

High school principal still not hired

Search starts over again after numerous candidates rejected

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

Director Robin Appleby believes thus far no candidate for principal has been the right fit for U-High. As a result, the search for potential candidates will continue until U-High finds a replacement.

Finding a new principal has been the objective of the 12-person search committee, consisting of faculty from the high school, cross-school administration and high school administration. The search committee worked alongside faculty placement firm Carney, Sandoe & Associates to identify candidates to be the new principal for the high school. After conducting a national search, the committee discussed 40 potential candidates, who were progressively whittled down for Skype and half-day interviews.

The potential candidates were reduced until the committee arrived at two finalists, Mariama Richards and Ira Pernick, who visited the school for in-person interviews, Jan. 7-8 and Jan. 11-12, respectively.

As the committee discussed and collected feedback regarding the reception of the two candidates, there was little overall agreement. It was the final decision of Robin Appleby, Lab's director, that neither candidate would be a good fit for Lab.

"We had hoped to be able to hire the one of the people who came in as finalist," Ms. Appleby said, "but in an environment like Lab where community feedback is so important, you want to feel a significant amount of support for whichever candidate you bring in ultimately to do the job. We weren't in a po-



Lab director Robin Appleby felt that the committee could not choose these candidates since they did not have the community's support

sition with the feedback that came in to really feel that either candidate had enough significant support from the community overall to make a job offer."

A search last spring also brought two finalists to campus, but neither was hired.

Despite this, Ms. Appleby is hopeful that the committee can still find a replacement principal efficiently, and is continuing the efforts to find a replacement.

"So, what we're doing now, is again, Skype interviews with candidates that look like they have high potential to be successful in the role. We hope to bring finalists in again for the same two-day

visits within the next couple of weeks. We remain confident that we will find somebody to take on this important role, but we will not hire somebody who isn't the right person."

Charles Disantis, history teacher and committee member, also shares Ms. Appleby's confidence in the process, and hopes to see specific characteristics from a candidate.

"Personally, what I think a good principal will do is bring people together in meaningful ways," Mr. Disantis said. "A good principal will find points of connectivity between students and teachers, between teachers and teachers, between administrators and other teachers, whatever the case may be. It will make people come together, collaborate, and think about what other people are doing, understand the positions that other people are in. So, that to me is critical. That ability to synthesize is what's most critical as a principal in my opinion. We

"The later it gets in the school year, the more difficult it becomes to find good administrators."

— David Derbes, science teacher

need to be brought together so we can achieve our full potential as a community."

David Derbes, a science teacher who doesn't serve on the committee, doesn't share the optimistic attitude that a new principal can be hired in time for the next academic year.

"It's not like I think this is a serious problem, it's just irritating as hell," Mr. Derbes said. "The later it gets in the school year, the more difficult it becomes to find good administrators and good teachers. I think that the window for finding someone good for the fall of 2016 is probably very close to closed. It may not be closed yet, but it isn't going to stay open very much longer."

Club shows lectures

BY KATERINA LOPEZ
MIDWAY REPORTER

Justice Lecture Series, a collection of Massive Online Open Courses, began during lunch on Jan. 19 in UH 201, and has continued every Monday and Tuesday during lunch. Supplied by Harvard University, these MOOCs will start with the series "Justice — What's The Right Thing To Do?"

These MOOCs are 25 minutes each, and there will be 24 films shown. To complete the course, all students have to do is attend the classes and take the online quizzes.

A MOOC is a free online course available for anyone to join — just sign up online and attend the classes from a computer. In addition to video lectures, MOOCs contain assignments and exams, with quizzes along the way. Not all MOOCs offer college credit.

The club was created by sophomore Hyder Mohyuddin. He said he was inspired to create this club by philosopher Michael Sandel. Hyder has always been interested in philosophy, and found Sandel's MOOCs from one of his books, "Justice — What's The Right Thing To Do?"

The Justice Lecture Series will discuss topics such as affirmative action, same-sex marriage, the role of free markets, income distribution, debates about rights, arguments for and against equality and dilemmas about loyalty in public and private life.

Those interested in joining should attend the courses during lunch and complete the suggested readings. These courses won't be counted for school credit, but students who complete the course will be given a certificate that will be shown on a college application.

ESCAPE COLD



MIDWAY PHOTO BY PAIGE FISHMAN

COWABUNGA! On Presidents Day, Feb. 16, a man rides on a zip line 200 feet near the Bean in Millennium Park. Last weekend, Chicago citizens and tourists alike braved single-digit temperatures for a free chance to ride a zip line. Hundreds of people lined up for the opportunity, provided by Florida group "Experience Kissimmee," with the slogan "Escape Cold. Warm Your Heart." The Florida tourist organization encouraged people to plan trips to the central Florida city of Kissimmee, near Orlando.

Cafeteria construction delayed by obstacles; could open in spring

BY CLYDE SCHWAB
FEATURES EDITOR

According to Executive Director of Finance and Operations Christopher Jones, the new cafeteria may not be finished before spring quarter, the current deadline.

Though the schedule changes aren't yet certain, they would mean the new cafeteria would open for the 2016-2017 school year. Mr. Jones said that though the original schedule may be challenged, the solution already exists in the form of the current cafeteria, located in the courtyard.

"I can't commit that it won't happen, but we are in the midst of evaluating options right now for what the alternatives might be," Mr. Jones said. "The good news is that we have the solution already in place. We can work our way to a place where that solution stays in place for spring quarter. There is no risk of being able to deliver our food service. It's just a matter of whether or not that same timeline is going to be in place."

The problem arose because of what Mr. Jones described as, "unforeseen conditions" during the dewatering of the foundation.

"You know from the history of Chicago, that this whole area used to be a swamp, the lake was up here," Mr. Jones said. "When you start going below grade, the likeli-



Christopher Jones

"There is no risk of being able to deliver our food service. It's just a matter of whether or not that same timeline is going to be in place."

— Christopher Jones, executive director of finance and operations

hood of finding water is good, and we found a lot of water. The work on the floor was delayed, and we took the opportunity to look at more cost effective ways to work on the ceiling."

Though the schedule changes are unconfirmed as of yet, Mr. Jones emphasized that they would have no effect on the rest of the renovations.

"Yes, we may not open the cafeteria for spring quarter, but no, the project itself, in terms of it being complete for the start of the next school year, is not at risk. That's important for people to understand."

The layout of the new cafeteria includes a significant amount of additional square footage for seating. The dining area will extend from the former senior lounge all the way to where the faculty lounge used to be.

"You can expect all of that to look differently, new features, new furniture, new fixtures," Mr. Jones said.

According to Mr. Jones, the new cafeteria will feel similar to the Booth Cafeteria in the variety of options and layout.

INSIDE

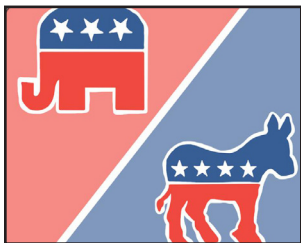
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A unique dumpling restaurant, Packed, opened in Hyde Park, testing the boundaries of food and meal presentation for a low price.



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Here is your guide to the election season, with mock election results from the Lab community and tools to help gauge both the presidential and state campaigns.



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With Lab being 120 years old, how does its female-dominated administration and leadership affect the community and educational dynamic?



New restaurant offers fresh take on dumplings

BY CLYDE SCHWAB
FEATURES EDITOR

Packed isn't your typical dumpling experience.

Founded by Chicago chef Mike Sheerin and restaurant manager Aaron DiMaria, Packed opened on Jan. 11 with a range of dishes including pastrami, butternut squash and pear dumplings. Pricing ranges from \$2.00 to \$11.50. According to DiMaria, the restaurant isn't just a quirky new spot but a restaurant "reimagined" in both its food and mission, a philosophy he clearly takes seriously.



Aaron DiMaria

"When people see the word dumpling, their minds immediately go to Chinatown dumplings – we want to make people see beyond this definition and really reimagine what a dumpling can be."

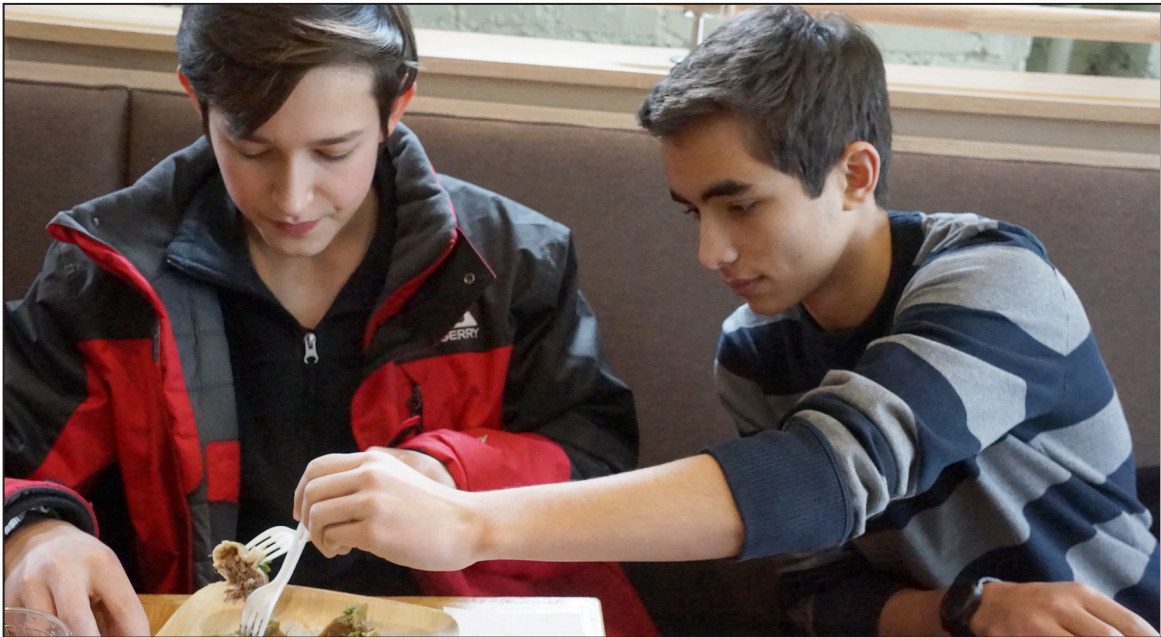
Each item on the menu has a unique wrap, filling, and sauce. The menu changes monthly, depending on what foods are seasonally available. However, Packed's innovation extends beyond the recipes. DiMaria explained that a central part of the restaurant is its commitment to being environmentally responsible.

"Everything we serve is minimally non-GMO with over 90 percent being organic, the only meat we serve meets the requirements for certified humane and we try to purchase from local farms as much as possible," DiMaria said. "Plus, everything we serve in and on is compostable. The beef we serve comes from cows who've only ever known grass, and the first time they touch concrete is on the day they are being processed. We want to make this kind of responsible restaurant experience possible, and not just something for people who can afford to go to a fancy restaurant."

DiMaria noted that his commitment to responsible dining extends beyond Packed.

"Personally, I never eat meat unless I know where it comes from – I'll ask the server in a restaurant and look up the farm to see if the cows got to graze in a grass field."

Lunch at Packed is quick and cheap at \$4 for three dumplings at \$8 for five. The creativity behind Sheeran's operation doesn't fall flat. Though inspired by Asian cuisine, the dumplings have different presentations, consistencies and flavors. Particularly impressive are the Peking duck dumplings with curry wrap and ginger-scallion sauce or the short rib dumplings with horseradish sauce. Although the menu may seem bizarre at



MIDWAY PHOTO BY SAM FLEMING

ENOUGH TO SHARE. Sophomores Giacomo Glotzer and Tomer Keysar share Peking Duck dumplings, one of Packed's most popular orders. The restaurant is located at 1321 E. 57th St, at the very end of the same block that hosts restaurants Medici and Noodles Etc., though the entrance is on the corner of the alley.

first, the price and quality of Sheeran's dishes make taking a chance easier. According to DiMaria, the menu is designed so that people can come and share several dishes with friends at a reasonable price.

While Packed has a casual atmosphere, DiMaria said that one of the most common gripes he gets is

that the restaurant has a corporate feeling, a label he opposes.

"When people describe Packed as corporate," DiMaria said. "I think it shows that they're misunderstanding the restaurant. The pictures on the walls aren't just stock photos, they are pictures of real local farms with real local ani-

mals. I was there during the whole process."

"I think it's natural for the new guy on the block to get strange looks, but the nearby restaurants have been really supportive and over time, I hope that Packed become as institutional as other Hyde Park spots."

Students give new life to old words

Lab students find success and fun in Shakespeare competitions

BY MARISSA MARTINEZ
MIDWAY REPORTER

Showcasing their literary and performative talents, two U-High students have been selected to represent Lab at the Poetry Out Loud competition and the National Shakespeare Competition respectively.

Four-time winner Grace Anderson, senior, will go to the Chicago Regional competition at the Poetry Foundation building in downtown Chicago.

She won her spot in the fourth annual Poetry Out Loud competi-

tion on Feb. 4 in front of a panel of four faculty judges. Seven students

memorized a piece from the Poetry Out Loud! company's catalog of contemporary and classic poems ranging from sonnet-length to three pages.

Thirteen students also participated in Lab's fifth annual Shakespeare competition. Sponsored by the English

Speaking Union, the competition's preliminary round was held on Jan. 26, giving performers a chance to practice reading in front of and receive feedback from a faculty

panel. Panel members included Drama Liucija Ambrosini and college counselors Patty Kovacs and Melissa Warehall, each of whom have backgrounds in theatre. They performed again on Jan. 29.

