Students discuss sexual misconduct reform

Members of Feminist Club seek transparency, consent education

BY GRACE ANDERSON EDITION 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 Laboratory 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 the 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 at the last," 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 promptly brought members to begin planning. Two documents even were created 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 email assault and harassment counselor that both documents requested would teach a mandatory consent course at every grade level, which could be incorporated into the curriculum of the school.

"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," Ms. Gacic said.

"I feel that eventually this frustration will bubble over and there will be an explosion."

Maria also believes that when enough students and faculty speak up the administration would also help to relieve concerns and prevent gossip from hindering how students understand serious issues. She said the small size of the community leads to speculation, and that students want to see direct action from the administration regarding what's going on.

Fikayo believes greater transparency from the administration would also help to relieve concerns and prevent gossip from hindering how students understand serious issues. She said the small size of the community leads to speculation, and that students want to see direct action from the administration regarding what's going on.

"I feel that eventually this frustration will bubble over and there will be an explosion."
Hydration stations coming

BY CYNTHIA SCHWAB

Cool, refreshing, filtered: U-High, prepare to get hydrated.

While U-High may currently be bereft of satisfactory water fountains, according to David Staf- ford, 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 cold water bottle fillers and fountains.

Every two weeks, the U-High of- fice spends $36.25 on roughly 25 5-gallon jugs of water for the cool- er, 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 in the U-High building.

“It was originally for faculty and staff, but due to the lack of water fountains in the building for stu- dents, a few students started com- ing in and it just sort of kept rolling from there,” Carol Arrington, the high school secretary, said. “We have repeat students, some who came in several times a day and drank a cup or two at a time, 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.”

Aya Chopra, a regular at the U-High office water cooler, explained his daily use of the cooler. “I remember once I had a sip of water from a friend’s water bottle, I nearly gagged,” Aya 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 com- plaints regarding the taste of water from the U-High fountains, Mr. Horton was quick to note that he had been tested by the University of Chicago Department of Environ- mental Health and Safety and was safe.

STEM club to host first Discovery Day

Science-themed workshops will take place throughout April

BY MARISSA MARTINEZ

Midway reporter

On Feb. 7, the inaugural Discovery Day will showcase different University- based students who show interest in science. The department and sci- ence have become by presenting them workshops varying from fossils to psychology.

An expert from a local sci- ence professor, second place, by Marissa Martinez. The second place is commonly based speakers to show how science-themed workshops have become by presenting them workshops varying from fossils to psychology.

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**Conceal, enhance or fun?**

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

By Talia Goerke-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, MAC and Chanel.

Some say that makeup use at U-High differs from other schools, being used to conceal, to enhance and just to have fun.

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."

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 do I do my makeup depends on what I'm doing for it."

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 - up to make sure that everything is blended. But then it can take 20 minutes total," I take a long time blending in my makeup," Simona said. "It's kind of like an art form. I don't act different when I wear makeup. I don't 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 confident 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..." Myra said. "I didn't necessarily do everything on the right, but I'm really good at my makeup."

"I wear makeup because when I wear makeup I feel like I'm covering up myself," sophomore Sophie Hinerfeld said. "It's fun to do," Emily said. "I don't wear makeup to make myself look pretty. It's like I'm a canvas, and I'm really bad at art, but I'm really good at my makeup."

It is not uncommon at Lab to find a barely-faceted 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 feel like I'm covering up myself, 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. "I feel like I'm compliments, 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 something I enjoy doing. I love how girls are seen in society, but I don't see it that way. I see it as a way to elevate yourself."

"I think makeup is really nice. 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."

Simona Christian, freshman

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

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**FBI’s attack on Apple raises cyber security questions**

As reliance on technology rises, relevance of privacy increases

By Elena Maestripieri
FEATURES 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 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 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 personal space and again as more people’s lives become intertwined with technology. That’s 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.”

