily, indoor activities don't require snow. Strolling through lush botany at the Garfield Park Conservatory or bowling at Seven Ten Lanes, you're sure to have fun escaping the frigid temperatures.

1. Garfield Park Conservatory: Step into another world at Garfield Park Conservatory. Explore the beautiful botany that is plentiful throughout the conservatory. Open through September 22, 2016, the conservatory is hosting a series of art installations by Luftwerk - Chicago artists Petra Bachmaier and Sean Gallero. Aiming to highlight the combination of col-

or, light, and nature, the artwork shines in this city oasis.

2. Bowling: When the weather gets frosty, bowling is a wonderful activity to stay warm and enjoy time with friends. Located downtown and connected to the AMC movie theater, Lucky Strikes is great place to spend an afternoon or a night of bowling. Seven Ten Lanes in Hyde Park is also an amazing option for bowling after school.

3. Mini golf: The Putting Edge Fun Center is the perfect destination for a weekend winter day in Chicago. With glow in the dark mini golf and an arcade, the center is sure to offer hours of fun.

4. Rock Climbing: Always fun, rock climbing is a great way to stay active in the winter. With locations throughout Chicago, there are sure to plenty of places to improve your skills. Try climbing at the Lincoln Park Athletic club, Old Town Indoor Rock Climbing, Lakeshore Athletic Club-Illinois Center or Lakeview Athletic Club.

5. Whirlyball: Combining lacrosse, basketball and bumper cars, whirlyball is crazy and fun. Grab some friends and reserve court time at Whirlyball's brand new 50,000 square-foot complex on Webster Ave. Whirlyball now boasts two stories, twelve bowling lanes and a laser tag arena.

16 in '16: stay busy while staying warm

COMPILED BY ARIEL GANS
EDITOR-IN-CHIEF

January 23: Chicago March for Bernie
Show your political side and join your fellow Chicagoans at the Richard J. Daley Center at 1 p.m. to show support for presidential candidate senator Bernie Sanders. Hear him speak following the march via a 4:30 p.m. livestream at the Green Eye Lounge.

January 24: Open Photoshoot for Human Rights
Join the movement. Come to the Chicago City Center to fight for equal human rights at anytime between 2 and 6 p.m. to pose for an unofficial photo and make a statement. Wear a white T-shirt and you can even get a temporary tattoo applied for your photo. No reservations required.

January 24: Put The Guns Down Protest, Balloon Release & Vigil
Put the guns down and march for those affected by gun violence. Join the protest with balloons, shirts and hoodies at the Chicago Police Headquarters. Balloon release and prayer vigil to follow.

January 29-31: Sox Fest
The Chicago White Sox invite fans to the Hilton Chicago for 24th annual Sox Fest. Activities include getting autographs, photos and the chance to meet your favorite players.

February 2: Kid Cudi
Spend your night rapping along to artist and actor Kid Cudi at the Riviera Theatre. Show starts at 8 p.m.

February 5-14: King Lear
Following Darlene McCampbell's fall quarter Shakespeare elective, the Chicago Shakespeare Theatre will be hosting the wrenching tragedy for 10 days. Show times vary.

February 6: Greater Chicago K-12 Open Chess Championships
This competition, open to all, consists of five-rounds with trophies for the top four players and schools. On-site registration begins at 8:30 a.m. at the McCormick Place West Building and will have both junior varsity and varsity brackets. Rounds are at 10 a.m., 11:30 a.m., 1 p.m., 2:30 p.m., 4 p.m. with awards at 5:30 p.m.

February 11-14: Chicago International Salsa Congress
Check out the premier Latin Music and Dance event in the Chicago-Midwest region, bringing you total immersion four days of workshops, dance productions and live entertainment. Times vary by day.

February 12: Monster Jam
Monster Jam mixes racing, showmanship and stunts into one action-packed live show of monster trucks. Come see the show while its in town at 7:30 p.m. in the Allstate Arena.

February 13-21: Chicago Auto Show
It's back. The nation's largest autoshow of more than 1 million square feet in the North and South Exhibit Halls of the McCormick Place complex. Doors open at 9 a.m.

February 20: Mardi Gras Chaser
Start your weekend off right with your choice of either a 5k or 10k for Back on My Feet Chicago. Celebrate the holiday with masks, music, and races. Each begins at 10 a.m. at the Montrose Harbor.

February 24: Liberation and struggle after prison reform
Come join key local movement organizers at the Hyde Park Art Center to discuss the limits and possibilities of current prison as well as policing reform initiatives. An extension of the show The Weight of Rage, this event is organized by Prison+Neighborhoods Art Project and begins at 6 p.m.

February 26: Yoga in the Sky
Spend your Friday night in the clouds. Join the Zen Yoga Garage on the 99th floor of the Willis Tower for an hour of yoga beginning at 8:15 p.m. Tickets required in advance for entry.

February 27: Hoodie Allen
Spend your Saturday night rocking out to independent American hip hop recording artist Hoodie Allen at the Riviera Theatre at 7 p.m. as he promotes his debut studio album, People Keep Talking.

March 2: Naomi Klein: Capitalism vs. the Climate
Part of the Buffett Institute's Human Rights Speaker Series, journalist, columnist and author of "This Changes Everything: Capitalism vs the Climate," Naomi Klein comes to the Northwestern Harris Hall at 7 p.m.

March 5-6: Joffrey Academy of Dance, "Winning Works"
"Winning Works" returns to the Museum of Contemporary Art after its spring season debut. Featuring choreographers of color selected through a national competition, the Joffrey Academy of Dance brings a diverse array of new ballet pieces to the stage beginning at 3 p.m.