Junior Lucy Ordman won this year's Lab competition with her "Much Ado About Nothing" monologue, compiled from various Beatrice lines from a scene with her uncle, Leonato. She was drawn to Shakespeare from studying his works "Macbeth," "King Lear," "Much Ado About Nothing" and "Merchant of Venice" in class.

Organizer Rachel Nielsen, an English teacher who acts as liaison between the English Speaking Union and U-High, said she enjoys the emphasis the competition puts on the celebration of Shakespeare.

"I like seeing all types of students who throw their whole selves into it, whether they've ever been on stage or not," Ms. Nielsen said.

"I like seeing all types of students who throw their whole selves into it, whether they've ever been on stage or not,"

— Rachel Nielsen, English teacher

For the second part of the competition at Roosevelt University, Lucy will perform "Sonnet 62," about the sin of self-love, along with Beatrice's monologue.

"I love Beatrice because she's not your typical Shakespearean woman," Lucy said. "Hero is more of a pushover woman who practically marries the first man she sees, but Beatrice claims she'll never get married, giving reasons for why men aren't good enough for her."

"I'm really excited to meet kids from all around the Chicago area who love Shakespeare as much as I do, and to get a chance to hear what they've been working on."



MIDWAY PHOTO BY ALEXANDRA INGRASSIA

SPEAKING FROM THE HEART. Freshman Yael Rolnick delivers her poem at the Poetry Out Loud! competition on Feb. 4. The winner will get the chance to compete at the Chicago regional competition in downtown Chicago on Feb. 24.



MIDWAY PHOTO BY PAIGE FISHMAN

BLAST FROM THE PAST. Senior Ilana Dutton and junior Bailey Garb dance to old school songs at the Winter Semi-Formal dance on Feb. 6 at the Chicago Theological Seminary.

Students throw back at winter semi-formal

BY DHEVEN UNNI
ASSISTANT EDITOR

The Chicago Theological Seminary hosted the Winter Semi-Formal dance on Feb. 6, its second U-High dance.

The dance was preceded by a throwback-themed Spirit Week during which students dressed from different decades. Monday was '50s day, Tuesday '60s day, and so on.

In the past, dances have been held at the International House and Sunny Gymnasium. The Chicago Theological Seminary, however, is the largest in recent years.

Students also had the option of playing games at the Semi-Formal such as jump rope.

Student Council members and Cultural Union representatives planned the dance, came up with the throwback theme and found

the appropriate decorations. Additionally, the representatives booked the venue and decided on the date.

Come the dance, Student Council had bedecked the Chicago Theological Seminary with glowing balloons and decorations. Students had their pick of accessories as they entered the main dance hall, including beaded necklaces, rubberband bracelets, netted gloves and shutter-framed colored glasses.

Students enjoyed beats from yesteryear, courtesy of DJ Jamal Smallz. Songs from across the recent decades included "Hey Ya" by Outkast, "Scrubs" by TLC, "SOS" by Rihanna, "Sunday Candy" by Donnie Trumpet and the Social Experiment, "Single Ladies" by Beyoncé and "Boom Clap" by Charli XCX.

Contests, karaoke welcome Year of the Monkey

ASA celebrates Chinese New Year with four days of lunch activities

BY ELIZABETH CHON
OPINION EDITOR

2016 is the Year of the Monkey, and U-Highers celebrated the Lunar New Year with food, eating contests and karaoke from Feb. 8-11.

The Asian Students' Association hosted a series of activities each day in the cafeteria during lunch, starting off by serving free egg rolls, fried rice and noodles. In the following days, they held an M&M-moving contest with chopsticks, karaoke singing and a dumpling eating contest.

According to ASA President Elizabeth Stolze, senior, the goal was to create a new tradition that will hopefully bring more attention to the Lunar New Year.

"We decided to try something new and plan more events winter quarter since we didn't have as many last quarter," Elizabeth said. "We wanted to re-inspire our presence at the school and we hope that U-Highers get an appreciation for Asian culture. Also, a lot of

people don't know when exactly the new year is, so the activities are meant to bring awareness to that."

ASA's activities were a success and organizers hope they will continue every year.

"I think overall the event was a success, but varied day to day," ASA member Elizabeth Van Ha, sophomore, said. "For example, the first day was a huge success — there was a line of people going

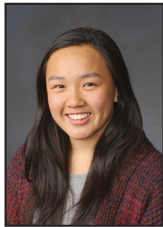
out the door of the Kenwood Café. The dumpling contest was also a highlight even though there were not as many people; practically everyone in the cafeteria gathered around to watch the competition."

She said she wants the events to be held again but with more cultural celebration.

"Hopefully in the future," she said, "we can incorporate more traditional celebrations of the places that celebrate the new year, but it was nice seeing people enjoying themselves in the activities and food provided."



Elizabeth Stolze



Elizabeth Van Ha



MIDWAY PHOTO BY BENJI WITTENBRINK

DIGGING IN. Seniors Alex Foster and Max Rochester compete in a one-on-one dumpling eating competition on Feb. 11. Surrounded by students cheering and taking videos, Alex emerged victorious. Held in the Kenwood Kafe, this competition was followed by a speed dumpling eating contest with a \$5 entry fee and a \$20 Uniqlo gift card prize.

English elective pushes students to explore writing for the screen

BY ZOE GOLDBERGER
MIDWAY REPORTER

They may not be ready for Hollywood, but after only 10 weeks in Screenwriting a new elective, students are already working together to create their own scenes.

This new elective, available for juniors and seniors taking English 3/4, teaches students basic knowledge about script writing, and equips them with the tools they need to come up with their own movie ideas.

English teacher Mark Krewatch, who is teaching this course, said that the film industry has always been important to him, and this course is a perfect opportunity to transmit his passion to students. Throughout the course, in collaboration with Benjamin Jaffe, the class will be able to participate in the process of creating a script.

"I am working with Mr. Jaffe, who teaches film year round, and he wanted to work on screenwriting," said Mr. Krewatch. "I pitched the idea to the English department, so we could be a part of the overall effort. This course is only 10 weeks long, so I don't expect my students to master screenwriting, but I do want them to acquire some basic skills that will help them continue to write on their own."

Junior Nicholas Slimmon said that screenwriting was appealing to him because he was interested in the film industry and how an idea is turned into a full film.

"I took screenwriting because I've seen many movies, but I don't have a good understanding of how they are made," Nicholas said. "It's different from any English class, or



Mark Krewatch

"Screenwriting provides students with an opportunity to learn more independently and artistically."

— David Portugal, junior

any subject with writing, because a lot of the work is about crafting a good script— an art that takes a lot of practice, and skill."

Screenwriting is focused on taking one character and being able to develop them fully in one scene, while still having an overall story.

"The goal is to have a rough outline of the story, and be able to go more in depth for scenes," Mr. Krewatch says. "That way the reader knows who is in your story as well as where you are trying to go. It is very creative."

Junior David Portugal also thinks that screenwriting is creative, especially compared to other English courses.

"Screenwriting provides students with an opportunity to learn more independently and artistically," David said. "This class is different than the others; it branches away from the analytical side of English and focuses more on letting the student create their own work."

According to David Portugal, screenwriting explores the creative aspects of English, by learning about and making scripts. He is very pleased with the new course, and will continue screenwriting even after the course ends.

"I think this class has taught me a lot about a new style of writing that I did not know anything about," David said. "I look forward to taking advantage of both the fundamentals and the skills that I am learning in this course and applying them to my future screenwriting endeavors."

NEWS IN BRIEF

Student council works to update constitution

BY TALIA GOERGE-KARRON
ASSISTANT EDITOR

From new positions to an enhanced online presence, Student Council is revamping their constitution and presence at U-High.

Changes to the Student Council constitution are being introduced after final approval by the Student Council, which will clear up attendance questions and the election procedure for the 2016-17 school year. Along with these changes, Student Council positions are now clearer so future representatives more thoroughly understand their jobs.

"Ratifying the constitution is showing that we're not just a party planning committee, but also dedicated to changing this school," Student Council Vice President Fikayo Walter, senior, said.

A new Student Council website is being developed to make Student Council's agenda and enacted plans available to the whole student body. In addition to a new website, a Student Council position called "Director of Student Technological Services" will be introduced in the 2016-17 Council. The director will run the website and make sure that voting for elections, suggestions and dance nominations works.

The current Student Council website can be found at sc.ucls.uchicago.edu. Students can find Student Council meeting minutes at the website.

Lastly, new framework for introducing bills to the constitution has been clarified so the order of introducing bills, voting, editing, voting again, and ratifying is evident.

"We've got a lot of momentum right now by virtue of the great people we have on there," Student Council President Fabrice Guyot-Sionnest, senior, said. "The point of the new constitution is to make it easier for people to keep that momentum."

Red Cross Club hosts yearly blood drive

BY SOUNDJATA SHAROD
MIDWAY REPORTER

U High's Red Cross Club will host a blood drive Feb. 23 in the Dance Studio.

The club members hope to have 30 to 40 donors and to raise 30 pints of blood, according to Myra Ziad, club president.

The club also does other community services such as organizing vaccinations and raising funds for natural disaster relief.

The Red Cross Club meets every Friday in UH 306.



Myra Ziad

Ethics Bowl wins awards

BY ZOE GOLDBERGER
MIDWAY REPORTER

The Ethics Bowl, a new club, recently won at the regional competition on Jan. 23, and competed for the sectional competition on Feb. 16, but the results were not available at press time.

Ethics club is usually a college-level club that was founded in 1983 at the Illinois Institute of Technology in Chicago. The club works on 15 controversial cases, and comes up with a position to present at the competitions.

Freshmen Otto Brown and Jake Lim were interested, so they created a club at U-High.

"We are presented with cases," Otto said, "and we have to see if the cases are moral from a personal standpoint or from ethical standpoint."

Jessica Jacobs, a University of Chicago student, helps the students and coaches the team along with English teacher Kirstin Williams.

According to Ms. Williams, Jessica has been an extremely in-

strumental part of the club.

"Jessica is very helpful and works closely with philosophy professors, making her the perfect person to help the club members on their cases," Ms. Williams said. "Additionally she helps fulfill the purpose of the club, which is to give students a sense of ethical decision making."

Moving forward, the Ethics Club wants to keep a good team spirit and expand. The club consists of five students currently, but organizers are determined to recruit more members for the next competition.

Guest speakers visit stats, evolution classes

BY SOUNDJATA SHAROD
MIDWAY REPORTER

Teachers at Lab have turned to guest speakers to bring outside voices into their classrooms.

On Feb. 3, Colm O'Muircheartaigh, Ph.D., spoke to Julia Maguire's AP Statistics course, and on March 13, Jerry Coyne, Ph.D., will speak to Sharon Housinger's Evolution class.

A senior fellow in the National Opinion Research Center, Dr. O'Muircheartaigh served as Dean of the University of Chicago's Harris School of Public Policy, a co-principal investigator for the National Science Foundation's Center for Advancing Research and Communication in Science, Technology, Engineering and Mathematics.

"Dr. Muircheartaigh is just a truly dynamic speaker," Ms. Maguire said. "He just brought really interesting thoughts about the real world to the classroom."

Dr. Coyne, an award-winning biologist, has been featured in publications such as The New York Times, New Literary Supplement and The New Republic.

According to Ms. Housinger, it was a logical approach to ask Dr. Coyne to speak since the class is reading one of his books "Why Evolution Is True."

Through music Max Kramer finds his thrill

BY SONNY LEE
ARTS CO-EDITOR

Sitting in the back of his pre-calculus class, senior Max Kramer jots down notes while listening to his teacher lecture. But this isn't where he's most comfortable. In this setting, he doesn't feel the same thrill with the strap of his brown bass on his shoulders and his hands, hovering ever so slightly in ready position, ready to slap at the four taut strings laced onto his instrument.

"I've been serious about music since I was a freshman," Max said. "I wasn't a particularly social kid beforehand, especially not in middle school — very alone all the time, didn't really hang out with other people."

Max explained that for him, music is a very cooperative art, and that it's difficult to not be social while collaborating and performing with others.

"Working collaboratively," Max said, "and just creating something that feels good, and makes other people happy, in addition to making yourself happier, I think that's awesome."

But his happiness can be seen in other instruments, too.

Shoulders relaxed, eyes shut and lost in his own world, Max occasionally plays one of the backbone instruments in U-High's jazz band, the drums. With all of his limbs occupied with keeping the beat, Max is an animated yet focused character.

With strong buzz rolls and beat patterns, people might not guess that Max has not taken a single formal drum lesson in his life.

"Sophomore year, I wanted to join jazz band. I wanted to play

bass, which was my main instrument," Max said. But he explained that the jazz band was missing a key component a drummer. Max said that Jazz Band director Francisco Dean was looking for anyone willing to drum.

"And he just tells me, 'This class is probably not going to exist if we don't have a drummer.' And there was no one interested in playing drums," Max said, "so I told him if he'd be willing to deal with me, I'd be willing to learn to play, and I've been playing drums now for three years."

To get his drumming skills to where they are today, Max explained that it took almost his entire sophomore year and part of his junior year practicing and spending most of his after school hours teaching himself how to play the drums in the music towers old jazz band room on the second floor.

"And God bless Ms. Corona's heart for listening to me for like 90 minutes a day," Max said. but I'd sit down, by myself, probably plug in and play along to a track or try and teach myself something new, or read a piece of music, and I did that every day."

What drives Max are his commitment, his desire to create art that brings joy to others and his passion for music.

Max explained that almost everybody who plays at a certain level at Lab can understand notes and rhythms, but that being a true musician isn't about understanding notes and rhythms. For him, it's moving past the notes on the page and simply feeling the music.

Though Max's recent schedule has been almost fully booked with gigs, it hasn't always been that way.



MIDWAY PHOTO BY SOPHIE HINERFELD

CLOSE YOUR EYES AND FEEL IT. Deep, rich sounds resonate throughout the jazz band room as Max Kramer plucks and slaps at his brown bass.

