

Students discuss sexual misconduct reform

Members of Feminist Club seek transparency, consent education

BY GRACE ANDERSON
EDITOR-IN-CHIEF

A group of students pushing for reform on how U-High addresses sexual misconduct and affirmative consent education believe the need for change is urgent.

"Students are feeling unsafe at this school and want to do something about it," Alina Cui, one of three Feminist Club leaders, said. "I feel that eventually this frustration will bubble over and there will be an explosion."

She questioned whether administrators would reach out to students and respond to complaints and suggestions. She said, "I definitely believe that when enough students and faculty speak up the administration will react, hopefully positively and effectively."

Because the University of Chicago receives federal funds, Title IX of the Education Amendments of 1972 applies to its policies. As a division of the University, Title IX also applies to the Lab Schools. Title IX is a federal law that prohibits discrimination on the basis of sex.

As the University's Title IX Coordinator, Sarah Wake is responsible for coordinating the response to complaints pertaining to discrimination and sexual misconduct, including sexual harassment, for the entire University and the Lab

Schools. In an email statement to the Midway, Ms. Wake said she would "be working to provide educational opportunities for the high school community" in the future.

Feminist Club members hope this development will build upon their previous work pushing for changes at U-High related to the handling of sexual misconduct. The members have discussed their desire for additional transparency regarding the protocol for handling and reporting cases of sexual misconduct, a mandatory course for all students on affirmative consent, and the addition of a sexual assault and harassment counselor to the faculty.

These suggestions are similar to a set of initiatives for responding to sexual misconduct that were announced last month by the University of Chicago and which will take effect July 1.

"Although we talked about it, there was no action plan in the past," Fikayo Walter-Johnson, another Feminist Club leader, said. "We need to let it be known that we're asking for reform in the way that consent is taught at this school because it's not just the people in Fem Club this affects, it affects every member of the community."

Alina explained the Feb. 18 high school inclusion assembly



Alina Cui



Fikayo Walter-Johnson



Maria Privitera

prompted club members to begin planning. Two documents eventually emerged because members disagreed on their approach for raising these concerns, but Feminist Club members agreed on the general substance of these requested changes.

According to Maria Privitera, another Feminist Club leader, the sexual assault and harassment counselor that both documents requested would teach a mandatory consent course at every grade level, which could be incorporated into the health curriculum.

"I hope that they will realize that these demands are so reasonable and what we're asking for are not privileges. These are just basic rights," Maria said.

U-High Dean of Students Ana Campos also noted that the way consent is taught needs to be improved, but one of the challenges is the current schedule.

"I think there's not enough discussion about consent, in general, in society," Ms. Campos said. "It

needs to not only be in health class or sex-ed. It needs to be more than once your sophomore year. It needs to be a continuing conversation. A challenge at our school is time. We don't have a

lot of time in our schedule to have conversations like this, but hopefully we can reform the schedule to make sure these types of discussions can occur on a regular basis."

Fikayo believes greater transparency from the administration would also help to relieve concerns and prevent gossip from driving how students understand future issues. She said the small size of the community leads to speculation, and that students want to hear directly from the administration what's going on.

Fikayo drew the comparison between incidents at U-High and the security alert email messages students receive regarding activity on the University of Chicago campus.

"Initially, I usually feel distressed that something happened within our community, but I also think it helps people feel more secure. Getting that alert means OK, officials have been warned about it and someone is going to take steps to deal with it."

Maria also explained the trans-

parency measures could be similar to those that the University of Chicago intends to enact as of July 1, where it will report annual statistics on student reports, investigations and disciplinary hearings related to sexual misconduct.

Another focus was the need for clear protocols regarding cases of sexual assault. Maria explained their goal was to ensure students facing these issues feel comfortable coming forward.

"We made it very clear what we wanted the consequence to be when someone assaults, harasses or threatens another person sexually," Maria explained. She hopes that the Lab Schools will follow University of Chicago regulations for the consequences of sexual assault and harassment.

Ms. Campos explained that the administration, Student Council and Feminist Club have worked together in the past to address the dress code, and she praised the students' ability to craft a proposal that was able to be implemented. She said she hopes they can continue to work together that way to solve other problems.

"We're going through these difficult times as a community, and what matters to me is that we get through them," Ms. Campos said, "but also that we learn something from them. I think that's what I look forward to, because we want to try to improve what we can about the school."

CRIMINAL JUSTICE



MIDWAY PHOTO BY BENJI WITTENBRINK

SPEAK UP. Federal District Court Judge Sharon Coleman speaks to students March 3 regarding the structure of the criminal justice system. She explained why it is often difficult to indict police officers and discussed her experience as a black female judge in a field dominated by white males.

Two more principal candidates visit

BY ALEX LUND
ARTS CO-EDITOR

Third time's the charm? U-high should hope so.

The principal search committee has been looking for the right candidate since the end of the 2014-15 school year. The committee worked with search consultants to identify potential candidates and went back for a third round after two candidates who visited in January were not hired.

Two additional prospects visited Lab in the past week. Stephanie Weber visited on March 2-3, and John Buckley visited on March 7-8.

Laboratory Schools Director Robin Appleby wrote in an email to the school community on Feb. 22 that candidates must have the experience and future outlook to fit with the U-High community. She wrote she believes both candidates "have the capacity to arrive at U-High ready to immediately run a successful and growing division of the Laboratory Schools."

Stephanie Weber earned a M.A. from Wesleyan University in Liberal Studies and a concentration in math, her M.Ed. from Harvard University's Graduate School of Education and a B.A. in history from Hamilton College. She previously served in senior leadership roles at the Hewitt School in New York City, a K-12 all-girls school of 520 students. She served most recently as strategic projects consultant and previously as head of the upper school, assistant head of school and math teacher. She is a former math and history



Stephanie Weber

teacher at the Spence School in Manhattan and also served as the Director of Upper School at the Westridge School in Pasadena, California.

Ms. Weber said during the student panel portion of the interview process on March 2, that she would like to come to a school where she can contribute for a long time.

"I would want to give myself enough time in a leadership role," she said. "I don't think you can have an impact on the school, a particular school like this that's in really good shape, that doesn't need stuff fixed, but just needs someone who understands the school, who can help it grow."

With the hope of making Lab the best version of itself, Ms. Weber said she believes that her experience in strategic planning and commitment to communication could bring Lab to the next level.

She acknowledges that the education system has changed significantly over the past 20 years and that it is necessary to adapt. She believes that, if offered the position she could foster growth at Lab.

John Buckley earned a doctorate in education from Northeastern University, a M.Ed. from Harvard University's Graduate School of Education, and a B.A. and B.S. from Asbury College in Kentucky. He is currently principal



John Buckley

of Nantucket High School, a public school in Nantucket, Massachusetts, which has grown from 375 to 525 students during his time there. Dr. Buckley was named Principal of the Year in 2012 by the Massachusetts Secondary School Administrators Association. Dr. Buckley also worked at the Noble and Greenough School in Massachusetts, was the dean of students at the Andrews School in Ohio and taught Spanish at the Lexington School in Kentucky.

"I don't think that an administrator coming in should have an agenda for what he is going to do at a school," Dr. Buckley said in the student panel meeting on March 7. "He needs to come in and listen and learn about the institution and then collaboratively develop a process for change... There are a lot of different perspectives and diverse points of view. I think that I am a good listener, and a good judge of the cultural climate in a place."

Dr. Buckley said he believes in fostering experiential learning, diversity, student expression and a strong sense of community at U-High. After growing up in a small town in Ohio and living in Nantucket for the past 15 years, his Midwestern, close-knit mentality and desire for close communication is something that he hopes to bring to Lab.

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Pushing herself toward an individual goal: that's what drives Anna Bakwin to snowboard. For her, the exhilaration and ability to exert control make it unforgettable.



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Blip Blip. U-High "Smashers" discuss competitive interest in iconic childhood favorite "Super Smash Bros. Melee," a pastime of senior lounge gamers.



Hydration stations coming

BY CLYDE SCHWAB
FEATURES EDITOR

Cool, refreshing, filtered: U-High, prepare to get hydrated. While U-High may currently be bereft of satisfactory water fountains, according to David Stafford, the Associate Director of the Business Office, U-High will have “hydration stations” on each floor by the start of the 2016-17 school year, complete with both water bottle fillers and fountains. Every two weeks, the U-High office spends \$56.25 on roughly 25 5-gallon jugs of water for the cooler, at \$2.25 a bottle, in addition to a case of cups a month. Although relatively minor, the expense of a water cooler began mounting alongside the common U-Higher’s distaste for water fountains in the

U-High building. “It was originally for faculty and staff, but due to the lack of water fountains in the building for students, a few students started coming in and it just sort of kept rolling from there,” Carol Arrington, the high school secretary, said. “We have repeat students, some who come in several times a day and each time they use another cup, but like I said we don’t have good water fountains, or very many water fountains so it’s difficult for high schoolers to find good water.” Ajay Chopra, a regular at the U-High office water cooler, explained his daily use of the cooler. “I remember one time I had a sip of water from a friend’s water bottle, and as soon as it hit my lips, I nearly gagged,” Ajay said. “I asked

“We don’t have good water fountains, or very many water fountains so it’s difficult for high schoolers to find good water.”