Heat up with international dishes that will spice up your palette



THE HALAL GUYS. "Be careful — it's like devil's spit," a workers commented, referring to the incredibly spicy hot sauce. Located in Old Town at 49 W. Division St., The Halal Guys focuses on a relaxed environment with cheap food, both for spice connoisseurs and mild taste lovers. This location is the first outside of the company's New York City street carts. They have gyros, chicken and falafel sandwiches or platters. Their fried portions are huge, as is everything in the kitchen. However, there is nowhere to sit, so patrons can either stand at a counter or take their food to go.



LATINICITY. Latin flare and fusion blend together at Latinicity, a food hall and restaurant located in the Loop at 108 N. State St. Favorites include the Peruvian-Chinese Wok and the Latin-inspired burger station. Spicy, delicious, flavorful dishes like the fish and chips with a poblano tartar sauce, the Chicharron De Camarones and shrimp with spices and a salsa on top. If you're feeling in the mood for American, try the Chori-Frita Burger, a burger with chorizo, cheese and topped with little shoestring fried potato sticks. Looking for something sweet? Try the flan and a flavorful Mexican hot chocolate.



SHOPHOUSE SOUTHEAST ASIAN KITCHEN. Run by Chipotle, ShopHouse Southeast Asian Kitchen, located in the Loop at 24 E. Jackson Blvd., has Southeast Asian cuisine for the American palate. Diners first choose rice, noodle or a salad topped with either beef, chicken, pork meatballs or tofu plus a sauce and vegetables. Favorites included the peanut sauce and the green curry for a bit of spice. The seasonal broccoli also lends itself to a peppery taste. To garnish, toasted rice, garlic and peanuts top off the meal. To stay spicy, there is a full wall of Sriracha sauce that can light any mouth on fire.

BY TALIA GOERGE-KARRON
MIDWAY REPORTER
Prep time: 15 minutes
Cook time: 20 minutes

¾ cup chopped onion
4 cloves of garlic finely chopped
1 ½ tablespoons vegetable oil
½ cup chicken stock
1 cup Tomatillo salsa (I used Frontera's tomatillo salsa)
1 cup cheddar and colby jack mixture (Just choose a shredded, mixed cheese)
½ teaspoon of salt
25 Tortilla chips (I used Donkey chips and Whole Foods chips, must be semi-stale and thick because they will be drenched in sauce)
Garnish: a dollop of sour cream or crema, ½ an avocado, extra feta cheese, the rest of the chopped onions
Heat the oil, on medium heat in a large skillet pan Add about ½ cup of onions in and cook at relatively high heat for about 5 minutes, or until browned at edges. Stir the onions every minute, gently
Add in the garlic and cook for about a minute, stirring periodically.
Add in 1 cup of the salsa and stir for about 4 minutes
Add in ½ cup of chicken broth, and stir for 2 minutes, or until thickened
Take off the heat and add in 25 tortilla chips, mix



MIDWAY PHOTO BY TALIA GOERGE-KARRON

the chips around and get them coated in the sauce. Also add in ½ teaspoon of salt and stir
Add in ¼ cup of cheese and cook for 30 seconds on medium heat, then add the last ¼ of cheese and cook for another 30 seconds
Take whole mixture off heat and garnish with remaining onions, ½ of avocado, feta cheese, or a dollop of sour cream.

Sex Ed must adapt to student needs

Lab students know a lot. They learn high-level math, are expected to withstand constant testing and learn about the vast world around them alongside the history of humanity. However, students have recently come forward to say that they don't know enough about themselves. They want to know more about their physical and social health.

One senior has proposed that the physical education health curriculum

include more information on LGBTQ relationships and safe sex.

Another senior, knowing how long changes in curriculum can take, sought help from a biology teacher to address these gaps in the health program, and a club began hosting informal sex education information sessions during lunch, with more coming up this quarter.

When these students realized that the school's sex education curriculum was lacking, they proactively sought answers from adults in the community. Students advocating for themselves and issues they feel are important are important. It's good that we have the strength in our student body to talk about change and take steps

towards implementing it.

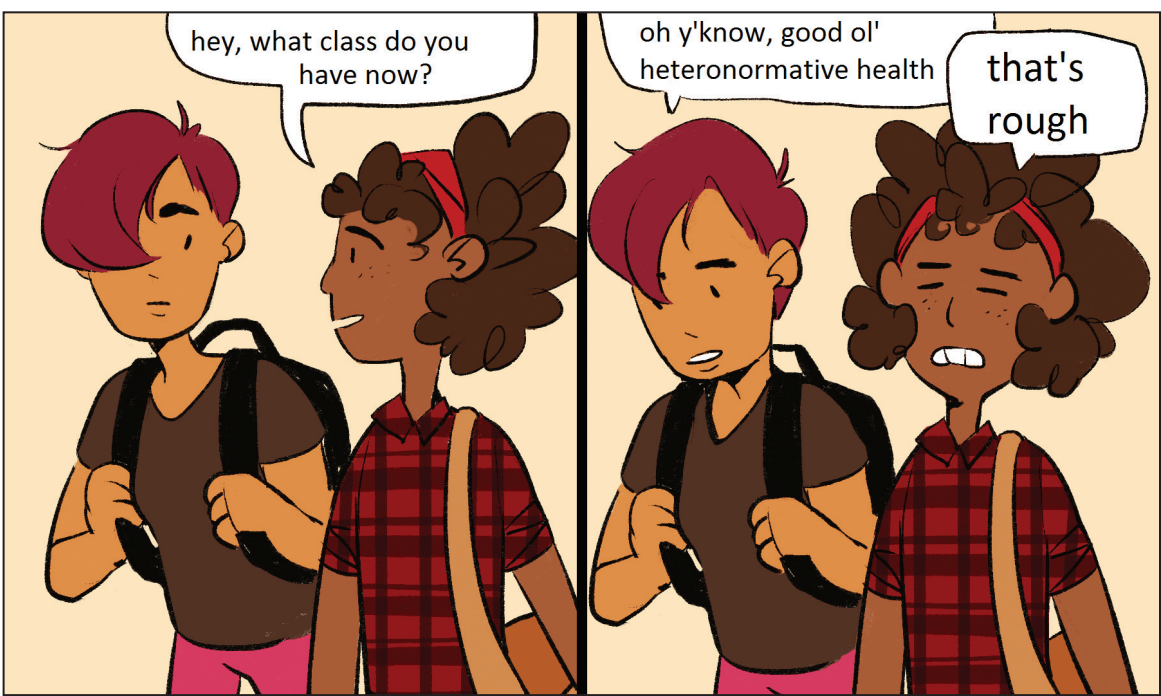
Right now, we need an even bigger dialogue. We need to open up the floor for discussion among students and faculty to find out what health issues are most critical for students' safety and understanding. The P.E. department teaches as much as they can in the time allotted to them. With only one six-week unit of health each year from freshman through junior years, it's difficult to touch on all topics within the wide and expanding field of