"Freshman year, I played in one little quartet that played at like somebody's mother's house party and that was the only concert I played all year," Max said.

Since then, Max estimated he's played at 250-300 concerts. Though his freshman year quartet may not have played at the most exciting venues, Max's current involvement with in six other

bands has taken him to many sold out venues. His main band is a folk-rock trio with country influence, but he is also involved in a house-jazz trio. In addition to his many bands, Max runs his own recording company in his basement called Bradymen recording.

Max explained that in eighth grade, he knew many other kids his age who played in bands and

wanted to record their own music, but money was always an issue.

It took two years, multiple burns and a lot of hope that things wouldn't blow for Max to build his own space to record people in his parent's basement.

"I'm not crazy enough," Max explained, "but if a small orchestra could fit into my basement, I could technically record them."

Max used his experience from building his own recording area and two classes from Columbia College to develop skills in stage technology. U-High drama teacher Allen Ambrosini explained that with the technical aspects of the new Sherry Lansing Theater, Max was the right fit, because of his extensive knowledge on the sound board. Each stage tech newcomer is sent to Max for them to learn as much as possible with hands-on experience.

"He's, like, the go-to guy," Mr. Ambrosini said, "because his knowledge is superior on all the technical things."

With his life full of music and gigs that take him across the country, it's hard not to draw attention to Max's future and possible stardom.

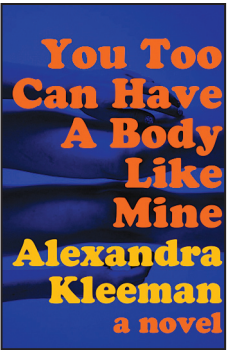
"People make jokes about that all the time that I should be like super popular and famous for doing this," Max said. "I'm not. I wanna be very clear, I'm very happy for the friends I have here, but I don't feel like some pop-star-diva, king of the world."

Talented, yet humble, Max doesn't worry much about the possibility of stardom. He just yearns for the slides on the bass, the melodic chords, and the feelings of music resonating through him.

SPRING BOOK SUGGESTIONS

With spring break just around the corner, it's time to catch up on your free reading books

"You Too Can Have a Body Like Mine"
Alexandra Kleeman



BY MARISSA MARTINEZ
MIDWAY REPORTER

Alexandra Kleeman's overly sensory, dream-like debut novel forces thought on heavy topics like consumerism, the line between fantasy and reality and what it means to be an ideal woman in today's society.

The characters are known only by a letter: A, B or C.

A lives with her roommate B, who is identical to her in almost every way — and wants to resemble her even more. A and her boyfriend C are typical American consumers. They watch TV commercials extensively and model themselves based on the media they absorb — however, A is the only one who notices. Along with Kleeman's unnervingly detailed tour of their lives, there is an air of mystery as several fathers disappear from small towns and return to their families with amnesia, all connected to the large companies that run A's media-obsessed world.

This book is ideal for a long, one-sitting read for fans of the uncanny with a contemporary, modern twist.

"Red Queen"
Victoria Aveyard



BY MAIA BOUSSY
MANAGING EDITOR

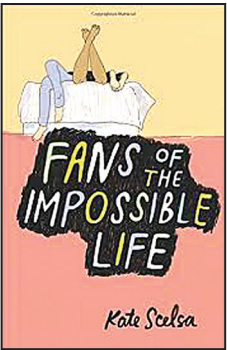
The first novel by writer Victoria Aveyard, "Red Queen" is a young adult fantasy adventure, with great writing and a thrilling plot.

The story is set in a fantasy world where those with silver blood are gifted with superhuman abilities and those with red blood are forced to fight, serve and die for them. Mare is a young Red girl who discovers she has an ability that only a Silver should have. She is forced by the king and queen to pretend to be the daughter of a long-lost Silver family and finds herself engaged to the prince. Meanwhile, she is working to help a resistance movement called the Red Guard, which is seeking to destroy the Silver ruling class.

Complete with a strong female protagonist, a rich and captivating world, a wonderful romance and a plot that consistently keeps you on your toes, this book is perfect if you are a fan of young adult fantasy.

The second book in the trilogy, "Glass Sword," was published on Feb. 9.

"Fans of the Impossible Life"
Kate Scelsa



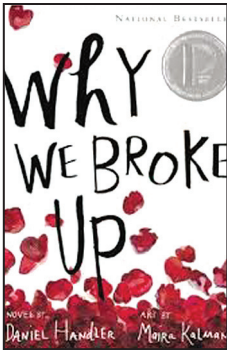
BY TAD ANDRACKI
LIBRARIAN

Jeremy has isolated himself after a traumatizing event last school year. Mira's depression is exacerbated by her parents' impossibly high expectations. Sebby only half-hides the fact that he's gay from his super-religious foster mom.

The three first bond while gathering signatures on a petition to establish an after-school Art Club, but they soon find their past hurts unite them in a quest for the impossible: a happy life. Through terrible accusations thrown at their only adult support and out-of-control drug use, their fierce love sustains each other. Scelsa's choice to use a different voice for each character (first, second and third person) adds a haunting perspective, and, though none of the three are equipped to bear the brutal weight of what the world has handed them in life, together they may be able to weather the storm.

This powerful story of friendship, self-destruction and ultimately, hope, is a fantastic follow-up for folks who loved Stephen Chbosky's "The Perks of Being a Wallflower."

"Why We Broke Up"
Daniel Handler
with art by Maira Kalman



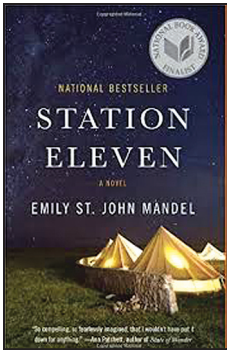
BY SHIRLEY VOLK
LIBRARIAN

Valentine's Day has come and gone but the flutters of romance and not-so-dull ache of heart-break occur 365 days a year. If you are partial to whirlwind love stories with bittersweet outcomes reach for this collaborative project written by Daniel Handler (aka Lemony Snicket) and illustrated by Maira Kalman, reminiscent of Matisse.

Min, a cinema buff and lover of coffee has saved various mementos from her brief two month relationship with Ed, a basketball star and math whiz. Opposites attract but can they stay together? We know, of course, that these two don't.

The mementos range from the seemingly mundane to the incredibly intimate. Two bottle caps, a movie ticket, a pinhole camera, a vintage coat, and a sugar jar, to name a few, are placed in a box and sent to Ed. In this novel-length break up letter, Min painstakingly catalogs each item and their story to reveal the inevitable demise of their connection and the painful process of love gone awry.

"Station Eleven"
Emily St. John Mandel



BY SUSAN AUGUSTINE
LIBRARIAN

The beautifully written and yet disturbing "Station Eleven" is set sometime in the near future after an epidemic kills everyone except the few who are able to wait it out in isolation.

Fifteen years after the plague, a troop of actors travel around Lake Michigan performing Shakespeare for rogue communities. It's a beautiful idea about humanity and the lasting quality of art, even in the face of societal breakdown.

Mandel seamlessly weaves back and forth between the struggles of the actors in the new lawless and mournful society and their pre-plague lives. There are many books that take place in some sort of dystopian future, but this is the best I've read. "Station Eleven" is not fantasy; part of what makes it such a powerful story is the realism of society's disintegration.

Reading about the characters' joy in discovering an old magazine or the nostalgia they feel for the long-lost light of a computer screen, it's easy to feel the loss of our own world.

Artsfest organizers promise new workshops

BY ELIZABETH CHON
OPINION EDITOR

From sushi-making to street art, U-Highers will have a wide variety of workshop options for Artsfest on Feb. 25. An all-day event devoted to the arts, Artsfest is a long-time U-High tradition that gives students a break from classes and an opportunity to explore their creative side.

According to Artsfest co-president Schuler Small, senior, Lab's recent construction will enhance Art in the Dark. Held in Sunny Gym the night before Artsfest, Art in the Dark gives students a chance to perform music, spend time with friends and participate in artistic activities such as painting and henna tattooing.

"We're going to have Art in the Dark in a different location because we don't have the cafeteria anymore," Schuler said. "Sunny has a very high ceiling and it's one big open space with the mat room nearby. So we'll have a bunch of activities taking place with some

light fixtures hanging, which will be really cool. Painting the senior lounge was a core element of Art in the Dark last year, so we want to incorporate a painting element again."

Having Gordon Parks Arts Hall will allow students and faculty to utilize different types of technology that U-High did not have before.

"Gordon Parks gives us all sorts of new spaces and equipment," Schuler said. "For example, Mr. Jaffe, the film and photography teacher, will be holding a workshop where students can work with videos on green screens, and that's something we couldn't have done before. We've been trying to get the art teachers more involved — this year, almost every art and music teacher will be holding a workshop."

For the opening and closing assemblies, the committee invited outside performers to entertain the U-High community.

"We invited The Pack Drumline

"We've tried to reach out to a lot of teachers and outside artists this year to bring in more dynamic workshops and ideas."

— Schuler Small,
Artsfest co-president

to perform during the opening assembly, and Brian Boncher, a DJ, is going to play music for the closing assembly," co-president Halima Mossi, senior, said. "And for food, we are trying to get Fat Shallot to come for Art in the Dark, and Pinkberry for Artsfest."

Next week, the committee will release a list of tasks for the Hunt, an annual scavenger hunt that started last year — it is similar to the University of Chicago's "Scav."

"There will be some recycled tasks for the Hunt this year, but we are also in the process of making new ones," Halima said. "We have more support from the Artsfest

Committee this year for the Hunt, since a lot of members have come up with new ideas. Our goal is to release the list on the Friday before Artsfest, so that people have the weekend to plan things out."

Aside from facility-related changes to Artsfest, the committee is working to diversify the workshop selection.

"We're trying to incorporate more aspects of diversity and culture this year," Schuler said. "We've tried to reach out to a lot of teachers and outside artists this year to bring in more dynamic workshops and ideas. We've tried to limit the Artsfest-run workshops so that people have a wider variety to choose from."

The biggest change from last year's Artsfest is the addition of an art gallery which will feature student artists at the Stephen Daiter Gallery on 230 W. Superior St. Mr. Daiter's daughter, senior Maya Daiter, is a board member of Artsfest. The gallery opened Feb. 14 and will remain open until Feb. 28.

"Maya is in charge of publicity and the art gallery piece," Halima said. "Her dad owns an art gallery downtown and during our meeting she said that he would be willing to put up some student work. We have an online form where students can submit photos of drawings, paintings, sculptures, photography and even films. We are going to bus people to the event on the Friday after Artsfest, which will start after school and end at around 6:30. Students will be able walk around, look at their peers' artwork and enjoy drinks and hors d'oeuvres."

Despite dealing with challenges surrounding Lab's renovated campus and schedule, the committee is working hard to make Artsfest a memorable and enjoyable experience for everyone.

"It's going to feel a bit different with the new building and new workshops, but we still want it to be the Artsfest we've known and enjoyed for many years," Halima said.

Running lines, blocking scenes actors prep for opening

BY DHEVEN UNNI
ASSISTANT EDITOR

From Feb. 25-27, the annual SET production will take place in the Sherry Lansing Theater — a show written, starred in, and directed by students.

Unlike most school plays, the SET production is completely student run. The play is made up of short, individual skits, some of which are written by the students themselves. Although the skits aren't directly related to each other, they're intended to work together for a greater effect. Allen and Liucija Ambrosini, who typically run Lab's productions, play more of an assistant role than a directing one in the SET plays. The change in direction is one of the primary differentiating characteristics from similar acts. Senior Lizzie Sullivan will be leading the production, keeping track of all the different parts that go into the play.

"I'm the SET Board president," Lizzie said. "We work with Mrs. Ambrosini a lot, but it's an entirely student-run production. All the directors are students. I have a producing



Lizzie Sullivan

"People can expect a wide range of materials. Each individual director is in charge of their own show."

— Liucija Ambrosini, drama teacher

role. I make sure to communicate with the directors, Mrs. Ambrosini and Maeve the stage manager."

Lizzie was chosen as president by the rest of the board, who also direct the skits.

"We went through a selection of board members," Mrs. Ambrosini explained, "who request submissions and decide on the materials."

The format of the production will be a series of short skits that are intended to work together.

"SET is composed of multiple short pieces," Lizzie said. "Some are student written. There's not one overarching theme, but the plays are cohesive."

One of the facets of the SET production is that each director has control over their own skit.

"Each individual director is in charge of their own show," Mrs. Ambrosini said.



ACT-ION. As they run through the play, actors in the S.E.T. production Cecile Ngo, sophomore, and Lee Friedman, freshman, feel out their characters. The pair get comfortable with lines and blocking as their castmates watch from the audience. They are part of a series of student-directed and developed performances to debut next week.

PHOTO BY SAM FLEMING

Oscars strikes nerve with controversial omissions

BY MARISSA MARTINEZ
MIDWAY REPORTER

African-Americans: 15. Latinos: 6. Asians: 4. Native Americans: None.

That's how many Oscars have been earned for acting talents by members of each racial minority group above since the Academy of Motion Picture Arts and Sciences began awarding them in 1929. For the second year in a row, all 20 nominees for four acting categories are white, elected by the 51 voting members of the Academy. This organization's voting board is 94 percent white, 76 percent male, and on average 63 years old, according to a study done by the Los Angeles Times.

Nonwhite actors are continually left out of contention for the prestigious award, even though they headline major commercial projects considered to be excellent films by other organizations, like the Screen Actors Guild and the Hollywood Foreign Press Association. Movies like "Straight Outta Compton" and "Creed" were expected to receive nominations for their strong black lead actors' performances and black direction — white screenwriter Jonathan Herman ("Straight Outta Compton") and Italian Sylvester Stallone (Best Supporting Actor in "Creed") were commended instead.