“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

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**Privacy is a vanishing resource**

Curt Lieneck and Joanna Cohen
As he approaches his last quarter at Lab, Latin teacher Dr. Hendren's students are not ready to see him go.

**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."

"For me it was three months," Jonathan said. "I have massive respect for him," Dr. Hendren's in Greek and Latin.

"A lot of my classes now, since I'm an English teacher, I feel like I'm the most reliable teacher I've ever had," Jonathan notes.

"Baseball is a game of failures," Dr. Hendren still loves the feel of teaching. He thinks of it like philosophy. "We'd have an incredible diversity," he said, "but it's the students that make the class."

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Administration needs increased transparency

Apple should unlock iPhone of San Bernardino shooter

As the Midway sees it...

Campus locks spaces for students to work

THURSDAY, MARCH 10, 2016 • OPINION
U-HIGH MIDWAY • UNIVERSITY HIGH SCHOOL, CHICAGO

You can control how others perceive you, but Apple, Inc., might be able to do it 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 pri-

va
ty. Right now, they’re almost completely absent. This informa-
tion is important not just to raise awareness about these is-

sues, but to help prevent them. Many students do not receive in-

cluding freshmen to take extensive

consent courses online before arriving on campus. For many Lab stu-

dents, this is their first exposure to consent education. We need to work through 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 students. We were students were confused about its relevance. The administration didn’t directly link the assembly to specific issues happening at our school but rather discussed dissemination strategies. By having students play a game defin-

ing basic terms like “misogyny.” If incidents of sexual harassment or racism had taken place at Lab, the administration needed educators to address that was the purpose of the assembly. Talk-

ing generally about issues meant them seem distant and made us question its relevance to our community.

Transparency by the administra-

tion at the Inclusion Assembly could define 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 admin-

istrators cannot disclose all in-

formation, but if incidents have happened they need to disclose as much as they can to our com-

munity.

We can’t change the sexist sports advertisements displayed on the screen at the assembly. We can change how we speak to others about these issues online. Making these issues per-

sonal could spark a con-

scious campaign in ver-

nacular, consent and inclusion with an emphasis for change. It also would have stopped any op-

portunity for speculation. In ad-

dition, transparency about these incidents as well would allow the students that our administration is concerned about our safety, even when an incident is sensi-
tive and affects the reputation of the school in making us feel safe and putting our well-being first, they are subsequently improving transparency and reputation of our school.

Through education and trans-

parent dialogue, teaching the whole com-

munity together and make Lab a community where all students feel safe.

This editorial represents the opinion of the Midway’s Editorial Board.
**SLICING THE SLOPES.** Senior Anna Bakvin gets up early on Friday, Feb. 19, 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." Not so in the Alps, where — it's hard."

"At first it was the hardest thing I ever had, doing it all the time, but you don't have a coach to push you. It's up to you. It's the beginning of something, it's my last meet of high school season, it's a change, things that we've all been working on for months of hours of practice. It's just a statement," Eamonn said. "I'm thinking about cleaning up the little things that I can do better and that don't require a drastic change, things that we've all been working on and that we do know."

Nigel, team co-captain, echoed the same sentiments. "It's the end of the season and you realize how much pressure we were putting on that hype we can drop a lot of things, we can't go back, we were nonetheless happy with their performance. Nigel described the final moments before the relay. "As we started to get ready for the race, you could feel all four of us taping into all of that energy — from our parents, coaches, teammates, and the crowd — and pulling ourselves up for the race," he said. "The heat before the race, we're huddled up and told each other how this race and this team meant to us and began to focus. We didn't think about the outcome, we just wanted to experience the world." We all jumped around and kept all of the energy from the huddle and the atmosphere of the meet rolling through and going to bring 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's why we're going 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 race, you could feel all four of us tapping into all of that energy — from our parents, coaches, teammates, and the crowd — and pulling ourselves up for the race," he said. "The heat before the race, we're huddled up and told each other how this race and this team meant to us and began to focus. We didn't think about the outcome, we just wanted to experience the world." We all jumped around and kept all of the energy from the huddle and the atmosphere of the meet rolling through and going to bring a relay..."
Seniors find camaraderie in classic video game

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, dashing 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 tossing buttons with an occasional cheer or groan of defeat.