— Carol Arrington, high school secretary

where she filled it up, and she said, ‘Oh just with the high school water fountain,’ and I said, ‘that explains it.’ Go to the office for water, kids.” However, responding to complaints regarding the taste of water from the U-High fountains, Mr. Stafford noted that the water had been tested by the University of Chicago Department of Environmental Health and Safety and was safe.

STEM club to host first Discovery Day

Science-themed workshops will take place throughout April 7

BY MARISSA MARTINEZ
MIDWAY REPORTER

On April 7, Discovery Day will showcase different University-based speakers to show how interdisciplinary math and science have become by presenting themed workshops varying from fossils to psychology.

An expert from a local science museum will present during Thursday’s scheduled assembly period. Other speakers will talk during lunch and certain class times based on teacher interest.

Junior Athena Chien, president of the Science, Technology, Engineering and Mathematics (STEM) Club, organized the event and was inspired to use the idea of a similar Discovery Day run by parents at her old elementary school.

“When I came here, I saw that there was Artsfest, and I thought it would be a good idea to do the same thing with science workshops,” Athena said. “I started the STEM Club at the end of last year, and we really pushed for a Discovery Day at the beginning of this year.”

Although a whole day could not

be allocated, Athena is excited by the possibilities that lie ahead.

“Part of my goal was to reach not only people already interested in STEM, but people who are not as interested in those topics, or who would consider themselves a humanities person, even if science isn’t something they’re interested in pursuing.”

STEM Club adviser and science teacher Sharon Housinger thinks of the day as a way to see different

real world applications of science and technology that aren’t frequently taught in high school.

“Kids at Lab are good at a lot of things,” Ms. Housinger said, “but I think that

sometimes, when they go to college, they think, ‘I have to choose. Am I going to do science or humanities? I might be good at math, but I don’t know what to do with that.’ In today’s world, there really isn’t a distinction like that anymore. People who have talents and interests in multiple fields are in high demand. I think it’s going to be very valuable to give kids exposure and show them that’s an option before they make college choices.”



Athena Chien



Sharon Housinger

Assembly recognizes student achievements

BY TALIA GOERGE-KARRON
MIDWAY REPORTER

On Feb. 18, high school students and faculty gathered for the quarterly recognition in the Assembly Hall. Students recognized were:

Class of 2016 National Merit Finalists: Robert Bacon, William Bremer, Micaiah Buchheim-Jurisson, Joanna Cohen, Marcel Dupont, Fabrice Guyot-Sionnest, Nathan Issacs, Julian Lark, Arun Sharma, Angela White.

Illinois Music Association All-State Jazz Ensemble: Matthew Ferraro

Illinois All State Choir participant: Will Kent

Members of the Poetry Slam Team, Inverse: Angela White, Anna Funk, Olivia Perozo, Asha Futterman, Mica Pachicano, Sarah Markovitz, Liza Edwards-Levin, Pria Parsad, Zora Navarre, Florence Almeda, Charlotte Goldberger.

Shakespeare competition: Winner Lucy Ordman; second place, Julia Gately; honorable mentions Dania Baig and Katya Edwards; participants Derek DeJong, Giacomo Glotzer, Talia Goerge-Karron, Charlotte Goldberger, Tomas Linquist, Maria Privitera, Alyssa Russell, Anna Schloerb, Jacob Shkrob.

Math Team NSML and IML perfect papers: Helena Abney-McPeck, Ayaan Asthana, Jason Chang, Jeremy Chizewer, Neena Dhanoa, Elbert Du, Marcel Dupont, Tobias Ginsburg, Jenny Lewis, Monica Lewis, John McKee, Emma Mueller, Roshni Padni, David Pan, Alexander Pietraszek, Shaunak Puri, Malika Ramani, Mili Shah.

North Suburban Math League finals: Helena Abney-McPeck, Ayaan Asthana, Jason Chang, Jeremy Chizewer, Neena Dhanoa, Marcel Dupont, Tobias Ginsburg,

Jenny Lewis, Monica Lewis, John McKee, Emma Mueller, Roshni Padni, David Pan, Alexander Pietraszek, Mili Shah, Shaunak Puri, Malika Ramani.

Highest score of 50+ schools as an oralist for math: Fritz Reece

Scholastic Art & Writing Awards: Liza Edwards-Levin, gold, drawing & illustration. Kat Flocke, silver, digital. Anna Funk, gold, silver and honor, photo. Saskia Knowles, gold, silver and honor, photo. Phoebe Lincoln, honor, portfolio; two golds, two silvers and two honors, photo. Janine Liu, silver, digital. Tiboo Mehta, gold, two silvers and three honors, photo. Genevieve Nemeth, gold and silver, painting. Lucy Ordman, silver, mixed. Tia Polite, honor, painting. Ellie Roussos, gold and honor, painting; silver, portfolio; silver, mixed media.

Illinois Statewide High School Art Exhibition: Sam Aronson, intaglio print; Alice Carlstrom, painting; Chantelle Dupont and Elena Sparrow, a collaborative stop-motion animation; Kat Flocke, painting; Saskia Knowles, photography; Erica Hsieh, sculpture.

German Awards: Level 2 Gold: Giacomo Glotzer, Bailey Litwin, Olivia Issa, Camille Rehkemper, Clara Dandy, Cécile Ngo, Fionn Stamatakis, John Grissom, Sofia Mondragon, Anna Peterson, Marc Fohran, Joshua Ulane; Level 2 Silver: Sam Rezaei; Level 2 Bronze: Milo Dandy; Level 3 Gold: Elsa Erling, Clyde Schwab, Alice Carlstrom, Charles Sowerby, Rachel Housinger, Stefan Rehkemper; Level 3 Silver: Avery Miller, Ariel Toole; Level 4 Gold: Maya Daiter, Anna Bakwin, Julian Lark, William Leiter, Daphne Schneewind, Benjamin Wittenbrink; Level 4 Bronze: Eleanor Grosse.

DONATING TIME AND BLOOD



MIDWAY PHOTO BY NIKITA DULIN

SAVING LIVES ONE PINT AT A TIME. On Feb. 23, senior Autumn Espinosa donates to Lab’s annual Red Cross blood drive in the dance studio. The drive had 20 donors, resulting in 13 pints of blood, which can save up to 39 lives, according to the Red Cross website. “Hosting fundraisers and raising money for various causes is helpful,” junior Myra Ziad, U-High’s Red Cross Club president, said, “but it isn’t as personal as is donating your blood to save someone’s life.” Myra explained that a Red Cross Club is typically expected to host a blood drive. “But even if it wasn’t expected,” Myra said. “I would have still planned it because it literally helps save lives.”

NEWS IN BRIEF

Horton speaks to Congressional panel

BY NATALIE GLICK
MIDWAY REPORTER

History teacher Paul Horton traveled to Baltimore Feb. 5-6 to speak to a meeting of the Congressional Progressive Caucus about the American education system.



Paul Horton

Mr. Horton has been teaching for 35 years, and for half of his career taught at inner city schools in San Antonio, Texas. He has also taught in the private school system. Because of this experience in different environments, Mr. Horton was chosen to speak at the caucus by Gabriela Lemus. He was the only teacher to that had a chance to speak at the caucus.

“John Dewey’s original idea of education is what I spoke about,” Mr. Horton said. “The idea that the school is the center of the community. If the community needs a doctor, the school will give the community a doctor. The school will help the needs of the people within it.”

According to Mr. Horton, the public education system in the nation has been a problem.

“The corporations are not helping the education system. That was my major point,” said Mr. Horton. “The only way that the system will get any better is if the people with the money stop controlling the education that children are getting.”

Students selected for Leadership Summit

BY MAIA BOUSSY
MANAGING EDITOR

Two sophomores were selected to participate in the Global Student Leadership Summit in August. Isabel Levin and Sonny Lee will travel to a boarding school just outside of London.

Applicants were asked to answer three essay questions: why they wanted to participate, the personality traits that could make them a good fit with the program and to describe a struggle they faced.

Enthusiastic to participate in the program, Isabel is looking forward to the summer.

“I chose to apply because it seemed like an incredible opportunity to learn about other cultures and how to be a more effective leader,” Isabel said. “Also, my friend who participated in the

program last year told me it was ‘life changing.’ Truthfully, I’m not entirely sure what being a ‘Global Social Leader’ means, but I look forward to finding out this summer.”