In January, Academy President Cheryl Boone Isaacs promised to "commit to doubling the number of women and diverse members of the Academy," these won't completely be in effect until 2020. These initiatives don't hold a lot of weight, as new members must be sponsored by two existing members of the Academy board, or be an Oscar nominee.

Hollywood's white uniformity is also at fault: less than 20 percent of all theatrical films made from 2011 to 2013 had a racial minority as lead actor, writer or director, according to a study done by the University of California, Los Angeles. The lack of substantive acting roles beyond ethnically stereotypical ones like gang members leads to a predominately white ballot.

Despite the Oscars' lack of diversity this year, the art commended at the end of the year is still worth observing. The film industry's trend of only rewarding certain types of actors and production staff needs to be addressed at a higher level, but winning awards isn't the only way a great film can last throughout history. By continuing to support and celebrate diverse movies while protesting homogenous voting practices, more Americans will see themselves represented on screens and on ballots.

BY WILLIS WEINSTEIN
FEATURES EDITOR

Though the Oscars have been exhibiting a trend of racial prejudice this year, the individual films are still worth viewing for their artistic value. The issue of whitewashed media is not something

that rests on individual films, but collective patterns within the whole film industry. Of the movies that were nominated, the following three films stood out for their complexity. Though they're all different genres, they each are brilliantly expressive in their own way.



"THE REVENANT" On an expedition in the uncharted 19th century frontier, fur trapper Hugh Glass (Leonardo DiCaprio) is mauled by a grizzly bear, and left for dead by his comrades. Crawling through 200 miles of vast Dakota winter, Glass attempts to survive to avenge his abandonment and murder of his son. While lacking in character development, the Revenant is worth seeing for the frontier's breathtaking natural beauty, and grimly realistic production aesthetic. Though he's been hoping for an Oscar, DiCaprio's performance is overshadowed by the grizzled and gruff Tom Hardy, who plays John Fitzgerald, one of Glass's comrades.

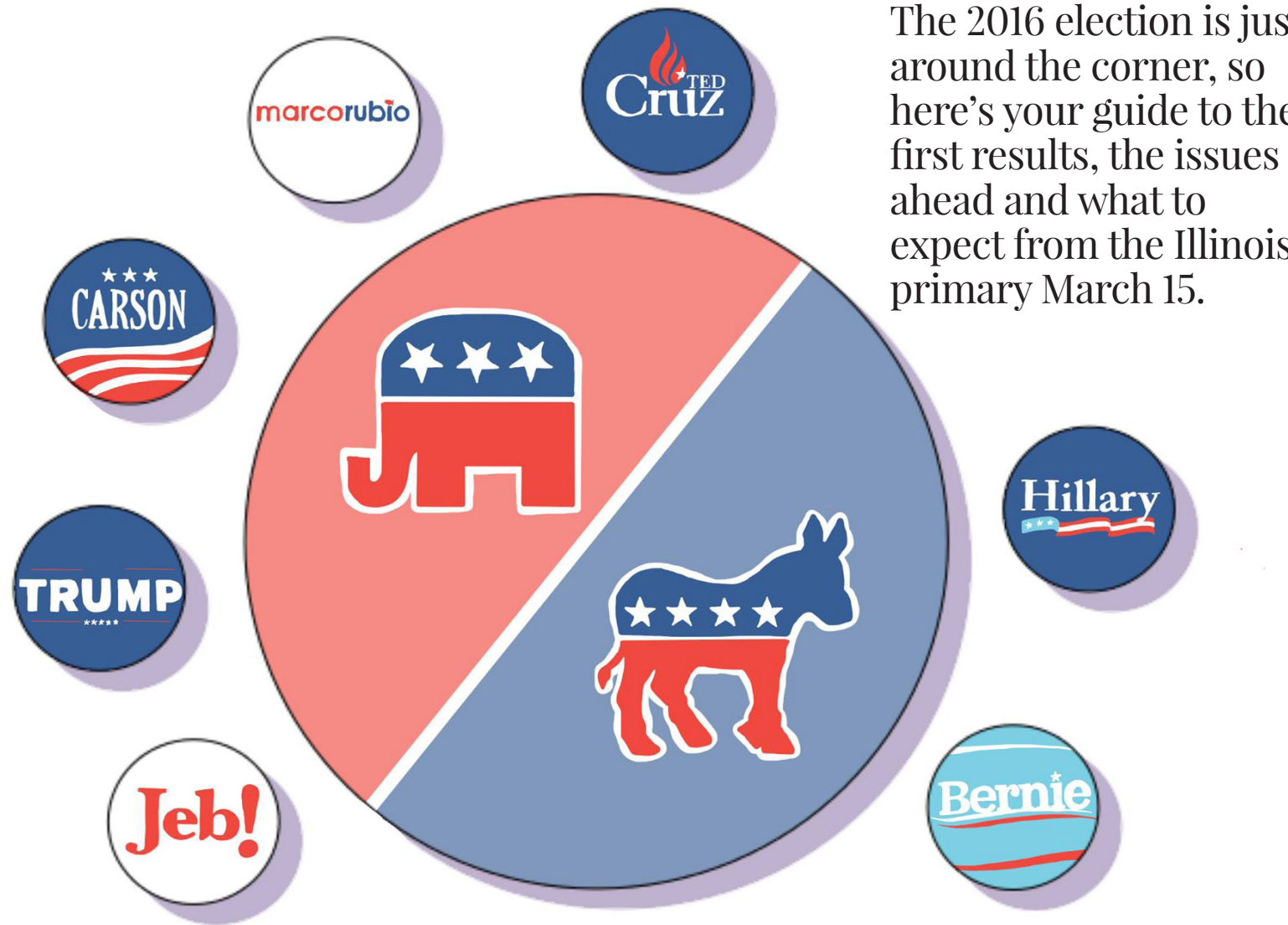


"THE BIG SHORT" Based on the book by Michael Lewis, "The Big Short" documents the attempt of four financiers to play the system in the midst of the 2008 housing bubble. Though complex industry jargon makes the film hard to understand, Steve Carrell and Ryan Gosling's headstrong and powerful performances make the film absurd yet poignant. Cameos from Margot Robbie or Selena Gomez attempting to explain the minutiae of credit default swaps add to the film's irreverence, creating an expansive and darkly funny picture of the country's recent financial past.



"MAD MAX — FURY ROAD" In post-apocalyptic Australia, Max Rockatansky (Tom Hardy) is captured by the despot Immortan Joe (Hugh Keays-Byrne). To escape, Max joins Joe's henchman, Imperator Furiosa (Charlize Theron), battling for his life and demons from his past. Mad Max is a typical action flick, but one executed flawlessly. The bleak, dystopian wasteland and idolatry of cars seem like a National Geographic unveiling of a tribe previously undiscovered. Hardy and Theron deliver grizzled, gritty performances that make your pulse pound like one of the film's turbocharged V8s.

DECISION TIME 2016



ARTWORK BY KAT FLOCKE

Who's got your vote? The 2016 election is just around the corner, so here's your guide to the first results, the issues ahead and what to expect from the Illinois primary March 15.

Not clear yet whether Trump, Sanders are their parties' future

BY GRACE ANDERSON
EDITOR-IN-CHIEF

Following the Iowa caucuses on Feb. 2 and the New Hampshire primary on Feb. 9, no clear front-runner has emerged in either party.

The Iowa caucuses on Feb. 2 yielded surprising results for both the Republican and Democratic primaries. On the Republican side, with nearly 27.6 percent of the vote, Sen. Ted Cruz upset poll-leader Donald Trump, who received 24.3 percent. Sen. Marco Rubio came in close behind with 23.1 percent. Trump stayed true to polling numbers in New Hampshire and won with 35.3% of the vote, followed by Gov. John Kasich with 15.8 percent and Cruz with 11.7 percent.

While Secretary Hillary Clinton technically beat Sen. Bernie Sanders in Iowa, her margin of just 0.03 percent made the race a virtual tie. In New Hampshire, Sanders surpassed polling predictions and trounced Clinton with 60.4 percent of the vote.

One of the most surprising results of the Iowa caucus was Trump's loss to Cruz. Many argue that Cruz won due to his appeal to Iowa's many Evangelical voters. His highly organized campaign also used the one-on-one conversations that have historically attracted Iowans. The fact that Trump's flashier campaign style failed to yield results suggests that Trump may lack the support needed for the nomination. According to Kate Grossman from the University of Chicago Institute of Politics, this loss was a major blow for Trump.

"I think there was a real consensus building that Trump was going to be the Republican nominee," Ms. Grossman said, "and the mood of the country has definitely shifted away from that since

"When you are younger you are often more idealistic, so younger voters are drawn to a candidate like Sanders who talks about revolution and a big change to the current system."

— Kate Grossman,
University of Chicago Institute of Politics

Iowa. It's definitely still a possibility, but his inevitability was definitely pierced because he didn't win, and he's all about winning."

However, Trump came back with a resounding win in New Hampshire.

On the Democratic side, youth voters seem to be attracted to Sanders, while older voters favor Clinton. Sanders received 84 percent of the youth vote in Iowa and 83 percent in New Hampshire. In New Hampshire, Sanders also captured 55 percent of women voters, a blow to Clinton's campaign that tends to attract female voters.

When asked for her thoughts on this trend, Ms. Grossman noted the relationship between this primary and Barack Obama's first campaign for president.

"There is a real parallel with the race in 2008 and the one we see today," Ms. Grossman explained, "because both Bernie Sanders and Barack Obama capture the youth vote. Sanders and Obama are all about inspiration and hope, while Clinton is all about pragmatism and the idea that she can get the job done."

Ms. Grossman also commented on the fact that people often favor Clinton because they see her as electable during the general election, while others prefer Sanders who's considered honest.

"I think the older you get, often the

more pragmatic you get," Ms. Grossman said. "When you are younger you are often more idealistic, so younger voters are drawn to a candidate like Sanders who talks about a revolution and a big change to the current system."

Disenchantment with the more traditional presidential candidate spans both parties. In particular, Ms. Grossman noted that with popular but non-traditional candidates like Trump and Cruz, it is difficult to determine the future of the party.

"I don't think anyone really knows what this primary means for the Republican Party," Ms. Grossman said, "because they [Trump and Cruz] are really not the traditional candidates. We do know where it's coming from— there's a lot of anger and disillusionment with the establishment on both sides, but especially the Republican side. Bernie Sanders, Ted Cruz and Donald Trump are all a representation of this sentiment. What Trump and Bernie Sanders have in common is that they speak their mind; they aren't parsing words."

Ms. Grossman also mentioned that it's too early to tell if candidates like Trump and Cruz will chart a new path for the Republican Party.

"It's not clear that, if Trump is the nominee, that he will be a one-off nominee or if he is part of a new path for the Republican Party," Ms. Grossman stated. "The pattern almost always is that in each election the voters go for the candidate who's the most different from the incumbent president. Obama is thoughtful, intellectual and cerebral, so now the public wants something different. Obama was also a reaction to George Bush, as someone who is deliberate and thoughtful and wouldn't take us into war. So with Trump, it's not clear if this is just a swing in one direction or if we're charting a new path."

Tightest race in Illinois will be March 15 U.S. Senate primary

Race heats up between Zopp, Duckworth for chance to unseat Republican Kirk

BY SARAH PAN
NEWS EDITOR

On March 15, the state of Illinois will hold its 2016 primary election. Voters will appoint state delegates and committeemen and will nominate U.S. Senators and Representatives, among other state offices.

This year, the Senate race is among the most competitive in the United States because of Republican Illinois Sen. Mark Kirk's weaknesses in the polls. He won the U.S. Senate election in 2010 with 48 percent of the vote, just slightly in front of runner-up Alexi Giannoulis' 46 percent. As is evident by his slight lead, he was and is not widely popular among many Illinois voters.

Although he's a moderate Republican, Kirk represents a solidly Democratic state. Odds are not in his favor during a presidential election year, especially because those are the years where more people vote than usual. This means Kirk's small lead will likely diminish this year, as anyone who did not like him before will likely come out to vote now. Due to health problems and an unstable ap-

proval rating, Kirk is one of the most vulnerable Republican Senators this election season.

According to University of Chicago Political Science professor Mark Hansen, it's going to be a tight race in the General Election.

"I don't think the primary is going to be a problem for him, even if he has opposition," professor Hansen said. "It's a more crowded race on the Democratic side. Our primary is one of the earliest in the country, so there is lots of time for Democrats to repair the damage if the primary campaign gets particularly bitter, but there's also plenty of time for Sen. Kirk to make a campaign against whoever his opponent is. I don't think the Democratic candidate is just going to waltz into office."

Meanwhile, the race between Andrea Zopp and U.S. Representative Tammy Duckworth for the U.S. Senate Democratic nomination has also been close. Duckworth has major recognition among the public due to political experience, but newcomer Zopp has a lot of support for this Senate race, particularly from fellow African-Americans.

Elected in 2012, two-term congresswoman Duckworth was the first Asian American woman to represent Illinois in Congress. Duckworth has a significant number of endorsements from Illinois residents and companies, notably Illinois' largest labor organization,

the AFL-CIO.

Zopp, who led the Chicago Urban League, served on the Chicago Board of Education, and was a prosecutor, is trying to rally the black vote for the primaries. Rev. Jesse Jackson endorsed Zopp in late January, and Zopp continues to campaign across the state to gain recognition.

State Sen. Napoleon Harris is also a candidate.

"I don't think that Rep. Duckworth has much to fear," Professor Hansen said. "I would be flabbergasted if she were not the nominee next month. The two candidates running against her are both from the city or near suburbs, she's from the more distant suburbs. She is a veteran, which will run well downstate, in the suburbs, and in the city as well. She is also by far the best known of the three candidates."