“What game is this?” you might ask yourself. This is “Super Smash Brothers Melee” — a widely popular video game around many high schoolers these days. The first release of “Super Smash Brothers Melee” for the Nintendo 64 in 1999, the series gained popularity and a cult following for Wii in 2008, and “Super Smash Brothers Melee” for GameCube following with later releases: “Super Smash Bros.” has been a part of their lives since the beginning of the franchise.

“Melee” was my first video game actually,” senior Fritz Reece said. “I started playing 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 1,000 contestants. The main thing is that everyone played “Super Smash Brothers Melee,” senior Harry Ni said, “but most people don’t know how far the game has come since then and the people that have learned to perfect it. There is a huge and extremely competitive and impressive culture behind everything.”

For the most part, the appeal players have found in the game is in the skill and technical aspects. The controls are simple compared to other combat games, and experience necessary to use the right move at the right time takes time and practice.

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

by McIain Buchemi-Jurriens
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 (TLOP) much anticipated release has been one of the most compelling 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, a midnight release on Tidal, a debut for his West’s fashion collection, a maximalist, almost symphonic album, as well the album’s acclaim as one of the most anticipated releases of the year. West has used his collection of remarkable, large-scale life bars or hearts. Published by

Harry Ni

After three years of ambiguity, Ye finally releases his album

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

The songs listed below are an encapsulation of the essence of spring — a time of rebirth, joy, calm, melancholy reflection, mood swings, stress and hail. 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. “Endless” — Kurt
7. “Waters of March” — Made in Heights
9. “Ag” — Stevie Wonder

Enjoy.

Tune out with this March mixtape

by Alex Lund
Arts & Co-Editor

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

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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 “Unlifight Beem” and “Father Stretch My Hands Pt. 1” bring to mind West’s debut album, The College Drop-out (TLOP). Ruminations on an old and West’s life are hinted in “Birth of a” in TLOP, with one of his biggest hits, “Radio.” In “30 Hours” and “Father Stretch My Hands Pt. 2” bring to mind the themes in both TLOP and Late Registration. “30 Hours” and “No More Parties In LA” particularly resemble the string arrangements of Late Registration, and aspects of the song “Death” can be heard in the electronic, upbeat tracks “Highlights” and “Waves.” The influence of Bibbs and Pharrell is less apparent, though the auto-tune and synthesizers, as well the album’s polished glam, can still be heard. The cool, jarring sounds in ‘Feedback,’ ‘Wolves,’ ‘Fade’ and to a lesser extent “Loveless” is clearly influenced by Yezaas.

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TLOP’s cohesion lays in its re- semblance 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 come up with unique gameplay: requiring constant strategy and consistent practice to execute.

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Artsfest offers student gallery

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. 25 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 recently, so it's a fun expansion on that," senior Ava Daiter added. "It's just a race against time and you have to recruit people to help you.

"Synchronized swimming was really fun because we went 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."

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Soulful Sounds. With powerful guitar riffs and beautiful soul-infused vocals, juniors Alex de Buclot and Mat Ferraro showcase "Hello" 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.

Wet Paint and Steady Hands. Students carefully fill in the umbrellas and lines that make up this year's Artsfest mural designed by senior Julie 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 GPMI, and also the spirit of comfortable summer vibes."

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PRETTY IN PAINT. With a brush in her hand, freshman Abigail Thinakaran carefully outlines a purple butterfly on freshman Abigail Thinakaran in Face Painting and Flower Crowns. "Lab assigns a lot of work," freshman Chauntou 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.