Fech leaving Lab

BY NATALIE GLICK
MIDWAY REPORTER

Scott Fech, Lab’s director of educational programs, has announced that he will be moving to Florida after the 2015-2016 school year is over. Mr. Fech is moving because his husband has accepted a job offer at Miami-Dade College.

Mr. Fech will start his new job this July.

Mr. Fech said, “I will be the Upper School Director at the University School at Nova Southeastern University in Ft. Lauderdale, Florida.”

It is unclear who will be taking over as director of educational programs after Mr. Fech leaves. Director of the Lab Schools Robin Appleby will work with the community to find the best fit person to take over the job.



Scott Fech

Conceal, enhance or fun?

For girls at U-High, the reasons and ideas behind makeup use differs

BY TALIA GOERGE-KARRON
ASSOCIATE EDITOR

From the Kylie Jenner lip challenge to “cult” favorite lipsticks, makeup is seen as a status symbol among young women. Indeed, a quick glance at the aisles of Sephora, Ulta or CVS shows the sheer amount of mascara, “specialty” beauty products and makeup that promises to fix this or that on women’s faces.

However, not only is it time consuming, but it’s also expensive to buy the most cutting edge, popular brands such as NARS, M.A.C., and Chanel. However, some say that makeup use at U-High differs from other schools, being used to conceal, to enhance and just to have fun.



Myra Ziad

Junior Myra Ziad uses it primarily to conceal and enhance, not because she needs it.

“I wear makeup so I don’t look that tired or that sick,” Myra said. “When I’m at home I don’t wear makeup. I don’t feel like I look bad not wearing makeup and wearing makeup makes me feel better about myself. I love my eyes, so I use mascara and eyeliner to enhance them.”



Simona Christian

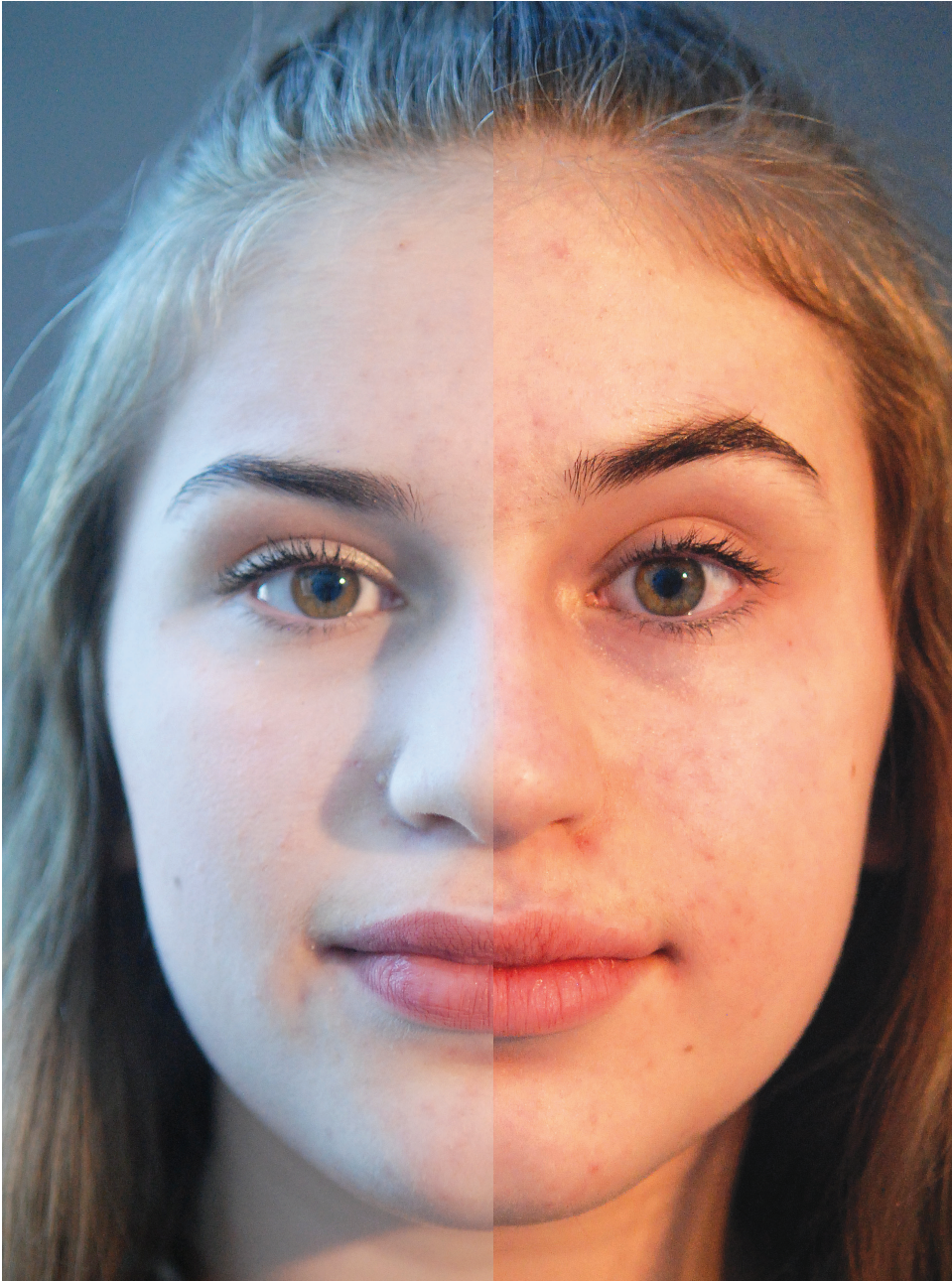
While concealing makeup can get rid of blemishes, freshman Emily Onel uses her makeup on a day-to-day basis to intensify the quality of her features.

“I like it because it’s kind of like an art form,” Emily said. “When I’m just doing [makeup] every day for school, it’s to conceal acne and make my eyelashes longer. How I do my makeup depends on what I’m doing it for.”

Not only is makeup an enhancer, but it takes a commitment in the morning for girls to wake up and spend anywhere from 10-60 minutes on their makeup.

“I take a long time blending in my makeup to make sure that everything is blended in,” Emily said. “Sometimes it’ll take 15 minutes, but then it can take 20 minutes total.”

Makeup is used as a confidence booster to mask their insecurities and blemishes. Freshman Simona Christian uses makeup



PHOTOILLUSTRATION BY JANIE INGRASSIA

ON AND OFF. Freshman Emily Onel displays her face with makeup on the left and without makeup on the right.

to conceal the pieces of her face she is not confident about.

“This might sound cliché, but I’m not confident without makeup,” Simona said. “I feel like I’m a different person with it on, and I know that sounds weird. I don’t act differently, but I feel more shy. I feel more confi-

dent with it on than without it.”

Many girls go through a phase in middle school where they wear eyeliner, mascara and lipstick, which are all stepping stones to the “heavier” types of makeup: foundation, concealer and blush.

“I didn’t necessarily do everything I do

“I think makeup is really nice. It’s is sometimes connected to how girls are seen in society, but I don’t see it that way. I see it as a way to elevate yourself.”

— Simona Christian, freshman

now, but I started in 6th grade,” Simona said. “I would wear a bit of mascara and eyeliner, not foundation. As I got older, it gradually elevated to what I wear now.”

Senior Mingus Zoller was among those who started in middle school, primarily wearing mascara and eyeliner to look and feel “cool.”

However, her passion began last year when she started watching popular makeup tutorials on YouTube such as Alyssa Forever, Chloe Morello, Chrissy, Destiny Godley, and Grace F Victory.

“I started getting seriously into makeup last year, and I was watching beauty gurus on YouTube,” Mingus said. “Last year, I was on fleek with that. Now, I just do the makeup.”

While some girls use makeup as a way to cover up, others use it more as an artform and as a way to see their faces as a canvas.

“It’s fun to do,” Emily said. “I don’t wear makeup to make myself to look pretty. It’s like I’m a canvas, and I’m really bad artist, but I’m really good at my makeup.”

It is not uncommon at Lab to find a bare-faced girl, or someone who only wears a bit of makeup for special occasions like parties or dances.

“I don’t wear makeup because when I wear makeup I feel like I’m covering up myself,” sophomore Sophie Hinerfeld said. “When I wear bright lipstick, eyeliner or foundation, I felt like a clown. Not to say that other people don’t look great.”

“The major reason is that I want to be able and go out and be happy with myself without any adaptations to what I look like,” Sophie said. “If I get a compliment, then I want to know that it’s who I truly am and what I truly look like.”

American culture and media sometimes equates girls who wear a lot of makeup with self-loathing or underconfidence, but that isn’t always the case.

“I think makeup is really nice,” Simona said. “It’s sometimes connected to how girls are seen in society, but I don’t see it that way. I see it as a way to elevate yourself.”