"The end goal is to ensure that each student will receive relevant, in-depth and helpful information that is easy to access."

health. However, the fact that this student dialogue is happening means some substantial pieces did get missed. Most of sex education is taught for about two weeks during sophomore year. That's

hardly enough time to cover safe sex, much less to discuss other important topics such as healthy sexual and romantic relationships. What this means is that the health classes should prioritize their curriculum even more. Students need information that is more applicable to their own circumstances and lives, which the P.E. faculty should gauge, pref-

erably from discussion with the student body. It's as important to know about the value of affirmative consent and how constant communication leads to healthy relationships as it is to know the symptoms of STDs.



ARTWORK BY KAT FLOCKE

erably from discussion with the student body. It's as important to know about the value of affirmative consent and how constant communication leads to healthy relationships as it is to know the symptoms of STDs.

Most of the instruction is for sophomores, but as students mature and gain new experiences they will have additional questions about sexual health. This is why the voluntary biology seminars

are helpful and important. These can fill in the gaps of time between health classes, and fill in the gaps of information some students may feel they are missing. Whether in a classroom or at a seminar, it's important that students are comfortable asking questions about their health to people qualified to answer. This is especially relevant to LGBTQ students, who have not been as represented in discussions.

The end goal is to ensure that each student will receive relevant, in-depth and helpful information that is easy to access. While reading lists of STDs and birth control options may be informative, our sex education should go beyond just factual memorization. Our sex education needs more depth about more relevant topics.

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

Leave out biases when debating views on Israel

BY NATALIE GLICK
MIDWAY REPORTER

In a place smaller than 8,019 square miles lies more history, culture and conflict than in all of the expansive United States. During 12 days in Israel I traveled across 5,000 years of history and learned more about both Israel and the United States than I expected.

Israel is a modern country that's as easy to live in as the United States. Tel Aviv is like any large cosmopolitan city, with art museums, shopping, culture and nightlife. It even has one of the top Euroleague basketball teams. Although the level of play falls between great high school and medium college, Maccabi Tel Aviv is a frequent championship winner and was established in 1932, even before Israel was established as a country. I could have been in any American big city doing the kinds of things I did in Tel Aviv.

But Israel is a country at perpetual war, playing out disputes that began more than 5,000 years ago. On my last day in the country, I was happily eating sushi in a Tel Aviv restaurant when a terrorist attack created a background noise and interrupted my lunch. Within min-

utes, we discovered a man with a machine gun had stood on the street where I was standing less than an hour ago.

Since the attacker was neither caught nor killed, we were advised to stay put. Our group of 13 family members stayed at the restaurant acting like nothing was happening.

But our Israeli cousins were on high alert. They were especially concerned because the attack was different than what they considered "normal." Many of these attacks inside Israel are by Palestinian residents of the West Bank. In the occupied West Bank there is a vicious cycle of attack by Jewish settlers and Palestinians against each other.

While the event was shocking, Israelis have to deal with this on a regular basis. I imagine many people in our most violent neighborhoods in Chicago feel the same way.

The whole event felt like a big deal to me, but it's a consistent pattern for those who live there. As a tourist I can't fully understand what it would be like regularly to experience the violence in Israel. Many people I spoke with during my trip said the violence doesn't happen in every part of the country, and for the most part can be avoided. But these kinds of events can still happen unexpectedly, which causes panic and anxiety.

Less than two hours away on the other side of the country lies Jerusalem, where 5,000 years of



MIDWAY PHOTO BY NATALIE GLICK

TOURING THE STREETS OF ISRAEL. Despite Tel Aviv's small size, the city is rich with culture and creates an educational and interesting experience for tourists. However, the frequent violence and political conflict makes it a difficult place to live.

history are still alive, and the conflicts that played out in Tel Aviv are much more on the surface. Walking through the old city during two days, I learned more about the conflict between Arabs and Jews than I have ever learned in the news.

Hearing the locals share their stories opened my eyes to how complex these problems truly are. It is clear that the Jews and the Arabs have equal claims to the land. Due to the long-term hostility on both sides, Israel is as segregated as Chicago, if not more.

Even from a distance, the difference between the Arab and the Jewish towns is noticeable. Our Israeli tour guide wouldn't take us into Arab villages and never missed a chance to remind us how dirty the Arabs were, since their towns were neither affluent nor clean.

The problems between the Israelis and the Palestinians are so deeply rooted in history that there is no clear solution to the problem. Both sides possess an unwillingness to meet each other halfway and try and solve the problems at hand. Although

"From my experience visiting, I realized that in America, the media allows the issue to appear polarized and presents both sides as unrelatable extremes. I learned that this is not the case, and both sides have their issues."

the issue is complex, I try not to choose one side over another and attempt to consider the other's perspective.