Congressional candidates will be nominated, too. With high approval rating and strong public leads, Democratic Representatives Bobby Rush, 1st District, and Danny Davis, 7th District, are likely to be reelected. Rush won his previous two general elections with about 73 percent of the vote, while Davis won his previous two general elections with around 85 percent. They represent areas with a lot of students, and they both have strong support in this election. Both have served at least 15 years in their positions.

Voting 101

BY TALIA GOERGE-KARRON
ASSISTANT EDITOR

- ★ **Caucus:** Members of precincts meet to select delegates to go to the county convention, the state convention and the national convention. Those people will ultimately vote for president.
- ★ **Early voting:** Starting about a month before elections, voters can vote at a designated polling station, or they can mail in their vote.
- ★ **Election judge:** Works at the polling station in order to conduct a fair and nonpartisan election equal for all voters.
- ★ **Electoral college:** Each state has a designated number of electors, which vote on the president based on popular vote. To be president, a candidate needs 270 of the 538 electors.
- ★ **General election:** The election process in the United States. It allows everyone to vote for government.
- ★ **Gerrymandering:** Illegally dividing states into districts with the intent of giving one party an unfair advantage. Illinois has a major problem with unequal districts and unfair district lines.
- ★ **Polling station:** The place where voters go to vote in elections. You can find your polling station in Chicago at: <http://www.chicagoelections.com/en/home.html>
- ★ **Precincts:** A district that has a clear boundary for political or security purposes.
- ★ **Primary:** An initial election that narrows the number of candidates to just one candidate per party for the general election.
- ★ **Redistricting:** The process of redrawing districts in the state after the census every 10 years. Illinois redistricting falls to the state legislature.

=U-HIGH VOTES

In the 2012 presidential election **57.5%** of eligible voters participated. Barack Obama received **51.06%** of the total popular vote, and Mitt Romney received **47.2%**. Of eligible citizens ages 18-29, **50%** voted. That's about 23 million people. **67%** of youth voters voted for Obama. **30%** voted for Romney.

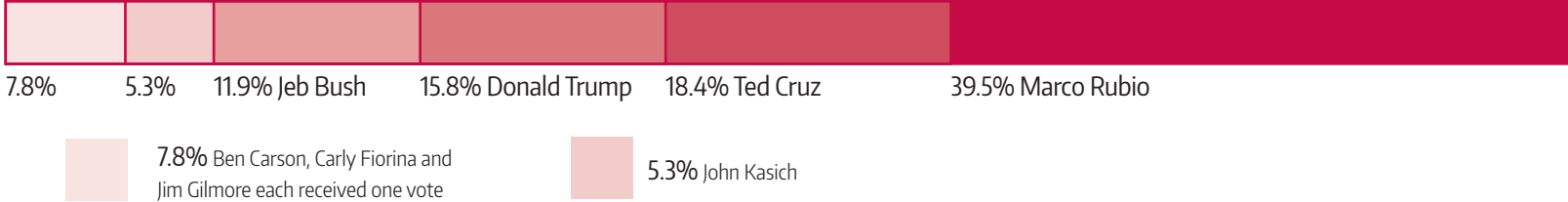
Sources: Center for Research and Information on Civic Living, Bipartisan Policy Center and Federal Election Commission

2016 U-HIGH MOCK ELECTION: In U-High's Mock Election Feb. 3-4, **346 of 508** students voted. The chart represents freshman, sophomore, junior and senior votes. **89%** of students voted for a Democratic candidate and **11%** for a Republican candidate. Since then, Carly Fiorina, Chris Christie and Jim Gilmore have dropped out.

DEMOCRATS



REPUBLICANS



John McKee



Alec Kaplan

"I voted for John Kasich — and mostly because I didn't really like the Democratic candidates this year even though I'm generally a Democrat. So I picked basically the furthest left Republican on the ballot."

"I voted for Rubio because I feel that the Democratic frontrunners are not fit to run this country and would be ineffective presidents. Rubio is by far the most reasonable. I agree with many of his policies and, of the Republican candidates, I think he would have the best chance in the general election."



Matan Diermeier-Lazar



Taylor Thompson

"I voted for Bernie — Feel the Bern. I mean, Sanders says what he wants in the debates while Hillary really just advocates for feminism and doesn't really—I'd say she kinda just uses jabber while Bernie really attacks Wall Street and says his beliefs. I support his values of fighting large corporations, especially when he gets all his donor money from the general population. I think \$26 is the average amount of money he receives per person, while other candidates receive millions. I feel like he's vouching for the general population."

"I voted for Hillary Clinton because of the way the congress is set up right now — not much is going to be accomplished by Bernie Sanders' attitude. But with Hillary's work in the Senate, you can see she's very good at compromising and well versed in domestic and foreign policy. Bernie's 'my way or the highway' attitude won't work. While I do admire his approach to 'let's take down the big guys,' Hillary's ability to compromise, her record of doing that, and her ability to build relationships when she was in the senate before is what we really need."

THE ISSUES

BY NATALIE GLICK
MIDWAY REPORTER

Abortion and Planned Parenthood:

The Republican candidates want to stop all federal funding for abortions. No direct funds will be given to Planned Parenthood and the use of Obamacare to have an abortion will not be allowed. Democrats support federal funding for abortions. They are opposed to any constitutional ban on abortion and want to continue government funding for Planned Parenthood.

Gun Control:

The Republican candidates oppose any limitation on buying guns or bullets. On the Democratic side, the candidates believe in much harsher gun control laws. They want to establish universal background checks for anyone purchasing a gun, which would ensure that there are more regulations on who can obtain guns.

Immigration:

The Republican candidates are opposed to people who entered the country illegally, even if their kids are American citizens. They want strict limitations on who can enter the country, especially people from South America and the Middle East. Democrats believe in half citizenship for any person who has entered the country illegally. They want to implement a more welcoming policy for everyone, particularly for refugees and children.

Health Care:

Republicans want to repeal Obamacare and limit government support for anyone except the elderly. Democrats want to

fully implement and even expand Obamacare and move toward universal health care.

ISIS:

Republicans believe that the United States should take aggressive military action, particularly against ISIS, where they want to put U.S. troops on the ground to fight. Republicans also want to allocate more federal funding to the military. Democrats want to focus on coalition-building, rather than direct action. Former Secretary of State Hillary Clinton favors having troops in conflict zones, but does not want the troops to engage in combat. Sen. Bernie Sanders wants the United States to take part in an international coalition against ISIS where regional countries would provide troops.

Tax Reform:

Both Republicans and Democrats want to reform taxes, but they have different ideas on what that means. The Republicans want to create fewer corporate taxes and will give fewer tax benefits to the lower economic brackets. The Democrats want fewer taxes for the middle and lower tax brackets as well as higher taxes on corporations with fewer tax breaks.

Supreme Court:

With the death of Justice Antonin Scalia on Feb. 13, Republicans and Democrats are divided on who should fill his seat. President Obama plans to appoint a replacement before the end of his term, who Democrats will support. Republicans announced they plan to block the appointment, intending to designate a new justice once a Republican president is elected.



Venkat Somala



Liza Edwards-Levin



John Grissom



Zoe Dervin

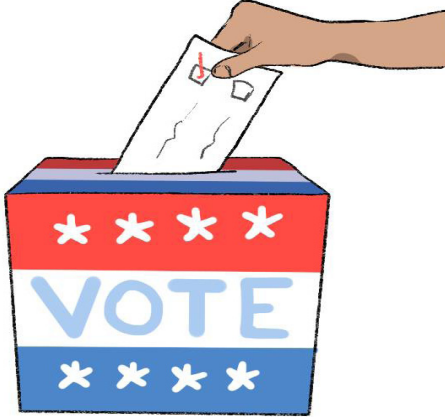
"One of the most important issues to me is tax reform. Recently, the majority of revenue and profit reported for the country came from big corporations as opposed to medium-income households. The way to fix this is to give consumers in medium-income households more money, and you do that by taxing the corporations so that you can invest in proper infrastructure like education or health benefits. That's why I lean towards the Democratic side of the party since they would actually tax corporations."

"Planned Parenthood stands out to me as the most because I don't think I could support a candidate who doesn't allow the right to choose and ensure access to contraceptives. Additionally anyone who would deprive women of the services that Planned Parenthood offers I couldn't support."

"Gun control matters the most to me. I believe that we should have some form of a background check for anyone who wants to buy a gun. But, I can't support anyone who wants to violate the Second Amendment right."

"Abortion and Planned Parenthood matter the most to me. This is the most important issue because, as a female, if I was forced to raise a child that I didn't want, it would be setting up both my life and my child's life to be very difficult. I believe every woman has the right to choose what is best for her."

QUOTES COMPILED BY NATALIE GLICK
AND GRACE ANDERSON



ARTWORK BY KAT FLOCKE

It's your right; register to vote

BY DHEVEN UNNI
ASSISTANT EDITOR

- ★ If you're 17 years old now and will be 18 by Nov. 8, you're eligible to vote in this year's primary and general elections.
- ★ Check whether or not you're already registered at <http://www.canivote.org/>
- ★ If not, register for the general election at <https://ova.elections.il.gov/>. You will need your State ID or Driver's License and the last 4 digits of your social security number
- ★ The registration period for the Illinois Primary Election has passed. However, there is a grace period from Feb. 17-March 15. During this period, you must register in person and then vote immediately after at the Chicago Election Board or at any early voting location. On election day, you may also register and vote but it has to be at your assigned precinct polling place. Find out more at www.chicagoelections.com.
- ★ Check your polling place location at vote411.org
- ★ Don't forget to bring identification. Two forms of ID are recommended, though they may not be required. A driver's license and student ID should suffice, and a passport is even better.

Rules shouldn't stray from Lab values

Students, faculty and alumni of Lab can all recognize that the school has a long and powerful history, as this year we celebrate its 120-year anniversary. Lab has always been a place of learning and creativity — a place where students can find out who they are. After all, the first part of Lab's

As the Midway sees it...

mission statement is to “provide a rigorous, creative, well-rounded education for a diverse student body.”

The school's level of rigor and academic challenge are what make Lab the school that it is and provide a unique community. On top of that, one of the most distinguishing characteristics of Lab is the trust between the administration and students. At many schools, students are required to carry identification on them and cannot wander around the halls during free periods or leave campus. Lab's philosophy of free thinking and independence is what allows students to have the trust that most adults would not have in teenagers.

However, the dynamic of the relationship between the administration and students has changed recently. With more restrictions, students are significantly more limited. For example, this year Lab opened a new arts wing to allow students to express themselves. Then, only a few months into the school year, there were claims of art censorship and unjust removal, primarily due to lack of communication between administration and students of rules.

As Lab has grown, it is evident that its student body and administrative atmo-

sphere have changed as well. While the students have grown more active and vocal with their beliefs, the administration has become more firm with enforcing rules. That, alongside the frequent replacement of administrators in these past few years, has led to some tension between students and administrators. Looking forward, we still don't have a principal slated for next year. There hasn't been much consistency, and it will probably be that way for a while.

Another important issue is the expectation of what it means to be an adult. There's a difference between preventing students from breaking the rules before they are broken and enforcing them once they are broken (trusting us to follow them). In January, seniors on retreat were not allowed to go to and from their townhouses without an adult chaperone and had to have an adult in the house at all times.

We recognize that Lab adults have to act and place rules with students' well-being in mind because they are liable for our safety. However, seniors are all adults or almost adults, and it seems almost degrading not to be treated as such, especially given that this was not a rule in previous years.

When John Dewey founded the school 120 years ago, he believed that students should be taught to think independently. Many students are following that philosophy by standing up for their beliefs. Our administration might still be catching up on the fact that the student body is more socially aware and active than ever, and are adjusting to work with that.

Lab's unique culture is dependent on the administration's trust in students, and



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LEARNING BY DOING. Dewey believed in educating students through experience, giving a real-world perspective while learning in the classroom. Lab students are taught to think independently and critically to analyze and solve problems.

while rules are important, there is a difference between having those rules and implementing excessive restrictions to prevent anyone from breaking them. There is no doubt that some U-Highers will break rules. But to hold that assumption of bad behavior to everyone does not align with Dewey's philosophy. Not only does this limit students who abide by the rules, but it creates resentment toward the administration. Ultimately, this will hack away at the foundation of respect and trust be-

tween students and the administration.

We need to work together to follow Dewey's vision. Times have changed, but we all want the same thing: for everyone to be educated in an environment where students feel safe to think freely. As we move beyond 120 years, keep in mind that an important part of Lab's mission statement is to “develop a sense of personal and community responsibility.”

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

Girls and boys sports teams deserve equal attention

BY MAIA BOUSSY
MANAGING EDITOR

A few weeks ago, I saw something surprising. Looking up into the stands at Myers-McLorraine Pool at the Ratner Athletic Center while timing for the boys swim meet against the Latin School, I was astonished. Not because of the amazing show of school spirit or the kindness of people who had come to support their friends — I was astonished because as a



Maia Boussy

member of the girls swim team, I had only ever seen that many supporters at my senior night. Although I was initially surprised, I soon realized that this disparity between male and female sports team attendance is not unusual.

In professional sports, the gap in attendance and viewership between female and male sports is huge. The majority of professional sports shown on television are either exclusively male or male-dominated sports. Popular sports such as football, baseball and hockey have either a very small or non-existent female counterpart. The inequality was exemplified in the controversy surrounding the U.S. Women's Soccer team

this summer. The team earned a spot in the final of the World Cup; however, despite this amazing achievement, the women were forced to play on turf instead of grass, which is very dangerous for the players.