FBI’s attack on Apple raises cyber security questions

As reliance on technology rises, relevance of privacy increases

BY ELENA MAESTRIPIERI
HEALTH EDITOR

Go ahead, click “I Agree.”

For members of Generation Z, those born sometime in the late 1990s through the 2010s, technology has become an imperative part of everyday life. However, the definition of “privacy” remains fluid, and just because technology is woven into everyone’s lifestyle does not necessarily mean they know how to use it.

The issue of data security remains relevant in countless scenarios. For instance, after 14 people were killed and 22 were injured in a terrorist attack in San Bernardino, California, in December, the FBI came to Apple, Inc., for help in recovering information from the attackers’ iPhones. Since then, the FBI has asked Apple to create a new update for their devices, known as a “backdoor,” which Apple has said would disregard years of developments in encryption software and could endanger Apple customers’ privacy.

Apple CEO Tim Cook released a

statement to customers explaining the company’s refusal to create “backdoor access.”

“The government is asking Apple to hack our own users and undermine decades of security advancements that protect our customers, including tens of millions of American citizens, from sophisticated hackers and cyber-criminals,” Cook’s statement read. “The same engineers who built strong encryption into the iPhone to protect our users would, ironically, be ordered to weaken those protections and make our users less safe.”

Senior Joanna Cohen, who said she plans on majoring in computer science next year in college, took a computer security course at the University of Chicago during fall quarter.

“In my class we talked about all the detrimental effects of putting a backdoor into encryption software could have,” Joanna said. “If the FBI can get into our phones, other people can as well. It made me a little paranoid by showing



Curt Lieneck



Joanna Cohen

me how, although there are many layers of cyber security, there are always flaws and someone can always break through.

With new technology it becomes easier for people with less computer science knowledge to break through many levels of security, therefore cyber security techniques need to be constantly improving.”

Lab’s Director of Information Technology, Curt Lieneck, discussed growing issues of technological security among students in a high school environment. He explained that a major part of his job is reading the terms of use contracts for all devices and services that the Lab Schools use, especially since he finds most people scroll all the way through and

click “I Agree” without reading what they’re agreeing to.

“Privacy is a vanishing resource,” Mr.

Lieneck said. “Maintaining security and privacy is a huge question and it’s one we’re going to face again and again as more people’s lives become intertwined with

technology. The individual consumer does need some help in understanding how to preserve that balance between what’s enough privacy and what makes sense for the greater good.”

“Maintaining security and privacy is a huge question and it’s one we’re going to face again and again as more people’s lives become intertwined with technology.”

— Curt Lieneck, Director of Information Technology



ARTWORK BY KAT FLOCKE

Miami to Chicago, college to high school

As he approaches his last quarter at Lab, Latin teacher Dr. Hendren’s students are not ready to see him go

BY ARIEL GANS
EDITOR-IN-CHIEF

Welcome to high school Dr. Hendren.

After three years of undergraduate teaching at the University of Miami in Florida, Latin and Greek Classics teacher George Hendren took on his first high school: U-High. Beginning last fall, Dr. Hendren stepped in for former Latin teacher and current Acting Associate Principal Fran Spaltro to teach two Latin 2 and one senior Ancient Greek Performance and Competition courses.

Admittedly, Dr. Hendren was wary about teaching high school students.

“I expected, naively, that I would be teaching immature, disinterested students, which hasn’t been the case at all. To be honest the students are the same as college students: they have the same problems, in general the same needs and the teaching is just as much fun,” Dr. Hendren said. “Instead of 50 students though, I only have 10 in my lecture class, so it’s all discussion. I try to push them with questions about things that might make them uncomfortable or that they wouldn’t normally talk about, like sexuality, violence, injustice and philosophy. You get a lot of time to talk about things like the Kardashians and sports, but you don’t get a lot of time to talk about things like politics or philosophy. This is your one chance, your hour a day, to talk about that stuff.”

A self-proclaimed “gym rat,” when he’s not teaching, Dr. Hendren likes to play the drums, cook desserts, go to the gym with his wife and go on occasional archeological digs. His first dig was in

graduate school, when Dr. Hendren spent a summer sorting pottery and learning about excavating and the history of archeology at the American School in Greece.

Dr. Hendren still loves the feeling of teaching. He thinks of it like a game of baseball.

“Baseball is a game of failures,” Dr. Hendren explained. “If you think about batting averages, they’re never high. If you hit the ball 30 percent of the time, you’re an amazing baseball player. That means you strike out 70 percent of the time. Teaching is like that — 70 percent of the time it’s not going to work, but once a week, or maybe even once a month, you’re going to hit a home run, and it’s the best feeling in the whole world. It happens a lot here at Lab. It’s a lot of fun.”

As much as Dr. Hendren wishes he could teach at Lab next year, he must begin preparing to leave.

“Ideally I’d like to stay at Lab,” Dr. Hendren said, “but I know that that’s not going to be an option. I’ve been looking at other private schools around the country since my wife is basically done with her graduate degree at U. Chicago.”

Describing Dr. Hendren as energetic and his way of teaching, appropriately, Socratic, Dr. Hendren’s colleague Daniel Ristin, a Latin teacher, helped hire Dr. Hendren.

“It will be hard to see him go after this year, and we would definitely want to keep him,” Mr. Ristin said. “We’re very happy with how he’s been doing here. His students seem to like him a lot, he’s doing fantastic work, but it’s the reality of the position. Unless we can get a huge influx of students taking Latin next year, there just



MIDWAY PHOTO BY NIKITA DULIN

MAKING HISTORY COME ALIVE. Engaging each of the 10 seniors in his Ancient Greek Performance and Competition class, Dr. George Hendren discusses tyranny in Aristophanes’ comedy, “Lysistrata.” “I had these preconceived notions of what teaching high school entails,” he said, “but none of my nightmares came true. They’re at least as good as the best students I had at Miami or Florida. They’re very in tune with politics today and of the time.”

won’t be space for him.”

As one of 10 students in Dr. Hendren’s Ancient Greek Performance and Competition course, senior Jonathan SooHoo says that in a word he would call Dr. Hendren entertaining.

“He definitely seems to have the spirit of a kid at heart,” Jonathan

said. “He’s probably the most relatable teacher I’ve ever had. He’s very relaxed and does stuff that he knows will be interesting and funny to us. If you pay attention you learn a ton and it’s super interesting, but it’s up to you.”

Jonathan notes Dr. Hendren’s dry sense of humor, which he be-

lieves allows Dr. Hendren to build relationships with his students.

“I have massive respect for him,” Jonathan said. “He’s very welcoming, very amicable, but I think the reason the class dynamic works so well is because we can learn from him and take him seriously while also being able to mess around.”

Although already interested in the Classics when he enrolled in Dr. Hendren’s in Greek and Latin literature course, Jonathan said that Dr. Hendren keeps it fun. Jonathan finds the class to be different than classes he’s been in in the past, not just because of its size, but its atmosphere.

“He makes it more than just I’m interested in it, but I also have fun while I’m doing it,” Jonathan said. “A lot of my classes now, since I’m a senior, are draining on me, but Greek I still go into and think this is going to be a good time. Definitely what helps is that it’s a small class, but it’s not like a small class where you’re terrified. He makes it so you’re comfortable and can ask questions — even if they’re weird or stupid.”

Like Mr. Ristin, Jonathan is sad to see Dr. Hendren go.

“It makes me especially sad to see him go because you can tell from his teaching that he really likes the place — he always says how so much smarter we are than the college kids he was teaching back in Miami,” Jonathan said. “I think he really likes it, we really like him, and he’s probably the most relatable teacher I’ve ever had.”

Jonathan has noticed how much he’s learned in the few months he’s taken Dr. Hendren’s class.

“For me it was three months into the class,” Jonathan said, “and through the papers you realize how much you’re learning, how much your writing is improving, how much you’re thinking. He definitely teaches you how to think as opposed to what to think.”

Lab *beyond* 120 10 ways to improve Lab

Curriculum

Arun Sharma
Senior

1 “I would make more of the required class readings from a diverse perspective. All of the required texts are written by a specific type of author, early 20th century white males. One or two things [that are diverse] over the course of a two year english class isn’t reaching the standard that I expect to hold it to. All of the history classes are Eurocentric, even the classes that are supposed to have different perspectives are also European.



Diversity

Fran Spaltro
Acting Associate Principal

2 “We’d have an incredibly diverse faculty — the diversity that the faculty is now lacking, we would have: race, ethnicity, sexual orientation. With a diverse faculty and administrators, increased socioeconomic diversity among students, we’d be a truly diverse community. There [should] be more communal spaces that would be very comfortable for students and faculty to get together and talk, and for faculty to talk.”



Love of learning

Leah Umanskiy
Senior

3 “I hope that this school doesn’t become too rigid, and that they have the freedom to explore and try what they want to do. I also hope the Lab community can reach out to the community around them, especially newer perspectives that the admissions department can bring in. There needs to be more socio-economic backgrounds. I hope that there is more learning for the sake of learning, which I have found important.