However, since I'm Jewish and have family living in Israel, it is difficult to remain completely unbiased. From my experience visiting, I realized that in America, the media allows the issue to appear polarized and presents both sides as unrelatable extremes.

I learned that this is not the case, and both sides have their issues. As Americans we should not allow ourselves to view the conflict as a two-dimensional problem, with good guys on one side and bad guys on the other.

Because we don't live under these conditions every day, we need to understand that we can't grasp the complexity of the problem. During my time in Israel I realized we all have to be better citizens of the world and not just see Israel's problems through our own faith, politics or biased viewpoint.

U-HIGH MIDWAY

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DEVELOPING SYMBIOTIC RELATIONSHIPS

Through community service, sophs bond with people and communities

BY ELIZABETH CHON
OPINION EDITOR

Although many students find volunteer activities outside the Lab community, some find opportunities right here. Sophomore Miranda Mejia works with second-graders for two hours after school each Wednesday as a member of Ready, Set, Grow!, a student club started by Gabby Conforti and Paige Fishman, juniors.



Miranda Mejia

"It's a rewarding thing to do because the kids really value their time with us," Miranda said.

"It's a rewarding thing to do because the kids really value their time with us... They were actually upset that we didn't have them do homework"

— Miranda Mejia, sophomore

As a mentor, sophomore Elizabeth Van Ha volunteers working with elementary and middle school student musicians at Hyde Park Youth Symphony at the Logan Center on the University of Chicago campus.

"I'm a music mentor, so I help violins out with reading music and I am also on the board," she said. "Hyde Park Youth Symphony was one of the suggestions on the list of community service sites and I chose it because I've always had a

passion for music.

"What surprised me the most was the amount of responsibility I had over kids; for example, during sectionals, I had a group of 10 8- to 12-year olds and I was in charge of them for about an hour and a half. I really like teaching, and I want to continue volunteering after sophomore year."

While she doesn't know if she will stay with Hyde Park Youth Symphony or try something new, Elizabeth wants to continue teaching younger students.

"All my life, I've been taught by other people so I enjoy teaching younger kids," she said. "It's interesting to use what I've learned from my teachers and teach kids who might not have the longest attention span or aren't sure what they're doing."

U-Highers also have the option of creating their own project if they wish to support a cause or organization not included in the suggested list of service sites.



Ben Hoffmeister

Sophomore Ben Hoffmeister works with Catholic Charities. He said one of the members helped him develop his community service project idea, which is to help global refugees as they adjust to a new life.

"I'm going to rent out a gym on the north side for teen refugees ages 12 to 17 and section off parts of the gym for different activities such as basketball and yoga," he said. "I want to help them become comfortable with their new life — since they're in a new place, they might be nervous and I want my project to make the transition easier. It's still in the developmental stage, but I'm confident that it'll work out. I want to stick with it past sophomore year, but if I can't I hope other people will be able to continue what I started."



CUTTING THROUGH. During the Martin Luther King Day of Service in the cafeteria on Jan. 16, sophomore Hayward Melton cuts football-themed fabric for a blanket to be sent to a charity with books and lunches. Sophomores could earn some of their 10 "flex hours" at this event to complete their 40-hour service learning requirement.

WORKING TOGETHER. Freshman Priyanka Shrijay and her father, Jay, work together to make books to accompany the bagged lunches and blankets sent out during the Martin Luther King Day of Service. The event at U-High and around Chicago was in partnership with the University Community Service Center and the University of Chicago Charter Schools.

MIDWAY PHOTOS BY KARA COLEMAN



Students create their own definitions of success

BY MICAIAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

Success is undoubtedly on the mind of motivated high school students, not least at U-High. What defines success, however, is not unanimously agreed upon.

Over the last two years, a group of students, teachers and administrators at U-High called "Challenge Success" has tried to change the definition of success at U-High, which it feels is too heavily defined by test scores and grades, contributing to increased stress, which is ultimately detrimental to students. The group is inspired by a movement started by researchers at Stanford University's Graduate School of Education which last year published a book, "Overloaded and Underprepared," discussing the same issues that the group at U-High hopes to deal with.

According to Caleb Hill, a senior and member of the Challenge Success committee, at U-High there seems to be a common notion that everyone defines success in one



Caleb Hill

particular way — getting stellar grades and going to an Ivy League school. Caleb believes a path to success doesn't have to fit with this traditional definition, and that motivates his participation in the committee.

"We want to convince people that you're not going to be a complete failure if you don't graduate with 4.0 and 36 on the ACT, or if you don't go to an Ivy League school," Caleb said. "I think a lot of people at Lab have been geared to think this way. It's why people take so many AP classes — I know a lot of people taking AP or AP courses that they're absolutely not interested in just so they can look better for colleges. At the same time, I do believe students are slowly but surely shifting away from this mindset while still striving for excellence."

To learn more about what success means at U-High, the Midway asked a few seniors about their thoughts on success, both at school and in life.

Senior Mingus Zoller thinks that success is achieving a personal goal, regardless of what that is.

"To me, success is just being on a level where you know you've done the best you can do and worked the hardest you worked," Mingus said. "I think it's having reached

"I don't think that it's necessarily a pervasive idea at Lab that you need those things to be a successful in a general sense. But I do think that it is thought of as the pinnacle of success. We're a bunch of smart kids, so it's natural we're pretty into prestige, but I think we just go a bit too far sometimes."

— Charlie Billings, senior

some sort of goal you set out to accomplish. I also think if you're happy, then you're successful."

Charlie Billings, also a senior, defines success similarly, but added that feeling personal satisfaction is also an important component.

He said, "I think success to me means getting the personal satisfaction of being able to complete a task or do something that meets or exceeds your expectations of what you thought you could do in a situation."

Like Mingus and Charlie, Caleb said each person should define success in his or her own way, in

line with the message of Challenge Success.