Though we like to think of Lab as immune from issues of gender inequality, examples at Lab are clear. Why, for example, does Dance Troupe only perform at boys basketball games rather than performing at the girls games as well? The boys basketball team receives more options for clothing such as track suits and different colors in shoes whereas the girls have to order their shoes in men's sizes, making it so that the shoes

don't always fit. Girls teams consistently have significantly less attendance than boys games do.

While none of these issues are extreme or, I assume, intentional, they help create an atmosphere where girls sports are valued less than boys sports. While we as students cannot change the distribution of equipment or resources between the teams, we control which games and competitions are attended and the amount they are attended.

Students should make an active effort to attend all athletic events, but especially to attend boys and girls games equally. No athlete should have to look into the stands at a home game and find

no one has shown up to support them. Speaking from personal experience, knowing that people have gone out of their way to support you and what you are doing improves the whole atmosphere. Athletes are likely to perform better because they want to make their fans proud.

The difference in attendance between female and male sports competitions is obviously an issue that is not specific to U-High. But that doesn't mean we should ignore it at our school. Both women and men benefit equally from having a strong cheering section. If you have time to go to a boys game, you can make time to go to a girls game.

College apps can be daunting, but staying organized can help

BY ALEX HARRON
MANAGING EDITOR

With all of my applications submitted and fresh off Senior Get-away, I thought I would take this opportunity to pass on words of wisdom about the dreaded college process to stressed-out juniors and ambitious sophomores.



Alex Harron

Spring Break: Start planning those college tours. Pack in as many of the colleges at the top of

your list as possible into those one and a half weeks. It makes a huge difference to walk on the campus, see the people, the dorms and taste the food. Walk into the dining hall, look around and ask yourself if you would fit in or see a table you could sit down at. Being on campus will really help you get an idea of what you want and help you find the right fit.

ACT or SAT. Yes, those three letters almost everyone dreads. Don't be afraid to take that test multiple times. I took it three times before I got the number I wanted.

SAT subject tests. You should start looking into if the schools

you want to apply to require them and how many. Heads up: most Ivy Leagues require or “strongly recommend” two and some schools, like Georgetown University, recommend three. For schools that don't require them like the University of Chicago, you can send them to additionally help your application. You'll want to schedule them for the end of this school year in subjects you're currently taking. On page 5 of the 2016-17 Program of Studies, the college counselors have provided a list of which classes prepare you for which subject tests. Many people take the Math II (students are prepared to take it after com-

pleting Trigonometry, Statistics and Discrete Math Topics), but take a look at the list online and talk to your college counselor about which you should take.

College counselors are there to help you, so use them! Start making a list of colleges with Ms. Kovacs, Ms. Wagner or Ms. Warehall. Go get to know her. She is going to write a letter of recommendation for you that is just as important as the teachers you will ask for recs. Keep her updated as you visit the schools, take standardized tests and ask teachers for recommendations.

Common App. You are most likely going to apply to schools on

the Common Application. The essay prompts hardly change over the years so you might as well take a look at them now and start brainstorming. I wish more than anything that I had my Common App essay finished before senior year started because my senior fall was just as, if not more, stressful as my junior year. Also, use summer break to take a look at the supplemental essay questions for the schools you plan on applying to. You can quickly brainstorm a list about what you're going to write about.

This is your future, so be in control of the process and stay on top of everything.

U-HIGH MIDWAY

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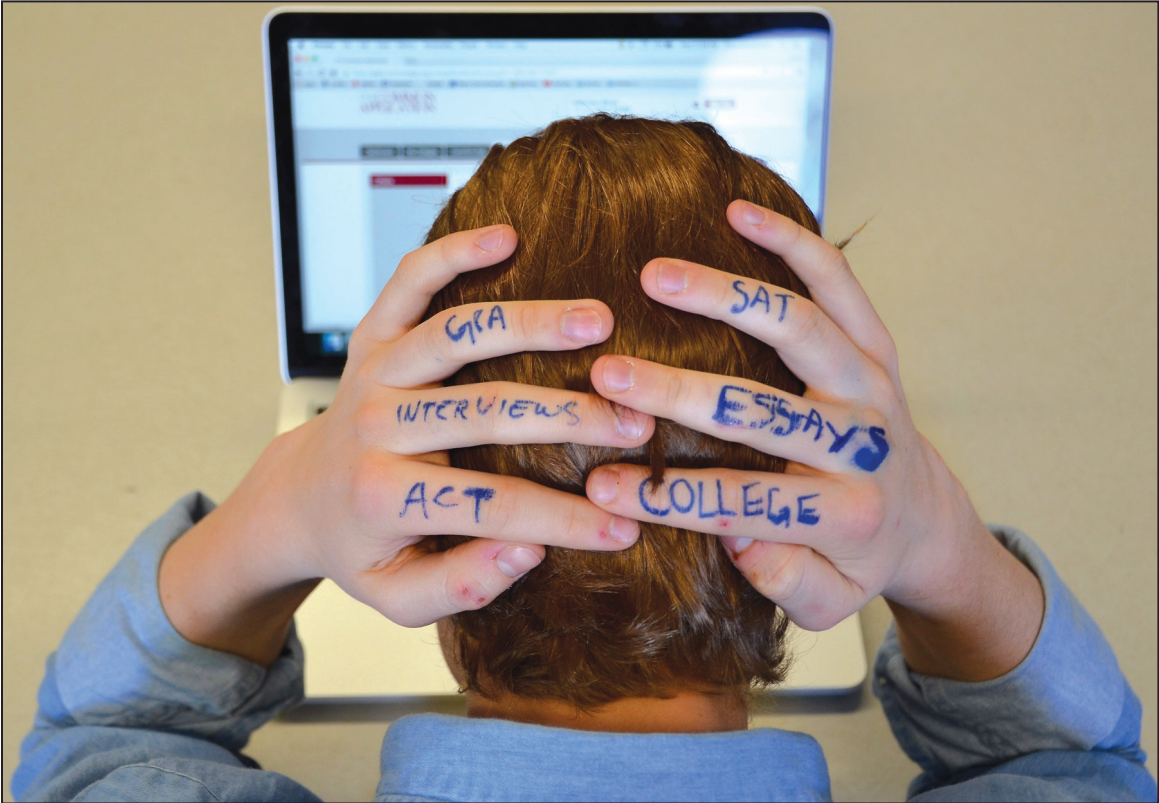
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Stress your way to school success



PHOTOILLUSTRATION BY PAIGE FISHMAN

Telling students not to stress only brings more in a culture that prioritizes stats over sanity

BY MICAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

It's no secret that the college process brings a great deal of stress to high school students, with the pressure starting as early as 9th grade for some. As at other prestigious high schools, U-High students vie for limited spots at top universities.

Recently, the school has made efforts to reduce student stress with programs offered by the counseling department as well as the "Challenge Success" committee.

Junior Alex Azar understands the impetus for these efforts.

He said that though some students may find them helpful, many think they waste much-needed free time, leading only to more stress.

"We hear from literally every other place that we need to stress out — we hear it from our parents who are paying for our education, we hear it from ourselves, we hear

"In a sense it is really their role to help us de-stress, but with the environment that Lab has now it is kind of unrealistic."

— Pascale Boonstra, junior

it from our classmates who are freaking out because they got an A- and now think they won't get into a good college," Alex said. "Having some older person who actually knows what they're talking about can certainly be helpful to some students. I also think for a lot of people it's not helpful and especially taking up free periods for meetings to discuss stress management really can add to our stress."

He added, however, that he thinks U-High students generally have enough time to finish their work, but if they feel overloaded they should cut down on their extra-curricular activities or take an easier course load.

Junior Pascale Boonstra agrees but feels that it's difficult to focus on homework after a school day.

"There are some times where I'm really busy, but often I procrastinate a lot, and things get drawn out over a long time," Pascale said. "It's hard to go to school for 8 hours, and then come home to be expected to do hours of homework, and actually focus for the

whole time, which is why it homework can take so long. I think the distraction — watching Netflix or going on Facebook — is a result of the constant concentration that you need in school all day."

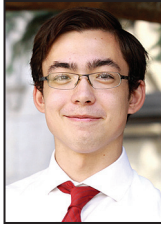
Pascale feels that this reflects a worldwide trend where people feel that to be successful they need to go to a prestigious university, and while this may be flawed reasoning, it is difficult for high schoolers to adjust their perspectives.

"In a sense it is really their role to help us de-stress, but with the environment that Lab has now it is kind of unrealistic. There would have to be a major shift in attitude among the students, teachers and parents."

As far as workload goes, Alex said that it is not the school causing people to be stressed but the culture at U-High, which is not going away anytime soon. Although the school's efforts can be helpful to some, in many ways it is a lost cause, he said.

"I don't really think the school can do anything to address that — it's part of the culture we have here, counselors will recommend to take things slightly on the easy side if you're really stretched too thin, and there's nothing the school can really do to change that — the culture is ingrained. If you're spending \$30,000 on a school, you're doing it so you can get into a good college."

Seniors share stories and secrets to de-stress



Theo Ando

"I think the most stressful part of the application process was when I had to click 'Submit' because after that point I wouldn't have control over any of the documents anymore. After I submitted my last application I went and ate some chocolate as I do after most important events in my life. During the actual process I played ping-pong with some of my friends in the senior lounge to avoid stress."



Fu-Cheng Jansen

"What I found most stressful about the college process was perfecting each and every essay, but what I think is kind of unexpected was the waiting process, that was also very stressful. I listened to a lot of music and tried to keep myself busy with basketball and I volunteer at the U of C hospital. It was nice to help other people who are dealing with life threatening illnesses, because it not only distracted me from college decisions, but reminded me that not getting into a school is not the end of the world."



Ishaan Dayal

"Editing the college essays was very stressful, I think I had like four or five people edit my essays. I played a lot of video games in the lounge to de-stress. I spent most of my free periods there. The game I play, it's called Smash, has a lot of room for improvement for me and friends as players, so that provided a good distraction from the college application process. It's a great way to waste your time. I think I got lucky compared to most people since I only applied to like five or six schools. I occasionally go for walks and listen to music. I'll just wander randomly downtown or here in Hyde Park when I'm stressed."



Ashley Mahome

"The most stressful part was most definitely having adults in my life rushing me to complete my essays. My parents wanted to be really involved in the process and wanted read all of the college letters that I got. To de-stress I actually rewarded myself after each essay by going out with friends, usually going to the beach or going out for food — any sort of outdoor activity. My friend Nora and I would go to Hyde Park Produce and pick up a bunch of fruit, then we would go to the lake and eat at Promontory Point and just relax."

Freshman creates fitness club

BY MAIA BOUSSY
MANAGING EDITOR

Seated in the trainer's room on Feb. 4, three students and one gym teacher gathered for the first meeting of Fitness Club.

Founded by freshman Louis Brooks with help from gym teacher Pete Miller, the new Fitness Club would have as a goal to help students stay active and in shape. Still in the planning stages, the club members also had plans to meet yesterday, Feb. 18.

Inspired by his own interest in exercise, Louis has been working on creating the Fitness Club since the start of the school year.

"I was going to the gym almost everyday since the start of the year," Louis said. "I thought it was a good idea to get other people into a club, especially for cardio and fitness. Also for people who want to just do cardio or build muscles, this club could be good for them. Also, I've been interested

in making a club for fun."

The club is starting up later than most other clubs because of scheduling conflicts, said Louis.

"I was setting up the club around a month after the beginning of the year, but the meeting took a while to arrange," Louis said. "There were a lot of assemblies around the time that I had enough signatures to make a club."

Excited about helping create this club, Mr. Miller wants to make sure the club caters to a wide variety of student interests in fitness.

"From my perspective," Mr. Miller said, "it would be great if this included a focus on multiple things, such as weight training for conditioning or cardio, people who want to focus on both, people who want to condition for sports-specific stuff and people who want to condition for sports specific stuff. In my mind, I would want to cover all of those interests, because when it comes down to it,

training is training, regardless of what your purpose is."

After hearing about the club through the bulletin, freshman Zoe Dervin attended the meeting hoping to find a way to stay in shape for more than just the soccer season.

"I thought that it was a really cool idea because I play soccer for Lab," Zoe said. "I really like being fit because it feels good to be in shape. It's hard for me to get to a gym because I live kind of far out. I like the idea of not only being fit during the soccer season, but being fit all the time and I thought this club would help me out with that."

Knowing that it is late in the school year to start a new club, Mr. Miller wants to set the groundwork for more activities next year.

"We are trying to get this thing semi-established so that we are ready to do something more substantive in the fall," Mr. Miller said.



MIDWAY PHOTO BY SAM FLEMING

GET SWOLE. Sophomore Milo Dandy hits the fitness center after school to do some tricep pull-downs. The fitness center is open during the week before school from 6:30-7:45 a.m. Monday, Wednesday and Friday, and after school on those days 3:30-5 p.m. and from 3-4:30 p.m. Tuesday and Friday.

Anniversary provides chance to reflect on past

Lab’s cultral roots continue to develop from the days of John Dewey to now. Although U-High has improved its racial diversity, the community feels there still needs to be improvement on counseling of students, as well as economic diversity. This 120-year anniversary acts as an opportunity to evalutate at the past, remember the evolution of the Lab schools and plan for the future.

Lab
at
120

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

BY MICAIAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

Founded as a lower school in 1896 — 120 years ago this year — Lab has undoubtedly changed a great deal since it was founded. But what defines Lab, and how has it changed?

In her recent book “Negroland: A Memoir,” writer Margo Jefferson, who graduated from U-High in 1964, writes:

“The Lab School combines seventh and eighth grade to produce a class of academically precocious 11- and 12-year-olds who are profoundly disoriented socially.”

However, Lab Schools progress continues to supercedes itself with increased competition and diversity.

Contributions from everyone

According to Lab Schools Director Robin Appleby, the Lab community has an unusual degree of expectation for input and contribution to the future of the school.