Mental health

Ronald Tunis
Counselor

4 “I want to see chance in the student’s happiness. In these past few years the amount of students who have anxiety and depression has gotten worse. There is no reason that high school students need to feel this way, I hope that students in the future won’t have these problems, and will be able to enjoy school without dealing with these illnesses.”



Open spaces

Camille Baughn-Cunningham
Counselor

5 “I want there to be an open space for students, a place where they can go and just talk to each other with nothing else there. I also want an area for the students after school to be able to sit and study together. I also want to be given more time to talk about real world issues, to fully flesh out these problems with the students. [We need] to give them the time to understand the problem and for them to talk about the things that make them uncomfortable.”



Progression of learning

Robin Appleby
Lab Schools Director

6 “We’ve just come through a period of time focused on campus and facilities and infrastructure, and we should now be focused on people and programs. There is a lot of interest in finding ways for faculty to continue to develop experiential learning opportunities. We need to figure out what programs are we missing and what changes might we need to make.”



Schedule flow

Susan Shapiro
History teacher

7 “I want to continue to teach on the same foundation that the school was founded on: To allow the students to learn by doing. But I wish there to be a change in the schedule. It doesn’t allow the students to go throughout the day without worrying about the next class, and what day it is. The schedule doesn’t allow flow. It’s a start and stop day. I wish for a schedule that allows flow, and is not so confusing for the students and the teachers.”



Scholarships

David Derbes
Science teacher

8 “I’d like to see far more scholarships made available so that kids who are really talented but have no money can come here. I’d like to see diversity remain high. [In addition] I hope students have a lot of freedom to take what they want, and have a lot of opportunities to take weird stuff. [For example] I want to see the school offer more languages, and I’d like to see a chance for students to stay abroad for a few months.”



Shorten classes

Darlene McCampbell
English teacher

9 “Teachers would have smaller classes and fewer classes, and more time to collaborate and to reflect on their work. Students would have fewer classes and time to enjoy what they do. To be able to relax and enjoy what’s definitely pretty wonderful: a really wonderful education. I have had so many students come back for so many years and say how much they appreciated Lab, and they didn’t know it at the time.”



Space for growth

Asra Ahmed
Vice Principal

10 “Next year’s freshman class has an additional 40 spots. This means that the space we are working in will change immensely. We are not sure what the space will look like next year, because the high school will also have Judd to use for the high school classes.”



Administration needs increased transparency

“No means no” has been replaced by “yes means yes” and wearing a short skirt does not mean she’s asking for it. These phrases mark a cultural shift in society’s perception of sexual assault and rape. Within the last 10 years, there

As the Midway sees it...

has been a significant increase in awareness of sexual assault-related issues, and people are now less hesitant and ashamed to speak up and get support. As our society changes, our curriculum and how the administration handles these issues needs to as well. It’s clear that moving forward, our school has work to do when it comes to handling issues of sexual assault and harassment.

Education about sexual assault and consent needs to be a fundamental part of our curriculum. Right now, they’re almost completely absent. This information is important not only to



+



=

YES

raise awareness about these issues, but to help prevent them.

Many colleges require incoming freshmen to take extensive consent courses online before arriving on campus. For many Lab students, this is their first exposure to consent education. We need a foundation on these issues now, before we continue to college. We shouldn’t have to wait until then to be educated about rape, sexual assault and consent.

On Feb. 11, the administration held a mandatory assembly on diversity and inclusion. Many students were confused about its relevance. The administration didn’t directly link the assembly

to specific issues happening at our school but rather discussed discrimination at large by having students play a game defining basic terms like “misogyny.” If incidents of sexual harassment or racism had taken place at Lab, the administration needed to disclose that that was the purpose of the assembly. Talking generally about issues made them seem distant and made us question its relevance to our community at this time.

Transparency by the administration at the Inclusion Assembly could have clarified why we were defining them. If they weren’t speaking about hypotheticals, this needed to be clear. Doing

so would have allowed students to establish an open dialogue instead of speaking in abstract terms. We understand administrators cannot disclose all information, but if incidents have happened they need to disclose as much as they can to our community.

We can’t change the sexist sports advertisements displayed on the screen at the assembly. We can change how we speak to each other in the halls and online. Making these issues personal could have sparked conversations about “rape” in vernacular, consent and inclusion with an emphasis for change. It also would have stopped any op-

portunity for speculation. In addition, transparency about these incidents would have shown students that our administration is concerned about our safety, even when an incident is sensitive and affects the reputation of the school. In making us feel safe and putting our well-being first, they are subsequently improving the atmosphere and reputation of our school.

Through education and transparency, we need to move forward together and make Lab a community where all students feel safe.

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

Apple should unlock iPhone of San Bernardino shooter

BY WILLIS WEINSTEIN
ASSISTANT EDITOR

You can’t control how others perceive you, but Apple, Inc., might be able to in due time.

Following the San Bernardino shooting, Dec. 2, 2015, our country has continued to question our image. Not just in the context of domestic terrorism or gun control, but with relation to Internet privacy.

As part of their investigations of the shooting, in which 14 were killed and 22 were seriously injured at a Department of Public Health event, the Federal Bureau of Investigation wants access to the iPhone of Syed Rizwan Farook, one of the two perpetrators in the shooting. The Bureau believes that Farook’s phone holds personal information crucial to the investigation. By looking at text messages, emails or other data on the phone, the FBI hopes to gain insight into Farook’s motivations for the attack or links to other terrorists.

The problem is, the FBI can’t access the phone, because of encryption software. This software encodes data on the devices of Apple users, rendering it visible only to the users, and creating a sense of privacy. The precedents that the San Bernardino case will set are not only vast, but complex. Despite many public issues, like gun control or abortion, the issue isn’t clear-cut along the Democratic-Republican fault line. The future of technology companies, governments and all internet users rests

in the hands of Tim Cook and the federal government. The decision is difficult not only because it will alter the expectations of modern living, but also because it requires us to make a legal decision that decides how powerful governments can be. In spite of all this pressure, it’s important to not only look at the world of the present, but a future world defined by progress. As a result, Apple should give access to the phone’s data — not only for the sake of the San Bernardino case, but because in this era, the government’s pursuit of justice extends further than we’re used to. Standards of privacy must be changed, and it’s possible to restructure our collective privacy firewall in spite of the loss of encryption.

By law, Apple is obligated to give the Bureau any evidence necessary in an ongoing negotiation. The All Writs Act, a 1789 law the FBI is citing, essentially authorizes Federal authorities to issue all warrants necessary to solving an ongoing negotiation. If it could, the Bureau would use the “brute force” technique to access the phone — entering every single possible password until they get it right. However, the iPhone’s software is designed so that after a certain number of failed entries, it begins to erase data stored on the device. As a result, the government needs to bypass the software, like picking a lock. Apple believes this is a dangerous approach, as once they pick the lock to override encryption, anyone can hack into a phone using the same technique.

Certainly, there are some consequences that come as a result of giving the government access to the phone. There’s a new potential for identity theft or a possible pre-

cedent for excessive government intervention. Hypothetically, the U.S. government could overturn thousands of past cases and demand access to phones involved; the Russian government could demand Apple to unlock a phone so they can hunt down an enemy of the state. These are both distinct possibilities, but they’re also both possible, to a lesser extent. New technology can overturn past verdicts, and dissidents are tracked by governments.

That being said, we have to alter our expectations. Many aspects of daily life once considered “private” and “safe” are now public domain. Whether with good consequences or bad, progress is the nature of life. We work around societal obstacles, like nuclear weapons, for example. They once did and still do pose a huge danger to society, but collectively we’ve begun disarmament and have the potential to reduce their potential danger. Similarly, despite the absence of encryption, we can create other newer countermeasures that can adhere to our new standards of privacy and living.

Also, technology is naturally having a more and more personal role in our lives: Siri knows where we live, and what our names are; Amazon Prime can deliver us a new textbook in the same speed it would take to walk to the library and check it out. Just as long ago, farmers feared for the fate of agriculture with the introduction of the harvesting machines, we are anxious for what the future will hold. Ultimately, innovations can be scary, but they help us and we work around them. Just as times and expectations of privacy change, so must we.

Campus lacks spaces for students to work

BY ELIZABETH CHON
OPINION EDITOR

During open time, several U-Highers sit in the bathrooms of Gordon Parks with their books and laptops open. It is quieter than the cafeteria and more spacious than the halls and the library. But if students have resorted to studying in the bathroom, maybe it’s a sign that there is change that needs to take place. Lab needs to set up more study spaces throughout the campus to compensate

for the lack of lounge areas and seating.