"I think you should try to achieve the best you possibly can within your interests and your field," Caleb said, "even if you may arrive there at what others don't necessarily deem as the right path."

Charlie does not completely agree with the way Challenge Success defines success in U-High culture, but agrees about some aspects of the definition.

"I don't think that it's necessarily a pervasive idea at Lab that you need those things to be successful in a general sense," Charlie said. "But I do think that it is thought of as the pinnacle of success for a lot of people. We're a bunch of smart kids, so it's natural that prestige is considered important, but I think we go a bit too far sometimes."

Mingus and Charlie both feel that grades and college admission can be a component of success, but that success is larger than what happens in high school.

"I think I've been successful at smaller things — like, I'm happy with my life in general and the people I surround myself with," Mingus said, "but I really can't say I'm fully successful, because I think it's a long-term thing. You can be successful not going to college or going to college because everyone has a different version of success. Right now in my life I just feel that it is necessary for me to go to college and grad school so I can get to my personal version of success, career-wise."

Charlie also stressed the importance of smaller, day-to-day successes.

"You spend seven or eight hours a day doing school-related things," he said. "Maybe you have an after school extracurricular activity, but other than that extra thing, school is the big time consuming activity you do that is really success oriented, so it makes sense that grades are a big part of what success is for kids at Lab. I think getting into college is the huge milestone that is set up, and it's good to think that getting into a good college makes you feel successful — if you feel successful, that's good for you, because I think it's all relative. In general it's good to be able to feel accomplished."



Charlie Billings

ROW'D TO SUCCESS:

Senior Elizabeth Stolze's lightweight boat placed 7th at Nationals last spring. This season, she's working even harder.

BY ARIEL GANS
EDITOR-IN-CHIEF

“I wasn't built to row at all. I was short and very light, which is not the most ideal body structure for a rower,” Elizabeth Stolze said about the sport she chose in winter of eighth grade.

Turns out, she is a great rower, but getting there wasn't easy. Although Elizabeth committed to rowing, she didn't fall in love immediately.

“When I first joined, we were in the middle of winter season so every practice was inside on the erg machines. It wasn't the most fun thing ever but I had heard about it so much through my friend that I decided to stick with it and keep trying. When we got on the water that spring, it was amazing, and I realized I loved it. A lot,” she said with emphasis. “Being on the water is very therapeutic. Everything is very fluid when you take a stroke if you're in a good boat. It takes a lot of concentration; you have to stay in time with the rest of the boat, feel each stroke and adjust to it.”

Now 5'6", Elizabeth, a senior, has earned 7th and 11th place at Nationals, won a Midwest Regional Championship and placed at dozens of regattas across the Midwest rowing for the Chicago Rowing Foundation's varsity lightweight team. She hasn't gone more than three weeks without rowing since beginning over four years ago.

As much as Elizabeth fell in love with rowing as a sport, she was also drawn to the people in her club.

“The team that I joined was a great community of people,” she said. “Everyone who was there wanted to be there, was really nice, really talented, focused, and wanted to work hard, and it was a very successful team. It made me want to be a better person. I liked how physical the sport was; it works everything. There's not a muscle that I'm aware of that's left out when you row. It's very full-body and intense. I've done gymnastics, cross country, track, soccer, tennis — a lot of sports, but I feel like this one is a good combination of your whole entire body.”

On a typical evening you can find Elizabeth at the Chicago Park District's Clark Park boathouse. She practices six days a week in the fall and the spring, five days in the winter, for two hours a day along with a summer season.

“It's definitely not a sport for people who are unsure. You have to really want to do it to succeed and participate. You have to have that level of intensity to thrive. Missing practice affects how your teammates look at you,” Elizabeth said. “If one or two people are missing, the whole team might not be able to practice on the water because it requires eight people to make a boat.”

After more than four years of continuous training, Elizabeth attributes her success to

her attendance.

“I've sacrificed a lot of potential social life for this sport,” Elizabeth explained. “It constantly keeps me busy. I never use homework as an excuse to miss practice, so finding time to study is always pretty hard. That daily dedication I think is what's helped me a lot. I think also coming every day and trying my best even if I'm not having my best day and doing what I can is important. It's helped me with mental motivation, physical endurance and being just an overall better athlete.”

Although passionate about rowing, Elizabeth is hesitant to do it in college. She plans to spend more time focusing on her career and either try a different sport or continue to row at the intramural level.

“It depends” Elizabeth said. “I'm definitely exploring my options to row in college. I was talking to the University of Wisconsin-Madison's coach and if I end up going there I will be rowing for them. They have one of the best and few lightweight programs in the country at the collegiate level. Other than that I might try a different sport in college. Maybe I would do intramural or club rowing but it's a huge time commitment and I would have very little time to pursue other interests, activities and internships. I would like to build more of a résumé and skillset that would help me in terms of finding a job. Rowing isn't one of those things that you can just pick-up and stop whenever you feel like; it's 90 percent of your time. You're always working hard and finding ways to improve your physical strength.”

As she works toward a Nationals win, Elizabeth rows on the right side as a starboard in a boat of eight people.

“It's a lot of dedication since it's such a team sport,” Elizabeth said. “It requires eight people to show up and work hard to succeed so we can't have any people flaking out.”

“The key to doing well in rowing though is definitely mental. My old coach used to say it is 80 percent mental and I definitely agree with that,” Elizabeth said. “It's physical but it's a lot about finding that extra level, that new level of motivation and physical ability, and pushing yourself through more levels even during a race — just to try to get that extra edge, that extra inch of water against someone else who is racing right next to you.”

A lot of Elizabeth's motivation has been from her coaches.

“I had one coach for two years and we just got a new coach this year,” Elizabeth said. “The one that I had for two years definitely taught me a lot about working hard

“I've sacrificed a lot of potential social life for this sport.”