“Community input is a very positive thing,” Ms. Appleby said. “In a school this large, it is a challenge to create systems through which all voices can be heard. There needs to be intentional planning for this to be successful and to avoid frustration around process.”

Students maintain quality

Physics teacher David Derbes thinks students have largely stayed the same since he came to Lab in 1986 — in his words, they’ve always been smart, hardworking and considerate towards one another.

“A lot of people think that high school was the worst years of their lives,” Mr. Derbes said. “That’s not usually true of Lab school gradu-

Next issue:
“Lab Beyond 120”

ates. They might come out with an inferiority complex, but I think in general, kids that are a little weird get a better shake at Lab than they do at other places. By and large, the kids here are wonderful students, and that has not changed.”

Longtime faculty member Fran Spaltro, currently the acting associate principal, thinks the school, though quite competitive, has a strong sense of community.

“I think there’s a fair amount of civility that veils that competition,” she said. “And not just civility, I think a real sense of community. So you have this sense of community and competition that are always there.”

Economic diversity

In the last few years, ethnic and racial diversity have come to the forefront of issues to be improved at Lab. Another type of diversity — economic — has also suffered recently, according to Mr. Derbes.

“It does seem to me — and it’s not a complaint, just an observation — that the economic diversity is not as great as it was,” Mr. Derbes said. “And a big part of that is that it’s gotten very much more expensive, but that’s been the national trend in terms of education. Every time tuition goes up, fewer people can afford to go here, but the school has been working hard to improve scholarships.”

Perhaps related to the shifting economic diversity, alumna Patricia Schulman saw a number of differences between the Lab she graduated from in the late 1960s



1986 U-HIGHLIGHTS YEARBOOK

GOOFING OFF WITH LONG STANDING TRADITIONS. In 1986, Cultural Union’s spirit week traditions raged on with tug-of-war. Other events for the year included ‘50s day, a tradition still carried on in the 2016 Spirit Week with decade-themed dress-up days.



Robin Appleby



David Derbes



Fran Spaltro



Reed Rosenbacher



Grace Cain



Ronald Tunis

and the one her children graduated from in the late 1990s and early 2000s.

“When my kids went to Lab, I felt that there was the same kind of style to the school, that it nurtured kids’ creativity, and freedom of expression and thought,” Ms. Schulman said. “But it had changed in that it no longer seemed like a neighborhood school, with kids from all around the city. It felt more like a brand-name type school, and that people were in essence buying an education for their kids. Not that there’s anything wrong with that.”

Reputation for quality

Nationally, a trend among universities is increased emphasis on public image, largely to gain higher spots in ranking lists. Senior

“The image of Lab used to be a brilliant, crazy intellectual professor, but now it seems more preppy, more ‘do everything to get into an Ivy-League school’ mentality.”

— Reed Rosenbacher, senior

Reed Rosenbacher, who enrolled in the Lab nursery school at age 3, thinks Lab seems more focused on its image than it used to be.

“It seems like right now the school is more focused on its representation and outward image than anything else. We’ve built nice buildings, but there seems to be little emphasis on actually improving and funding programs,” Reed said. “I really think there’s been a shift of the culture of who we are. The image of Lab used to be a brilliant, crazy intellectual professor, but now it seems more preppy, more ‘do everything to get into an Ivy League school’ mentality. It’s less about knowledge and ideas and more about how we look.”

Senior Grace Cain, who has also attended Lab since she was 3, shared similar sentiments with regard to Lab’s changing ethos.

“Maybe this was just the impression I had as a child,” she said, “but I felt like there was not as much achievement-building, but actually cultivating knowledge.

One possible upside of these shifts is the ability to attract better teachers, contributing to an overall increase in the quality of Lab faculty, according to Mr. Derbes.

“Certainly a number of wonderful people have retired, but I think the average teacher now comes off better than the average teacher 30 years ago,” Mr. Derbes said. “Part of that is I think that Lab’s reputation has grown.”

Evolution of pressure

However, this cultural shift may well be related to what many see as increased pressure on students to do well balancing classes and activities. It also reflects the notion of “community and competition,” Ms. Spaltro mentioned.

“I think it’s always been difficult for students to navigate,” Ms. Spaltro said. “I think some look like they navigate it with ease, but there’s a cost to that that not everybody sees. And maybe that is more pronounced, if I were to speak about how Lab has changed. There’s a tension there, and it’s one that I don’t think is entirely healthy, but it’s there.”

Possibly as a result of this increased pressure, U-High counselor Ron Tunis has seen an increase in students suffering from anxiety and depression.

“The mental health of the high school is significantly worse now than it was 15 years ago,” he said.

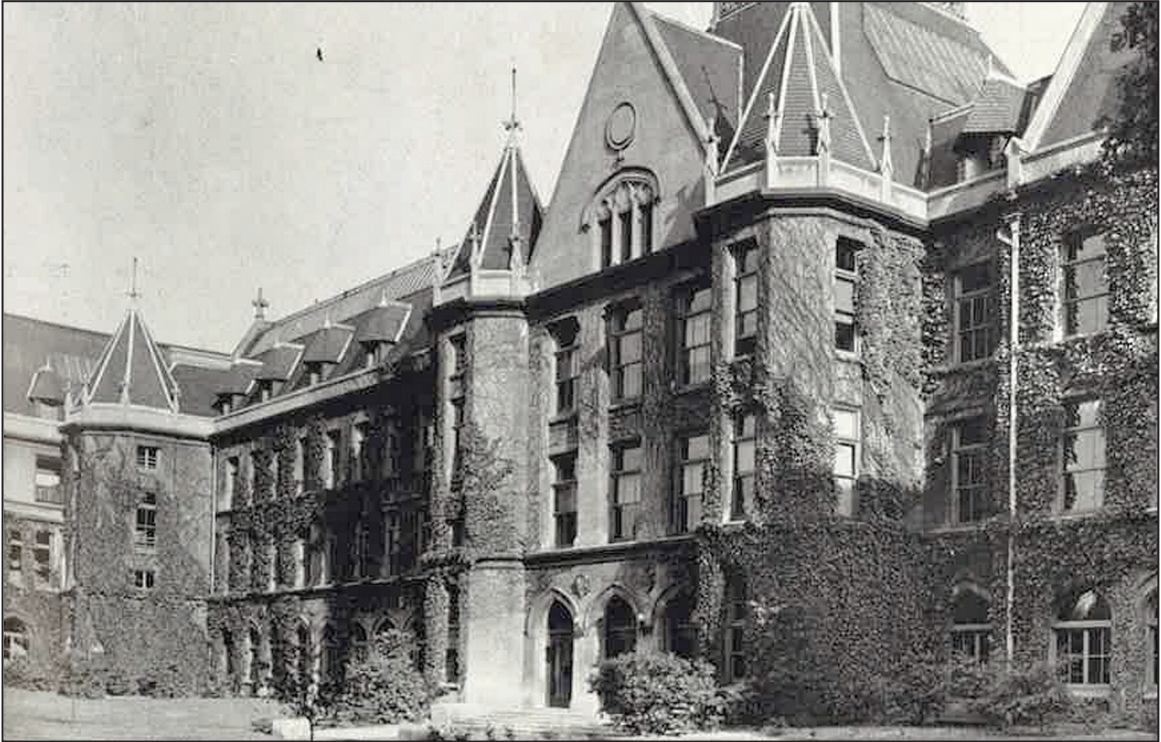
Mr. Derbes thinks the increased pressure stems from high schoolers’ fears that if they do not attend top institutions, they will be unable to secure employment or success.

“I think that kids here have become more serious students, and that’s not necessarily a good thing, which sounds strange, but because the motivation now is fear. And I’m concerned about that — it’s not just local to Lab, it’s across the nation.”

Staying true to Lab’s roots

Despite these shifts, however, Ms. Spaltro feels that Lab is much the same as it’s always been.

“Lab is still very much a U of C microcosm,” she said. “You still have a mix of students, you have a mix of faculty, but I don’t think the culture at Lab has changed all that much ... the things that make this place Lab are still there.”



1944 U-HIGHLIGHTS YEARBOOK

STUCK IN A TIME MACHINE. Pictured in 1944, Blaine Hall’s exterior has been virtually unchanged for the past 72 years, with the same sight able to be seen today.

'We are not there yet...'

With the recent inclusion assembly, Lab may have work to do preparing its student body for a gender-balanced workforce

BY ARIEL GANS
EDITOR-IN-CHIEF

Fighting in combat, coaching professional sports teams, and now possibly running the country, now more than ever women are rapidly breaking into what we have up until now been "male roles."

With such a rapidly changing professional world, it's increasingly important that Lab to prepare young women for leadership. Feminist Club President Fikayo Walter-Johnson, who is also Student Council vice president, believes that the focus for Lab may not need to be on preparing female students, but the male.

"I'm not so sure that it's about preparing women to be leaders, but preparing men to see women as leaders," Fikayo said. "I think really what it's about is preparing other people to have women in these environments. For instance, growing up with all male presidents, guys have rarely seen girls in executive positions or positions of power. I think we that we need to change guys thinking and saying, 'Guess what, women are entering this workforce. You need to understand and treat them as your peers and be sure that they environment that we're putting them in isn't bad.'"

One way that Fikayo believes

that Lab can create this environment is through stronger moderation of class discussions.

"I've noticed a clear discrepancy between who speaks up in classes, and it really perpetuates who is seen as a leader and has the great ideas," Fikayo said. "There's a lot of speaking over each other in class, and 95 percent of the time it's guys speaking over girls. I don't know if I've seen a teacher here say it's not your turn to talk, stop doing that. Most of the time I think it happens so fast that they just allow it and those norms aren't really set in stone before the class begins."

Fikayo believes that Lab needs to work on preventing this dynamic.

"You're not creating a respectful discussion environment where people feel comfortable speaking up," Fikayo said. "It could be people's dispositions — some people are quieter than others — but I do think that girls are told to be proper ladies and not speak up too loudly, be respectful and wait their turn before they do things, whereas for guys I don't think it's as ingrained. What's interesting for me is that I know girls that are just as vocal but I don't see them doing that as much in class."

AT Economics teacher Charles Disantis, who also is co-adviser for the Model United Nations team, believes that the differences in male and female student class dynamic is a cultural matter.

"I think there is this tendency amongst male students to talk over female students and I don't think it's intentional or even that they realize that they're doing it," Mr. Disantis said. "It's indisputably a cultural thing. Even in a regular discussion you do get people, traditionally male students, that just jump in, and I don't know what there is to do about it other than just try to promote a culture where everyone is included in the same way — which is tough because you're looking at uneven starting grounds."

If Lab is to prepare young men and women for a world where women have parity and increasingly equal opportunity, Fikayo believes that more attention needs to be given to creating gender balances in classes like economics.

"You wonder why is it that girls aren't taking Econ, and it's not because they're not interested in it," Fikayo said. "I know one girl dropped it because there were so many guys in her section. When you see that as a girl, you don't feel comfortable because these people take charge of this environment and don't let women speak up. I don't think we can dictate what people are interested in and want to partake in, but I think that you need to prioritize a girl in a class like Econ instead of a guy so that there's more of a gender balance in a class that really requires a num-

ber of different voices and perspectives to actually address."

As for how to counteract this classroom dynamic, Mr. Disantis thinks that it needs to come from everyone respecting everyone, as opposed to just female students.

"I don't think that it would be helpful for me to single out and say let the girls talk, because that kind of assumes that female students aren't able to assert themselves," Mr. Disantis said. "I think it's more about everybody adhering to these sort of ground rules. It's more like please let everybody have an equal say. Otherwise you're saying that the males have an upper hand. And I could do a better job of that."

Eight girls are enrolled between two sections of AT Economics, which AT Economics teacher Christopher Janus says is lower than in past years. Mr. Disantis has six of the girls in his section of 23 students, and finds it difficult to avoid male domination in class discussions despite female members being active in discussions.

"It's not an equitable distribution by any stretch of the imagination," Mr. Disantis said. "It does for whatever reason mimic the wider business and economics fields, and that's curious to me. Some students say that there becomes this selection where female students start to believe that they're not quite as good at something in classes where the ratio is disproportionate, like in economics and higher-end math classes."

In some ways, these gender imbalances can perpetuate the idea that certain topics and professions are for certain genders. This can create both boundaries that encourage or discourage students from pursuing their interests. In topics such as STEM, Fikayo finds that an increased nurturing of

"I'm not so sure that it's about preparing women to be leaders, but preparing men to see women as leaders."

— Fikayo Walter-Johnson, senior

teachers of female students could further prepare men to see women as equals in that area of the workforce.

Mr. Disantis believes that student activism is the the best way to really change Lab's culture.

"Changing these norms in the classroom is a starting point," Mr. Disantis said. "I think that students really need to be the ones to lead this charge and faculty and administration has to be willing to be partners in having these conversations. You guys see a lot more representation of the school's culture than I do, since I just see kids in the classroom. You have a much broader perspective on how things are and what needs to change."

Overall, Mr. Disantis believes that Lab prepares students for college and the workplace, and that the student body here is especially active in that regard.

"I think the student body here is really active at making people aware of groups that traditionally have been pushed to the back-ground. I don't think though that that necessarily eliminates some of these ingrained cultural expectations. They might mitigate them, but they don't eliminate them. With that said, I know there's a lot of work to do. Being a safe place, a progressive place, that has to mean complete equity in terms of feelings of safety amongst male and female students alike and we're not there yet."

Lab at 120

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



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Women dominate Lab administrative positions

BY ELENA MAESTRIPIERI
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From a country where a woman might just be the next president emerges an irrefutable reality: women are not only capable of, but successful at fulfilling leadership roles historically monopolized by men.