U-High has designated areas for studying and socializing, such as the library and the third floor lounge, but seats fill up quickly, especially during common free periods such as Tuesday open time and Thursday assembly periods. With nowhere to sit, many U-Highers end up working on the floor. Especially as a private school, we have a lot of resources, and there is simply no reason why students should be having a hard time finding quiet places to get their work done.

The lack of seating has always been an issue, but it has worsened in the last few months due to construction. On the north end of the third floor, there is a heater as long as the width of the building — students and teachers used to use this as a bench, but it is currently blocked off by a temporary wall. And especially

since the cafeteria is being renovated, U-Highers are having an even harder time finding places to sit. The Kenwood Café is an option, but it is distracting due to the noise level, especially during middle school lunch. The Booth School of Business is a quieter area, but their security guards often ask Lab students to leave, since we are not allowed to use their seating until after school.

Some students, including myself, take advantage of the University of Chicago’s libraries and study areas, despite the long walk to get there. While it might not be worth it for a short free period, I would rather not study on the floor for extended periods of time. Regenstein Library, Saieh Hall and Harper Library are some of the most popular spots on the university campus, especially for students who stay after school to study.

While we are fortunate to have the resources to renovate our campus, the administration needs to keep in mind that construction is more than just a minor annoyance — it interferes with students’ learning. Lab students’ heavy workload makes it rather difficult for most students to complete all of their homework at home, so most of us use free periods and lunch to catch up on work.

We need more spaces throughout the building where U-Highers can eat and study at the same time without being uncomfortably hunched over on the floor or rushing to find a seat. Whether it’s designating more classrooms as study rooms or investing in tables and benches, it’s an issue that can be easily fixed.

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Slashing through the snow

To Anna Bakwin, snowboarding is both a release and a challenge

BY DHEVEN UNNI
MIDWAY REPORTER

At the top of the hill, there's no perspective. The ground looks incredibly far away, and for senior Anna Bakwin the tension is palpable. Instantly, all of her tension is released, as friction disappears and she glides speedily down the hill.

For Anna, snowboarding is a getaway. Her drive to better herself has been present since she was a kid.

Anna has done winter sports for nine years, starting with skiing. She moved onto snowboarding after four years and quickly moved up the ranks of her club. Every winter Saturday she attends the Blizzard Ski and Snowboard School in Wilmot, Illinois, a club dedicated to teaching young students. Anna also snowboards outside of Blizzard, occasionally visiting places like Laax and Flims in the Swiss Alps. Her love for snowboarding stems from a drive to challenge herself and the thrill of going down the slopes, which she also finds a bit scary.

"Looking down the moun-

tain is terrifying because it's very high," Anna said. "You just have to remember it's not as steep as it looks."

While the beginning may be terrifying, all of that changes for Anna when she goes down the slope.

"There's a lot less friction when you're going down," she said. "It's exhilarating. You go incredibly fast. It's cold. You feel the wind."

While Anna has a trainer for snowboarding, the role of a trainer is very different from that of a coach.

"It's an adrenaline rush and a different kind of sport," Anna said. "It's completely different from anything I've ever done before. You have to push yourself if you want to get better. You really have to try, but you don't have a coach to push you. It's up to you if you want to go above and beyond."

While Anna stuck with snowboarding for the adrenaline rush, it all started with curiosity about her neighbors.

"Our neighbors, who lived across the street from us, used to wake up really early in the morning," Anna said. "We tried to figure out why they were getting up so early, and when we asked they told us all about the club. My sister did it for a while, but I did it for four years before she started."

While her neighbors may have gotten her started, it was her friends who first showed her how fun winter sports could be.

"The first time I went skiing, my friends put me on the top of a black diamond and pushed me down," Anna said, referring to the designation for a difficult slope. "You get a really big adrenaline rush. It's what makes it addicting, it's like a natural happiness. It's a great way to experience the world."

Although Anna has come a long way, snowboarding has brought its challenges.

"Waking up really early in the morning is difficult for me," Anna said. "I've started going to sleep around six on Fridays. The hardest part of snowboarding is always the beginning. It's not that exhausting anymore, but when you first start, you fall a lot. You get bruises everywhere — it's hard."

Switching from skiing to snowboarding was one of Anna's most difficult obstacles to overcome.

"I moved up the class levels pretty quickly for skiing, so I switched to snowboarding," Anna said. "At first it was the hardest thing I had ever done. It was ridiculously painful. It's moving your body in a way that you're not used to. It was a real challenge, but I liked that. I liked that it didn't come easy."

Snowboarding has also become a release for Anna, helping her relax on her own and focus.

"Snowboarding is kind of a lonely sport," Anna said. "I think you lose your focus if you're with a lot of people. My favorite part is just getting away. Snowboarding is a



MIDWAY PHOTO BY LILLIAN NEMETH

SLICING THE SLOPES. Senior Anna Bakwin gets up early on weekends to go snowboarding in Wilmot, Illinois. "If it's warm out, the snow is kind of sticky," she said. "If it's icy, you can get caught and fall over. You're connecting to the mountain."

lot less physically challenging than running, so listening to music and going down the slopes is amazing."

At the end of the slope, Anna takes off her headphones and once again becomes conscious of the outside world. It's finally over, until her next descent.

Boys relay team makes school history at state swimming meet

BY CLYDE SCHWAB
ASSOCIATE EDITOR

"Mr. Starter." "Take your mark." Beep.

Thus started the culmination of the boys swim season at the IHSA State Final Meet, where the team sent a 400-yard freestyle relay team to state for the first time since 1995. The team of Kelvin Xie, Nigel Van Ha, Fabrice Guyot-Sionnest and Eamonn Keenan traveled to the preliminaries on Friday, Feb. 26, at Evanston Township High School and finished with a time of 3:12.50, placing 20th out of 39. Additionally, Eamonn, a junior, qualified and swam in the 200-yard individual medley with a final time of 1:55.03, placing 16th out of 42, and the 500-yard freestyle with a final time of 4:45.73, placing 31st out of 39, and senior Kelvin Xie swam in the 50 free with a final time of 21.73, placing 18th out of 36.

Before departing, Eamonn described his routine of mental preparation and his thoughts going into the meet.

"This year, making the relay is generating a lot of hype, and carrying off that hype we can drop a lot of time off of sectionals and make a statement," Eamonn said. "I'm thinking about cleaning up the little things that I could've done better at sectionals, such as relying on stroke count, doing kicks off the wall, all basic things I can do better and that don't require a drastic change, things that we've all been doing and that we can do well."

Nigel, team co-captain, echoed the mental focus required for the meet, and noted the trust that goes into a relay.

"It's a lot of emotions because it's my last meet of high school season, and it's my first time at State so the beginning of something, but also the end of something,"

Nigel said. "Trust is a big part of it, trust that we're all gonna put in everything, trust that we trained as hard as we could the whole season and trust that we're doing this for each other and not for ourselves."

After arriving, the swimmers found themselves encircled by more than 1,000 fans from schools across Illinois, all screaming for their swimmers. The excitement within the crowd is palpable, as swimmers on the deck prepare for races that are the climax of hundreds of hours of practice. Emotions surge and hype builds as the various events progress to the fastest heats. Jason Lin, co-captain, recounted the atmosphere on deck.

"When you are standing at the ends of the pool, the fans are cheering and all the energy is focused at the pool, but on the outside of the circle you see swimmers talking with their coaches and reflecting on how their races

went and processing criticism," Jason said. "Some swimmers are celebrating because they went times they never imagined they would go, but you also see swimmers who don't go the times they want, and they are breaking down, and you realize how much pressure kids put on themselves to get to this meet."

As the team waited for the final relay, they cheered on Eamonn and Kelvin for their individual events. Kelvin recounted his mentality just before the race.

"By the time I get behind the blocks, I'm just thinking about my race," he said. "I block out everything around me like tunnel vision, I just look down the lane, visualizing my race and seeing the outcome that I want and that's the goal and just think about that and stay relaxed. Despite the importance surrounding my swims, going to state and bringing a relay

there, making Lab history, I did my best to ease my pressure. I try not to think about it too much because that can make you choke. Swim as fast as you can, and see what happens."

Though the team didn't place in the top 12 as hoped, members were nonetheless happy with their performance. Nigel described the final moments before the relay.

"As we started to get ready for the relay, you could feel all four of us tapping into all of that energy — from our parents, coaches, teammates, and the crowd — and using it to pump ourselves up for the race," he said. "The heat before ours, we huddled up and told each other how this race and this team meant to us and began to focus. None of us could stand still. We all jumped around and kept all of the energy from the huddle and the atmosphere of the meet rolling through us."



MIDWAY PHOTO BY TERESA XIE

BUZZERBEATER. After making the game-winning shot at the Regional Championship against Seton Academy, Feb. 26, senior Caleb Hill raises the team's Championship plaque.