— Elizabeth Stolze



MIDWAY PHOTO BY LILLIAN NEMETH

STANDING TALL. Working towards a win at Youth Rowing Junior Nationals, Elizabeth devotes her time to rowing two hours five days a week during the winter, and two hours six days a week during the fall and spring seasons.

and pushing limits. She was a very driven, competitive woman and her talks were always very passionate and hard-core, so they set the tone for everyone to work that much harder. She also was not afraid to punish us. She built our mental toughness and physically wiped us out.”

Surrounded by competitive teens, Elizabeth also has found a competitive side.

“I get pretty competitive when it comes to rowing,” Elizabeth admitted. “I definitely like to be in the top in whatever I'm doing; it's not always the case, and I know that. I wouldn't say I'm the most emotional person there or the most competitive on the team, but I'm definitely not someone who sits back and lets things happen.”

Even with so much experience, Elizabeth still feels the weight of a race before it begins.

“It feels pretty intense especially at a race during the starting line,” Elizabeth recalls. “Like there's this feeling of wanting to just slay the other team, it's like anger, determination and drive. When we get in the boat

“When we got on the water that spring it was amazing. I realized I loved it. A LOT. Being on the water is very therapeutic to me.”

— Elizabeth Stolze

and actually launch off the dock it's totally serious; there's very little talking, everyone's looking ahead; we're all just focused in.”

In retrospect, Elizabeth still remembers what it felt like to be a novice.

“During my freshman year when I was on the novice team, which practices separately from varsity, sometimes we would overlap a little bit, stop our boat and just stare at the varsity girls going by because they looked so good and professional. The balance of their boat was perfect. Their blades wouldn't be dragging on the water. It was a beautiful thing to see. It's funny looking back on it now because we were all so mesmerized by such a routine stroke and now we're doing it every day.”



MIDWAY PHOTO BY TERESA XIE

STEALING THE BALL. Senior Helen He dribbles the basketball across the court at the varsity girls basketball game against North Shore Country Day School on Jan. 12. U-High won 35-15.

RECENT RESULTS

BOYS BASKETBALL (VARSITY):

Beat Latin School Jan. 15, 69-51; beat Francis Parker Jan. 12, 55-29; lost to North Shore CountryDay Jan. 8, 46-51; lost to Lincoln-Way Central Dec. 30, 61-64; lost to Marian Catholic Dec. 29, 54-64; beat Joliet Central Dec. 28, 69-65; beat Rich South Dec. 26, 61-58; beat Northside College Prep Dec. 18, 68-21. Beat Elgin Academy Dec. 10, 60-40.

BOYS BASKETBALL (JUNIOR VARSITY):

Lost to Northside College Prep Dec. 12, 18-23. Remainder of scores unavailable.

GIRLS BASKETBALL (VARSITY):

Lost to Hyde Park High School Jan. 14, 29-53; beat North Country Day Jan. 12, 35-15; lost to Lake Forest Academy Jan. 8, 25-65; beat Morgan Park Academy Jan. 5, 38-33; lost to Lane Tech College Prep Dec. 19, 24-34; beat Mather High school Dec. 18, 31-28; lost to Luther High School North Dec. 17, 33-55; Lost to Walter Payton College Prep Dec. 16, 31-38; lost to Lane Tech College Prep Dec. 15, 25-27.

GIRLS BASKETBALL, JUNIOR VARSITY:

The girls JV merged with varsity due to low number of participants.

SQUASH:

Lost to Lake Forest Academy on Jan. 13; beat Metro-Squash on Jan. 9. Placed 5th out of 11 at the Riverside-Brookfield Invitational on Jan. 16; lost to St. Ignatius on Jan. 14; beat Latin and Mt. Carmel High School on Jan. 8; beat Jones College Prep on Dec. 15.

FENCING:

Great Lakes Fencing Duals at U-High Jan. 9 and Great Lakes Fencing Duals at Marian Catholic Jan. 16, scores unavailable for both at press time.

BOYS SWIMMING:

Placed fifth out of 11 at the Riverside-Brookfield Invitational on Jan. 16; lost to St. Ignatius on Jan. 14; beat Latin School and Mt. Carmel High School on Jan. 8; beat Jones College Prep on Dec. 15.

— COMPILED BY ALEX HARRON AND CLYDE SCHWAB

STEPPING UP

Girls varsity basketball captain Nesbitt takes on new leadership

BY CLYDE SCHWAB
FEATURES EDITOR

For Roxanne Nesbitt, a sophomore and girls basketball team captain, a new leadership role was an expectation coming into this year.

"As a freshman, I was told by Kendall Rallins and a lot of other people that I was gonna have to step up and I would have to lead by example," Roxanne said. "She said that the games themselves would be more tiring, but I have to stay composed to encourage composure all around."

Roxanne began playing basketball in fifth grade, though she says that it wasn't until 7th grade that it became serious. According to Roxanne, the transition between high school and middle school basketball wasn't easy.

"In middle school we would dominate and we rarely lost," Roxanne said. "Last year and this year, I know what it feels like to lose and how it feels to get beat by 20, get beat by 50. Sometimes it's hard to stay composed."

Roxanne, along with other captains Autumn Espinosa and Tia Polite, was aware of her upcoming responsibilities, including encouraging teammates, maintaining focus in practice and examining strategy, but they weren't without challenges.

"We tell each other to keep our heads up after we make a mistake, which was difficult because usually I'm not as vocal. During practice the captains and the rest of the team shout out 'Let's go,' 'Good job,' 'You got it' and 'Finish strong' when people run sprints or do something good while scrimmaging. After games we also reflect on what went wrong and what has gotten better and post on Facebook addressing the team."