At 120, Lab finds itself in a place where women occupy virtually all head leadership and administrative positions (from director to the principal of the lower school). Since only one gender is represented in these key decision-making positions, does the leadership strategy differ?

Fran Spaltro has served U-High as acting associate principal since July and noticed differences in leadership since then as well as from many years as a Latin teacher working with male administrators.

"It seems to me that the most successful male principals employ the same kind of strategies that women tend to employ in problem solving," she said. "It's about listening really well, with all your heart, so even if you end up saying or deciding something that the people you're working with don't like, they know that they have been heard and they feel like you have thought about it, listened, acted fairly and judged soundly."

Laboratory Schools Director Robin Appleby has occupied a leadership position for more than 18 years; she has been a director, a school principal in Ohio and in the Netherlands, and the superintendent of a school in the United Arab Emirates. She explained that employing administrators with different backgrounds can allow for discussion of a more diverse array of topics within the high school environment.

Ms. Appleby explained that a benefit to having women in leadership positions is that there is an expected empathy from other women and girls in the school commu-



MIDWAY PHOTO BY PAIGE FISHMAN

ADMINISTRATION CONVERSATION. In the U-High lobby, director Robin Appleby, learning coordinator Lesley Scott, Acting Associate Principal Fran Spaltro and college counselor Abigale Wagner end the day with a laugh. "We've all found our way into these leadership positions," Ms. Wagner said, "because we've been able to practice those skills at some point and someone has likely mentored or inspired us to realize that we do have voices, and we do have the desire to be leaders."

nity, and it allows for certain conversations that otherwise may not have taken place.

"There's a push in leadership in general to be more collaborative, to support entrepreneurial thinking, to be more group oriented, rather than the one strong person at the top telling everyone else what to do, and that's been perceived as a kind of more 'feminine'

approach to leadership," she said. "There has been a change in the way that leaders in general recognize how good work gets done. That kind of top-down, traditional model of decision-making doesn't work in a very democratic environment that encourages other people's voices to be heard. I think it's very hard at Lab to meet the needs of every-

body and that a lot of leadership here tries to do that."

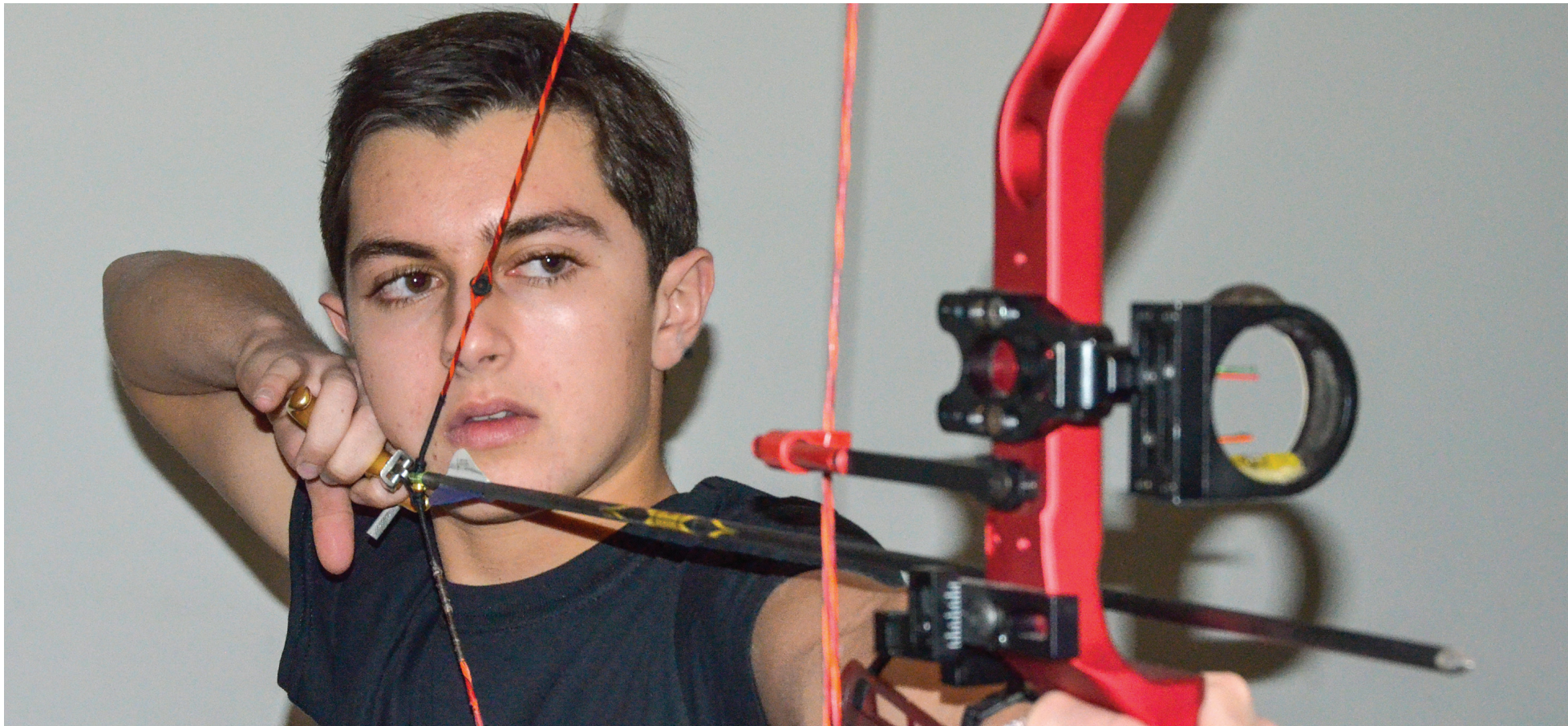
What remains is the question of how these changes in leadership affect the school community. With growing student interest in activities that promote and explore diversity, such as Feminist Club or the independent study course "Herstory," and gender-related conflicts such as the removal of a breast cancer awareness poster earlier this year, female administrators find themselves not only in leadership positions, but also as role-models and possible sources of empathy and empowerment for female students.

Ms. Spaltro emphasized the importance of educating students about gender studies and the appropriate way to deal with gender-related conflicts from a young age.

"Every student is in a different place," Ms. Spaltro said. "Every young woman is in a different place, has a different group of friends, and family situations that may affect their lives. We hope that we can create a culture that is healthy, healthier than what it is now. We do recognize that there is a lot disfunction going on right now. A lot of times there's disfunction between boys and girls. We need to be training boys and girls even from lower school how to use their voice and to get help when they're in danger — real or perceived."

Ms. Appleby commented that, historically speaking, men have often been behind the reins of Lab — Ms. Appleby is one of four women to have ever directed the school.

"As the country changes, as the world changes, as we think about diversity a lot more, hopefully more women leaders, hopefully leaders who bring more diverse perspectives will come into roles that will allow them to share their particular experiences. I think that's one way in which having more female leadership at Lab can be impactful."



MIDWAY PHOTO BY BENJI WITTENBRINK

TAKING AIM. Alec Kaplan stares down the pin-sight of his red compound bow, maintaining tension on the string before the arrow flies to its target.

Every arrow hits a different target

Junior Alec Kaplan finds his passion in competitive archery

BY ALEX LUND
ARTS CO-EDITOR

One arrow at a time.
This is the mantra of junior Alec Kaplan — a student, team member, and rising, competitive archer. Alec has many passions, including Finance Club, “Game of Thrones,” Model UN, New Wave bands and playing tennis. However, unlike many kids his age, he is also a stand-out archer who recently competed in an International Championship in Las Vegas. Alec picked up a bow and arrow for the first time in the summer of 2007 at North Star, his summer camp, and fell in love with the sport immediately. Two years later, at age 11, he won a statewide tournament in Indiana. Alec has since trained fervently, learning about all of the different facets of the ancient, epic sport of archery. Last fall, Alec be-

came Level 1 Certified as an USA Archery Instructor and spent last summer teaching archery in the very camp that he discovered it in. Alec’s mentor, Bill Munson, President of the Lincoln Park Archery Club, coach and professional archer, has worked on and off with Alec for the past five years. Mr. Munson noted the level of intensity required to compete at national tournaments, especially as a teenager. “Alec’s outgoing personality, competency in shooting and willingness to help others has made it easy for him to find community in shooting ... He’s owning his shooting, his choices and his desire to shoot and compete at archery. Mr. Munson stressed that the key to success in archery is having a positive attitude, self-motivation and focus. “Alec is very results-driven,” Mr.

Munson said. “He is inquisitive and has an outgoing nature; he also has a very positive attitude. His positive attitude has allowed him to take on some very intense training, and to deal with adversity without becoming frustrated.” The sport’s popularity is validated with mass international and national tournaments such as The Vegas Shoot in Las Vegas, which took place over the weekend of Jan. 29. Alec was one of over 3,000 competitors vying for a piece of the \$330,000 cash prize. The Vegas Shoot consisted of three rounds of 30 arrows, and the maximum score one could achieve was 300. Alec averaged an overall score of 273. Out of 250 other competitors in his division, Bowhunter Freestyle, he placed around 160. While anyone can sign up and pay the entrance fee to participate in these tournaments, in order to place well, one must be training on their own and be able shoot competitively. So far, Alec has participated in three tournaments. Although Alec didn’t score highly enough to win any of the prizes

in The Vegas Shoot, he did walk away with a great experience. “Besides shooting a perfect score one round, the best thing from the tournament was watching my coach shoot a perfect 300,” Alec said. “He’s a fantastic archery coach, but he also has been just a good mentor in general. He’s taught me to not stay too focused on the end result, focus on the moment you’re in, and focus on each individual arrow.” For Alec, part of the appeal of archery is the room for individuality and self-competition. “You don’t necessarily have an opponent, and you are your own worst enemy,” Alec said. “In life we’re surrounded by so many things that are out of our control. But in archery, you’re competing with yourself, and you have complete control over how you do.” Although archery may only be one of his many hobbies, he continues to strive to place higher in tournaments like The Vegas Shoot, hopefully play on a college team, and continue shooting competitively into his adult life.

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— Alec Kaplan

While Alec might be unsure of what the future holds for him currently, be it a spot on Wall Street, or spending time to further nurture his passion in professional archery, he continues to apply his mantra to all aspects of his life. “Each of my arrows hits a different target,” Alec said. “So, it is important to focus on each individual task or activity that I am doing at the time. I sometimes am too focused on the final score instead of each shot. Similarly, I focus too much on the future and I don’t focus enough on each activity that I do in the present. Every class, every extra-curricular and every moment deserves concentration.”

No-shows cause practice problems

BY ARIEL GANS
EDITOR IN CHIEF

With lower attendance and enrollment rates across many of U-High’s athletic programs this season, athletes, coaches and administrators suggest that the no-cut policy may be to blame. Now in his second year coaching the squash team, Peter Wendt has yet to have a practice with a full team this season. “Obviously the more often you practice the better you’re going to get,” Coach Wendt said. “It’s really to their benefit. Obviously I want to win, and we always play to win, but there are physical limitations. Learning to play squash is a big commitment and there has to be continuity there. Sometimes people don’t show up.” Coach Wendt doesn’t feel that punishment or exclusion is the key to better attendance. “I just wonder whether it would have the opposite effect,” Coach Wendt said. “If we said we’re going to look at your attendance and if you’ve missed two practices this

week then you’re not going to play, we would finish up with nobody ... My players are benefiting from the lack of attendance of their teammates though because they get to play more.” Fencing captain Nikita Dulin, a senior, said that the policy perpetuates Lab’s poor-at-sports reputation. “The no-cut policy is the catalyst for the nonchalance toward sports here,” Nikita said. “I think that our school sometimes promotes this poor attitude toward sports because there’s a lot of drive to do well in school and not so much in sports. Everyone’s working so hard that people are tired and don’t want to do anything but lay around, but then your sport is suffering.” Girls basketball team captain Autumn Espinosa, a senior, is also frustrated by the effects of the no-cut policy. “I think that the no-cut policy has its ups and downs,” Autumn said. “There are more people that can come, and we have a larger

team, but then you have people that work really hard and love the sport, and all they see are people who are just trying it out and aren’t committed. Since there’s a no-cut policy, the people that do work really hard are undermined by the people who are just there because they get to be on the same level, especially since we don’t have a JV team—there’s no separation.” Additionally, Autumn has noticed the negative affects the attendance of players has had on those that attend consistently. “For the people that do show up, they get very discouraged. They might start off the season saying ‘I have to come to practice every day and work my hardest,’ but then they’ll slowly lose that mentality as they see other people trickle off.” Autumn believes that better attendance could ameliorate the team’s record. “We would absolutely do better at games if people came on a more consistent basis,” Autumn said. “I know that there are other obligations that people have. I under-



David Ribbens



Peter Wendt



Nikita Dulin



Autumn Espinosa

stand that. But you chose to join this sport, you should show that commitment. If people had to try-out, they probably wouldn’t take their spots for granted.” Due to low enrollment, often athletes with poor attendance records still get to play in matches. “There are people on the team who will miss a week of practice and then come to the game, expect to play and then act angry,” Autumn said. “But because our starters get tired and we need subs you will play, not because you deserve the playing time.” This attitude amongst certain student athletes has been brought to the attention of Mr. Ribbens in the past. “I think in some people’s minds,” Mr. Ribbens said, “the idea of a

no-cut policy means that there is some wavering level of commitment to the team and that gets a little frustrating for me.” However, Mr. Ribbens does not foresee the no-cut policy changing in the future. “I believe that that encouragement is important for students to have,” Mr. Ribbens said. “The reality is that if a coach had those unrealistic demands of every kid at every practice and every game, and said that if you didn’t then you were kicked off the team, a lot of our kids simply wouldn’t be able to join the teams ... I think that if kids knew that there’s a chance for them to get cut they would have less interest in joining, which to me this is not a very healthy way of encouraging participation.”