= RECENT RESULTS

BOYS BASKETBALL (VARSITY):
Recent results: lost to Harper March 1, 44-54; beat Seton Academy Feb. 26, 56-55; beat CICS-Longwood Feb. 23, 62-47; beat Morgan Park Academy Feb. 18, 63-31; beat Crystal Lake South High School Feb. 16, 53-50; beat Latin School of Chicago Feb. 12, 53-34; beat F.W. Parker Feb. 9, 58-26; beat North Shore Country Day School Feb. 5, 81-44; beat Walter Payton Prep Feb. 3, 54-39; lost to Orr High School Jan. 30, 52-64; beat Elgin Academy Jan. 29, 48-31; beat Northridge College Prep Jan. 27, 56-42; lost to Marshall High School Jan. 23, 46-55; lost to John Hope Academy Jan. 22, 57-60; beat Morgan Park Academy Jan. 19, 68-57.

Xavier Smith, Caleb Hill, Oliver Maciak and Jameel Alausa were named to ISL All-Conference. Head Coach Rob Ley was named ISL Coach of the Year. IHSA Regional Championship won over Seton Academy 56-55 in overtime on a last second basket by se-

nior Caleb Hill. IHSA 2A Regional Championship with a 22-7 season record.

GIRLS BASKETBALL (VARSITY):
Recent results: lost to Hyde Park High School Jan. 14, 29-53; beat Woodlands Jan. 19, 44-24; lost to Jones College Prep Jan. 22, 23-60; beat Elgin Academy Jan. 26, 45-24; lost to Bremen Jan. 30, 28-45; lost to Latin School of Chicago Feb. 2, 34-54; beat Kelly High School Feb. 5, 40-15; beat Robeson Feb. 8, 50-18; lost to Tilden Feb. 9, 22-45.

Roxanne Nesbitt and Tia Polite, ISL All-Conference 1st and 2nd team.

BOYS BASKETBALL (JUNIOR VARSITY):
Recent results: lost to Crystal Lake South High School Feb. 16, 32-48; lost to Latin School of Chicago Feb. 12, 49-64; beat F.W. Parker Feb. 9, 36-34; lost to North Shore Country Day School Feb. 5, 28-35; lost to Walter Payton Prep

Feb. 3, 28-57; beat Elgin Academy Jan. 29, 35-30; lost to Northridge College Prep Jan. 27, 25-37; lost to John Hope Academy Jan. 22, 36-48; lost to Latin School of Chicago Jan. 15, 35-61; beat F.W. Parker Jan. 12, 46-37; lost to North Shore Country Day School Jan. 8, 21-40; lost to Northside College Prep Dec. 18, 18-23.

FENCING:
Recent Results: competed at Marian Catholic Jan. 16; competed at home on Jan. 9; competed at Homewood-Flossmoor Dec. 19.

Athena Chien, silver medal in foil at Illinois State Championships. Janine Liu, silver medal in saber at Illinois State Championships and Great Lakes Conference Championships. Nikita Dulin, medals in saber at both the Illinois and Great Lakes Championships.

BOYS SWIMMING:
Recent results: Sent a 400 freestyle relay team of Eamonn Keenan,

Nigel Van Ha, Fabrice Guyot-Sionnest and Eamonn Keenan to IHSA State Finals on Feb. 26; placed 3rd at IHSA Sectionals, Feb. 20; lost to Lane Tech, Feb. 9; lost to Whitney Young, Feb. 5; beat Lemont High School on Jan. 29; lost to Illinois Math and Science Academy on Jan. 26.

New records: Kelvin Xie, 50 freestyle, 100 freestyle and 100 backstroke; Nigel Van Ha, 100 freestyle, 200 medley and 500 freestyle; 400-yard freestyle relay team of Kelvin, Nigel, Eamonn and Fabrice Guyot-Sionnest beat their record from last year, recording a 3:12.49.

SQUASH:
Recent Results: Placed 2nd in the U-High Chicago Invitational on Feb. 6; placed third at U-High/Metrosquash invitational on Jan. 30; lost to Latin on Jan. 23; lost to Lake Forest Academy on Jan. 16.

— COMPILED BY ALEX HARRON, DHEVEN UNNI AND CLYDE SCHWAB

Seniors find camaraderie in classic video game

For years, students have bonded over “Super Smash Bros. Melee,” building friendships and having fun

BY SARAH PAN
NEWS EDITOR

From a small room on the second floor of the Belfield West tower adjacent to Gordon Parks Arts Hall, you can often hear the timeless sounds of virtual punching, throwing and dodging from the interior’s large television. Upon entering, you will find at least two senior boys intently focused on the television screen — strategically mashing buttons with an occasional cheer or groan of defeat.



Henry Moore



Harry Ni

This, is “Super Smash Brothers Melee” — a wildly popular video game around the world. After the first release of “Super Smash Bros.” for the Nintendo 64 in 1999, the series gained popularity and a cult following with later releases: “Super Smash Bros. Melee” for GameCube in 2001, “Super Smash Bros. Brawl” for Wii in 2008, and “Super Smash Bros. for Nintendo 3DS” and “Wii U” in 2014. The games vary in characters, stages and controls.

The combat, fighting game has a unique style, structured so that players aim to increase damage and knock their opponents off-screen instead of draining opposing life bars or hearts. Published by Nintendo, the characters are a culmination of the company’s most famous personalities: Mario, Pika-

“I feel like I’ve found a community who take it about as seriously as I do. I’ve made friends at school through Melee that I didn’t really talk to otherwise. I think we’ve kind of created our own microcosm of the Smash community.”

— Fritz Reece, senior

chu, Link, Kirby, and dozens more.

For seniors Fritz Reece, Henry Ni and Henry Moore, “Super Smash Bros.” has been a part of their lives since the beginning of the franchise.

“‘Melee’ was my first Smash game actually,” senior Fritz Reece said. “I started playing that when I was probably about four years old with my brother. We got a Gamecube for Christmas, and we would just play that together.”

The game and community have developed significantly since that first release. The multiplayer accessibility has led to a global community of players and tournaments, some with up to 1,800 contestants.

“The main thing for me was, everyone played “Super Smash Brothers Melee” as a kid,” senior Harry Ni said, “but most people don’t know how far the game has come since then, and the ways that people have learned to perfect it. There is a huge and extremely friendly community and storyline behind everything.”

A lot of the appeal players have found in the game is in the skill and technical aspects. The controls are fairly simple compared to other combat games, but the reflexes and experience necessary to use the right move at the right time takes time and prac-



MIDWAY PHOTO BY SOPHIE HINERFELD

READY, SET, SMASH! Seniors Fritz Reece and Max Bremer play Super Smash Brothers ‘Melee’ during their free period in the senior lounge on the second floor of Belfield West, adjacent to Gordon Parks Arts Hall. With intense concentration, the two friends battle combat style for the win.

tice.

“The game is really beautiful,” Harry said. “Like in ‘Melee’, you can be very fast and technical. The movement is smooth once you get really good. I think that’s my favorite part, just like fast technical playing.”

The game has been revered for having unique gameplay: requiring constant strategy and consistent practice to craft skill.

“I still practice at home sometimes, but it’s not as good as playing against other people,” Fritz said. “I think the most important

part is the mental game, and being able to understand what your opponent is trying to do and change your play to adapt to that. You can’t practice that at home.”

According to students, the community is still growing— always willing to accept new players at different skill levels. This welcoming nature applies to both the vast international online community and tournament collective, as well as the smaller niche at Lab.

“Everyone in the lounge would love to give advice to a new player,” senior Henry Moore said, “and

people at tournaments are really nice if you want to go to one. Anyone would be willing to show you the basics and start playing.”

Even in the small space of Lab, the game brings people together through common interest and camaraderie.

“I feel like I’ve found a community who take it about as seriously as I do,” Fritz said. “I’ve made friends at school through Melee that I didn’t really talk to otherwise. I think we’ve kind of created our own microcosm of the Smash community.”

After three years of ambiguity, ‘Ye finally releases his album

Post-Adidas fashion collab and musical hiatus, Kanye heads back into the limelight with ‘The Life of Pablo’.

BY MICAIAH BUCHHEIM-JURISSON
EDITOR-IN-CHIEF

Hate him or love him, it is difficult to deny that Kanye West is a master of media. The Life of Pablo’s (TLOP) much anticipated release has been one of the most confusing in recent memory—controversial Twitter rants, characteristically strange antics and bold claims, a steady stream of song releases, numerous tracklists, a Madison Square Garden listening party/debut for his West’s fashion collection, a midnight release on Tidal following an SNL performance, and finally, West’s declaration that he is going to “fix” the album—but through this confusion, he has dominated the headlines and stayed in the public eye for over a month, generating even more publicity for his already heavily-publicized album.