With a 5-11 record, the team faces a rough season. Harsh losses are a difficult challenge for the team's spirit, sometimes resulting in a numbness towards defeat.

"We give up and when we need to just keep playing and fight through it. I'm not sure how to make people do that yet, because even if I try to get people focused, I know we might not come back. I think that that's a problem inside myself, but I can't show that and I have to keep playing my hardest. I can see that some of the freshmen are looking for that not just in me, but in Autumn and Tia as well."

According to Tia, Roxanne plays an important role in motivating the team.

"Roxanne is an amazing leader on our team," Tia said. "She is our primary ball handler, and she communicates well on and off the court."

"During half-time we were losing pretty bad and after the coaches yelled at us a bit she gave us really constructive advice but stayed calm about it. I think it definitely helped us improve in the second half," Tia said about an early season game.

Despite the sometimes dismal losses, the team continues to work out its strategy.

"We aren't winning very much, but we are learning what we have to do and what kind of team we are," Roxanne said. "We don't score a lot of points, so we have to play really good defense. We can't rush shots because there isn't a very high chance that we will make them, so we have to be smart with our possessions and we can't



Tia Polite



MIDWAY PHOTO BY SAM FLEMING

FOCUSING THE TEAM. Despite only being a sophomore, Roxanne Nesbitt has helped lead the team through a difficult season alongside co-captains Tia Polite and Autumn Espinosa.

make a lot turnovers and mistakes, something we have been doing.

While the team has not won many games, Roxanne believes the season was important to prepare the team for the future. Roxanne saw focus as a central problem in taking the team to the next level, as shown by a lack of work sessions in the off season.

"Not a lot of people are invested in basketball because it isn't their main sport," Roxanne said. "I hope that in the next couple years to make it something more seri-

ous, and I hope to win more since we've been putting the time in to work together. Plenty of people on the team have been talking, coming to practice and working their hardest. The other captains have been doing a really good job of encouraging people and pointing out faults. But I feel like there is a lack of focus overall, which prevents us from being a really good team."

Roxanne's goals range from season goals to long-term goals for the team and for herself as a leader.

"I hope that we will win our re-

gional championship and go to sectionals," Roxanne said. "I think we will be really good in the next couple years, but we still have a chance to be really good this season."

"Personally, my biggest goal is playing smarter," Roxanne said. "I feel like I have to be a leader and I have to show people what to do. We sometimes move before we think about what we're going to do, which often leads to turnovers and bad plays. We have to stay calm and composed for the whole time."

Squash team emphasizes playing over winning

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

For an athletic facility, Henry Crown Field House has a lot in common with a museum. The mustiness smells of days gone by, and the high concrete walls give the place the feel of a bunker. Deep in the bowels of this fortress, U-High's squash team practices Tuesdays, Wednesdays, and Fridays for two hours at a time.

Wearing athletic shoes, T-shirts and shorts, the 13 team members walk onto one of five courts that they're using on Tuesday, Jan. 5. They run laps around the team coach, Peter Wendt, a tranquil grandfather figure dressed in shorts, athletic shoes and a fleece. So far, it's an easygoing atmosphere.

A few players lag behind, smiling as they try to keep pace. Captains John Grissom and Sarah Gray, both sophomores, lead stretches, and pause as they struggle to recall the routine. Players laugh and socialize during these idle moments, before returning to stretches.

Slowly, the players spread to the other four weathered courts, the walls of each pocked with thousands of ball marks, dirty gray crescents that look like ink stains.

From a concrete observation deck overlooking the courts, observers can see the players rally.

On one court, an advanced

group of players sprints and shuffles across the court to practice movement during matches. With intense focus, players dash back into line as soon as they finish a sprint.

In command, Coach Wendt looks proud, nodding calmly at questions, like a general reviewing his soldiers. Eventually, they start rallying, wrists and elbows blur as they drive the small, black ball against the wall in quick thwacks. The fastest shots produce a symphony of percussive cracks against the wall, like shots. The muffled squeak of sneakers acts as a harmony to this dynamic rhythm. It's satisfying to watch, like the smooth movements of a brigade on the march.

Yet, on two other courts, where less advanced groups are, it's not the crack of balls that echoes; but the silence, punctuated by relaxed chit-chat and laughs. These players walk slowly across the court, or bounce a ball on their racquets. It's a stark contrast from the military precision of the court Coach Wendt oversees.

With only Coach Wendt to supervise, it's no surprise some parts of the team are taking it easier.



John Grissom



MIDWAY PHOTO BY SOPHIE HINERFELD

DROPSHOT. Senior Ravi Nayak leans in for a shot with the assistance of Coach Peter Wendt. Rotating through the courts, Coach Wendt instructs players on a range of skills including technique, positioning and strategy.

Nonetheless, the lack of unison gives the team an appearance of infancy — after all, it's only been around for two years.

Recently, the team lost to Lake Forest Academy on Jan. 13 and beat MetroSquash on Jan. 9. In contrast to last season, the team has fewer players, and many novices. Aside from having many fresh recruits, Coach also has watch over many players at once.

"We have fewer players. Last year we had about 20 and now we only have 18 on the roster. We had five students that graduated, which depleted the team, especially since they were reasonable players," Coach Wendt said. "We also have six players who have

never played squash before. So we have to show them, 'This is how you hold the racquet,' the very basic things, which doesn't make them match strong. So the first matches against Latin and Lake Forest Academy, we didn't do too well."

Venkat Somala, senior, is a squash veteran, thanks to Coach Wendt's assistance as a recruit.

"When he saw me play he noticed that I came from a tennis background and adjusted my grips accordingly as to better suit squash," Venkat said. "He was very thorough and methodical. He would ask you to hit a couple of shots, adjust your grip, then ask you to hit another couple of shots

"To me, losing doesn't really matter, or winning; it's about having fun. Everyone loses. I'm not worried about losing. If people don't show up, then I'm worried."

— Sarah Gray, captain

until it became second nature."

Sarah Gray isn't disturbed by the team's first two defeats. Instead, she's concerned about practice attendance, which can fluctuate during the week based on personal responsibilities like homework or projects.

"To me, losing doesn't really matter, or winning; it's about having fun," Sarah said. "Everyone loses. I'm not worried about losing. If people don't show up, then I'm worried. But it turns out today, a lot of people showed up. Our court was packed. That's not every day."

John Grissom remains optimistic for the team's progress. He's satisfied with this season, and sees a victorious future for squash at U-High.

"The matches were tight, but the overall score didn't reflect how well we played," John said regarding the match against Latin. "We haven't been as successful as we might have wanted to be, that's not because of the team, that's because other schools are pulling from a bigger crowd. They have more people who play squash regularly. We're just a beginning team, and in a couple years we'll be really good."



MIDWAY PHOTOS BY BENJI WITTENBRICK

STANDPOINT. Reciting her original poem, “Standpoint,” junior Asha Futtermann extends a hand at the audience as a symbol of the numerous instances of Chicago gun violence this year.

OUR DREAMS. Sophomore Sahar Siddiqui and freshman Mohammed Alausa read their lines in the piece Muslim Students Association wrote about hopes for the future. “Even though times may get difficult financially, culturally, or emotionally — we should all still believe that our dreams can be achieved,” MSA President Myra Ziad, junior, said about composing the piece.



MIDWAY PHOTO BY NIKITA DULIN

‘I CAN’T BREATHE.’ U-High junior Alex du Buclet, right, sings “I Can’t Breathe” with Sophia Byrd from Whitney Young High School accompanied by Reed Williams of Northside College Prep High School. Alex and Sophia composed the piece over the summer. “We got the idea from the Black Lives Matter movements, and all the recent police brutality tragedies,” Alex said. “We wrote the song to help kids understand the issue from a peer perspective. We hope to spread awareness and have our song resonate beyond any single act of injustice.”

MIDWAY PHOTO BY PAIGE FISHMAN

FOR THE FALLEN. Senior Alex Soto from Latinos Unidos reads “Canto a Las Madres de los Milicianos Muertos,” a poem by Pablo Neruda, in its original Spanish. Senior Olivia Perozo read it in English. “We focused more on the responsibility aspect of the theme,” Olivia said about selecting the poem. “It’s about telling a story of someone who may not necessarily be from your minority group but that you still have respect for that. As people of color we need to band together and show support for each other.”



HISTORY, HOPE & RESPONSIBILITY

Celebrating Dr. Martin Luther King Jr., Black Students Association hosts MLK Assembly in Lab’s new Gordon Parks Assembly Hall for first time

BY ELENA MAESTRIPIERI
MIDWAY REPORTER

“We usually pick our theme based on things that have happened in the year, and this year we felt like history, hope and responsibility was a good fit,” Black Students Association President Kimya Buckner, senior, said about the preparation for the annual Martin Luther King Jr. Assembly, Jan. 14.

“There’s been a lot of tension in terms of African-American community, the black community in general, and police, there’s also been a lot of people trying to stress the fact that black lives do matter,” Kimya explained. “I think that plays more into the ‘responsibility’ vein of the theme. MLK himself was in the civil rights movement and we talked about other black activists and leaders, and that’s the nod to history. And then, it’s important to have hope because when you look at what’s on the news and you hear about people dying, it’s easy to lose hope, but it’s really important to keep your hope. So: history, hope, responsibility.”

BSA Vice President Autumn Espinosa, senior, explained that she has been on the assembly’s planning committee for three years but looked forward to taking this year’s assembly in a different direction.

“One of the board members brought up that it didn’t feel like the MLK assembly was actually about MLK so we wanted a theme that would incorporate that,” Autumn said. “I feel like MLK’s main focus wasn’t just on black people, it was also on every person, every minority that’s experienced oppression. I think it’s important for others to have the opportunity to perform at MLK who audition, and we always enjoy having other ethnic groups there.”

Previously held in Rockefeller Chapel, this year’s MLK assembly was hosted in the new Gordon Parks Arts Hall.

“I think there’s also going to be definite limitations, for example



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GIVING HOPE. Assembly speaker Dr. Christopher Reed talks about different kinds of activism that students are taking part in across the country.

the stage is so small. It’s also just the high school now,” Autumn said before the assembly.

“I also think that it’s significant that the MLK assembly is being held at the only building named after a black person on campus,” Kimya added. “Also I don’t think that we’re censoring ourselves anymore than we were when we were with the middle schoolers. It was just fifth through eighth graders and I feel like they’re mature enough to handle what we’re talking about because these are real issues that they’re going to face in the real world, and that they possibly are already facing in the world.”

Kimya explained the value of having performances that are both entertaining and enriching, because it allows the assembly to be an opportunity for students to hear about issues that different cultures face and commemorate the great things different cultures are doing.

“This isn’t just an opportunity to remember and celebrate MLK,” Autumn said. “It’s also an opportunity for minorities at Lab to have their voices heard.”



MIDWAY PHOTO BY BENJI WITTENBRICK

ACCOUNTABILITY AND INITIATIVE. Feminist Club members Nora Lin, Ciara O’Muircheartaigh, seniors, and Miranda Mireles, a sophomore, perform an original poem titled “What Are You Going to Do?” Feminist Club co-President Fikayo Walter-Johnson, senior, said, “Only learning about and talking about MLK once a year isn’t enough. There should definitely be classes that not only talk about MLK but talk about other black people in the past who have made some amazing contributions to history. When you’re discussing inclusion, especially in history classes, that’s when you really can honor these people and talk about the contributions they’ve made to history and you don’t have to wait every year to talk about these things.”