When celebrities pull publicity stunts, it is often laughable (see: Shia LaBeouf). However, not only is the Madison Square Garden listening party/fashion show, is more elegant and better thought-out than the average publicity stunt, but it also worked—it got positive attention. When backed up with an album that is, in fact, quite good, it seems to be West’s way of

claiming he is on top of the world.

As with many of his albums, West samples from a diverse and surprising variety of genres (everything from a 1970s Italian symphonic rock band to a video of a four-year-old on Instagram). More intriguing, however, is the way TLOP draws from the sounds of West’s past albums to create something entirely new—albeit with hints of familiarity.

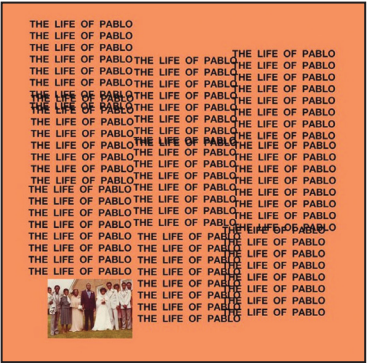
The soul samples of “Ultralight Beam” and “Father Stretch My Hands Pt. 1” bring to mind West’s debut album, The College Dropout (TCD). Ruminations on an old girlfriend and West’s life pre-fame in “30 Hours” and “Father Stretch My Hands Pt. 2” bring to mind the themes in both TCD and Late Registration. “30 Hours” and “No More Parties in LA” particularly resemble the of string arrangements of Late Registration, and aspects Graduation can be heard in the electronic, upbeat tracks “Highlights” and “Waves.” The influence of 808s and Heartbreak is less apparent, though the auto-tune and synthesizers, as well the album’s polished gloom, can still be heard.

The cool, jarring sounds in “Feedback,” “Wolves,” “Fade” and to a lesser extent “Lowlights,” is

“The cool, jarring sounds in ‘Feedback,’ ‘Wolves,’ ‘Fade’ and to a lesser extent ‘Lowlights’ is clearly influenced by Yeezus. The lyrical dichotomy of social consciousness and extreme ego on ‘Feedback’ also brings to mind the lyrics of Yeezus songs, particularly New Slaves.”

clearly influenced by Yeezus. The lyrical dichotomy of social consciousness and extreme ego on “Feedback” (perhaps best encapsulated in the line “PETA’s mad ‘cause I made a jacket outta possum/ Awesome, Steve Jobs mixed with steve Austin/ Rich slave in the fabric store picking cotton”) also brings to mind the lyrics of Yeezus songs, particularly “New Slaves.”

TLOP’s cohesion lays in its resemblance to West’s most critically acclaimed album, My Beautiful Dark Twisted Fantasy (MBDTF). Though stylistic and thematic similarities abound, the greatest thing TLOP draws from MBDTF is its ability to blend styles and com-



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TLOP. The album was released on Feb. 14, 2016. “Pablo” refers to artist Pablo Picasso, whom West equates himself to.

bine numerous sounds to create a maximalist, almost symphonic effect—the influence of each of West’s albums is evident in nearly every song.

Though the sound draws from samples and familiar styles, many aspects of the album sound quite new; by drawing from the past and simultaneously looking to the future with a diverse group of collaborators including Chance the Rapper, Cashmere Cat, Future-soundalike Designer and Metro Boomin, TLOP sounds quite fresh.

So, while it’s undeniable that The Life of Pablo borrows from numerous influences and genres, its greatest influence is actually Kanye West himself.

Being one’s own greatest influence is, in a way, the ultimate act of self-worship. Fortunately for West, who is no stranger to self-worship, he has a brilliant body of work to draw upon.

Tune out with this March mixtape

BY ALEX LUND
ARTS CO-EDITOR

The songs listed below are an encapsulation of the essence of spring — a time of rebirth, joy, calm, melancholy reflection, mooniness, stress and lull. It is a season of extreme dynamics — rain and sun, cold and warm. While listening to these songs, allow yourself the freedom to enjoy the range of emotions as they appear, coming to terms with and accepting the present as is.

1. “Door of the Cosmos” — Sun Ra
2. “Panther” — Made in Heights
3. “untitled 05” — Kendrick Lamar
4. “Time of the Season” — The Zombies
5. “California” — Joni Mitchell
6. “Endz” — Kano
7. “Waters of March” — Antonio Carlos Jobim
8. “The Maker” — Daniel Lanois
9. “As” — Stevie Wonder

Enjoy.

Artsfest offers student gallery

BY MAIA BOUSSY
MANAGING EDITOR

Artsfest, Lab's annual student-run art appreciation day, took place this year on Feb. 25 featuring a drum line, workshops and a Dance Troupe performance. While the schedule remained unchanged, new workshops were offered such as glass etching. Art in the Dark was postponed and students were offered the opportunity to exhibit their art in a gallery.

Artsfest consisted of opening and closing ceremonies and four 45-minute workshop periods in between. Each period had between 25-30 workshops offered, which students requested through the Artsfest website. Artsfest Co-President Halima Mossi, senior, felt the day went smoothly.

"On the day, I just walked around to workshops I thought sounded interesting or that I wanted to check on," Halima said. "It was cool to see students very engaged and having fun, relaxing."

She said her favorite moment was when people were signing up for workshops, because everyone was on their computers waiting for the countdown.

"I think the hardest part was just maintaining organization and making sure the faculty and students feel comfortable and know where they are going. It's always just a race against time and you have to recruit people to help you."

Art in the Dark, the annual event the night before Artsfest, was postponed due to severe weather warnings hours before it was to begin. It has yet to be rescheduled.

This year, for the first time students had the opportunity to have their art displayed in the Stephen Daiter Gallery, which opened on Feb. 26 and ran through March 5.

Senior Maya Daiter, third-year Artsfest committee member and daughter of Stephen Daiter, organized the gallery show, which received over 100 submissions. The gallery owner, its director and an employee from Christie's Auction House selected 60 pieces to display.

"I thought the gallery would be a fun expansion on Artsfest because it's an art-centric day, I wondered, 'Why don't we show off some student art?'" Maya said. "I know that people have been trying to do that more in Gordon Parks, but I really wanted to give students a space where they could show what they wanted to."

A team of four seniors won the Hunt, the scavenger hunt run by the Artsfest committee that was first held last year. The group, self-titled the Hash Slinging Slashers, consisted of Tiffany Suwatthee, Ariel Gans, Nikita Dulin and Anna Bakwin, and their prize was tickets to Pitchfork, a music festival in Union Park July 15-17. Tasks included revamping Adele's "Hello" video, decorating Artsfest-themed cupcakes and creating a synchronized swimming video with at least three people.

"Synchronized swimming was really fun because we had to make up stuff," Tiffany said. "We did 59 of the 72 tasks. On Monday morning, we thought we weren't going to win because we had heard there was a freshman group that had 1000 points, and then Monday night we did a ton of stuff. Then Wednesday we decided we already put so much energy into it, if we stop now, it's going to be really sad."



TEARING UP THE DANCE FLOOR. Stepping to the beat, Pack Drum Line marches in unison for an energetic entrance. "Their performance wasn't very coordinated, it was more spontaneous," junior Elsa Erling said, "which made it more entertaining. But I think if they interacted with the crowd more, it would've been more enjoyable to watch."

MIDWAY PHOTO BY BENJI WITTENBRINK



SUGAR & SPICE.

"It's the only thing I know how to make," math teacher Paul Gunty jokes. Metal bowls, wooden rollers and the sweet smell of apple pie fill the room as Mr. Gunty instructs the students on how to mix apples with concoctions of flour, sugar and cinnamon.

MIDWAY PHOTO
BY JANIE INGRASSIA



MIDWAY PHOTO BY TERESA XIE

SOULFUL SOUNDS. With powerful guitar riffs and beautiful soul-infused vocals, juniors Alex du Buclet and Mat Ferraro showcase "Neon" by John Mayer during the opening ceremony. Despite issues with the microphone causing the sound to go in and out, students supported the performance by clapping along to the beat.

MIDWAY PHOTO BY TERESA XIE

WET PAINT AND STEADY HANDS. Students carefully fill in the umbrellas and lines that make up this year's Artsfest mural designed by senior Julia Hedges. "I enjoyed feeling the collaborative spirit that a public art project creates among the members of the Lab community," Julia said. "I designed the mural beforehand, which was inspired by GPAH, and also the spirit of comfortable summer vibes."



MIDWAY PHOTO BY PAIGE FISHMAN

PRETTY IN PAINT. With a brush in her hand, freshman Alyssa Russell carefully outlines a purple butterfly on freshman Abigail Thinakaran in Face Painting and Flower Crowns. "Lab assigns a lot of work," freshman Chauson Dam said, "so I think that Artsfest was a good way to compensate for all the hard work we put in."

NOW WATCH ME. Smiling, senior Nora Lin dances as a part of Dance Troupe's performance during the closing ceremonies.

MIDWAY PHOTO BY BAILEY GARB