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With a new recording studio in Gordon Parks Arts Hall, students in Francisco Dean’s independent study explore techniques and engineering in music.



**PAGE 6 • IN-DEPTH**  
Underclassmen use Schoology for clubs and planning events instead of Facebook. Social media continues to spark concerns about access to private information.



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For different personal reasons, U-High staff reach out and inspire inmates and their families through conversations, donating and volunteering.



University of Chicago Laboratory High School

# U-HIGH MIDWAY

1362 East 59th Street, Chicago, Illinois 60637

MAY 10, 2018

uhighmidway.com • Volume 94, Number 9

## Speaker says talk to parents about money

Don’t invest in material things, spend money on experiences

by **IVÁN BECK**  
ASSISTANT EDITOR

You are entitled to ask your parents how much money they make. At least that is what New York Times columnist Ron Lieber thinks. In his book, “The Opposite of Spoiled,” he discusses how to have conversation with children about money in an effort to raise children who are not “spoiled.” Mr. Lieber spoke about his book to the Lab Schools Parents’ Association on April 23. The book focuses on how to teach children how to think monetarily, and how to not be indulgent with purchases or long-term decisions related with money. Although his book covers kids of all ages, he believes that there is a specific importance of his work for teenagers. The rising Senior Class faces the lengthy and strenuous college process, a tiring and stressful experience. In addition to the emotion-

*“I actually think that by the time you are a junior or a senior you ought to know how much money your parents make because, you know, you’re getting ready to make these enormous decisions about college and perhaps how much debt to take on and maybe what you want to study.”*

— RON LIEBER, NYT COLUMNIST

al turmoil caused by this process, a large monetary package goes along with deciding a college. On average, private school tuition was about \$35,000 for the past school year, and \$26,000 for out-of-state public school applicants. “I actually think that by the time you are a junior or a senior you ought to know how much money your parents make because, you know, you’re getting ready to make these enormous decisions about college and perhaps how much debt to take on and maybe what you want to study,” Mr. Lieber said in an interview with the Midway. Even without the challenge of

college applications, Mr. Lieber argues that teenagers must have conversations about money. He explained that since many students at U-High are financially fortunate, they have the luxury to choose whether they want to discuss money, even though he argues against this. On the other hand, less well-to-do families might need to discuss how to save their earnings every day. However, he explained that if parents want to raise children who will become financially savvy adults, they should openly discuss their financial situation with them. In this way, he believes that the values individuals have about their lifestyle can be carried into their monetary choices. In his book, he delves into everyday situations in order to give parents a clearer idea of how to raise kids in this way. Mr. Lieber explained that the goal of his talk with the Parents’ Association “was basically trying to convince all of your parents to talk to you more openly and honestly about money, about their money, about your money, about money in the world and to treat money with the important and respect that it deserves.”



MIDWAY PHOTO BY EMERSON WRIGHT

**THE OPPOSITE OF SPOILED.** New York Times Columnist Ron Lieber presents to the Parents’ Association on April 23. Mr. Lieber wanted to convince parents to have a more open and honest conversation about money to give it the respect it deserves.

### UNICEF SPEAKER



MIDWAY PHOTO BY ALEXIS TYNDALL

**SPEAKING FROM EXPERIENCE.** From all around the world to Lab, Lucy Meyer, a UNICEF and Special Olympics international spokesperson who has cerebral palsy, presents about her experience at the Special Olympics. She was hosted by UNICEF Club April 26. She has spoken at venues such as the United Nations and the White House.

## Menta elected president; Nayak will be treasurer

by **IVÁN BECK**  
ASSISTANT EDITOR

On April 27, Shiva Menta was elected 2018-19 all-school president and senior Roma Nayak was elected all-school treasurer. Other all-school candidates, who each ran unopposed, include Emma Trone, vice president; Alexis Tyndall, secretary; Aly Lathrow, Cultural Union president; and Mitch Walker, Cultural Union vice president. All all-school officers will be seniors. Adi Badlani, a freshman, was appointed Director of Student Technology Services.

Shiva has been president of the Class of 2019 for his first three years of high school. “I’m excited that the student body trusted me and elected me

to be their next Student Council president,” Shiva said. “I’m looking forward to a productive year in which Student Council can become more connected with the student body, increase efficiency and gain a more community-based focus.” The Class of 2019 officers are Saige Porter, president; Eddy Rose, vice president; Alyssa Russell and Nate Westneat, Cultural Union representatives. The Class of 2020 officers are Ben Cifu, president; Suleyman Ahmed, vice president; Ava Kucera and Kepler Boonstra, Cultural Union representatives. The Class of 2021 officers are Omar Siddiqui, president; Susan Huang, vice president; Noor Asad and Destiney Williamson, Cultural Union representatives.



Shiva Menta



Roma Nayak

## New top-level administrators will focus on operations, diversity

by **MICHAEL RUBIN**  
MANAGING EDITOR

After months of interviews and assessing applications, two people were hired for senior leadership roles at the Lab Schools, according to a statement from Lab Schools Director Charlie Abelmann. Carla Ellis, who was appointed assistant director, has worked formerly in senior roles within the Peace Corps, as well as at the

Lighthouse Academies Charter Schools as their regional director of schools. Additionally, Dr. Ellis co-ran a university-public school partnership at the DePaul Center for Urban Education and as the inaugural high school principal for the DuSable Leadership Academy, according to Dr. Abelmann’s statement. She earned an Ed.D. in curriculum studies from DePaul Uni-

versity, according to her LinkedIn profile. As assistant director, Dr. Ellis will assist the director in overseeing the schools and focus on school operations in terms of school-wide programming, professional development, university and community relations and all-school curriculum coordination. Priyanka Rupani, a 2006 U-High alumna, was appointed Lab’s new

director of diversity, equity and inclusion. Ms. Rupani worked previously in a similar role at the Friends School of Baltimore, and she worked in consulting for the Glasgow Group, an organization that provides professional development consulting and coaching for schools in various cultural and strategic initiatives. Ms. Rupani earned a M.S. in

education from the University of Pennsylvania. Ms. Rupani will focus on collaboration with administrators throughout the Lab Schools, establish consistent and comprehensive diversity programming through partnerships with different members of the Lab community. Both Ms. Ellis and Ms. Rupani will begin their new roles July 1.



# Teachers suggest systemic change for more tolerance

by **SAMIRA GLAESER-KHAN**  
NEWS EDITOR

U-High teachers believe the curriculum needs systemic changes in order to foster a more tolerant environment, and they are not the only ones who think so. Illinois legislators are considering a bill requiring schools to include in history classes the contributions of LGBTQ people.

Their call for change follows displays of hate at Lab recently, such as the homophobic slur written on a mural and the swastika scratched in the middle school bathroom. On April 26, Dean of Students Ana Campos published a message in the bulletin saying students had ripped material from the U-High Conservatives' club board, adding another incident of intolerance to the list.

The bill passed the state Senate May 2, and if it passes the House, Illinois would be the second state to mandate an LGBTQ-inclusive education after California.

The bill is similar to ones requiring education about black, hispanic, and Asian-American famous figures. Supporters say the bill would decrease bullying in school by increasing representation and providing historical role



Susan Shapiro



Ian Taylor

models, such as Jane Addams.

"People need to see their history to understand that they are a part of our society," Illinois state Senator Heather Steans said in an interview with The Hill.

Ian Taylor, an English teacher who also advises the U-High Conservatives club, recognizes that seeing a minority group as a concept rather than people is one of the leading causes of intolerance and hate.

"The material that was torn up on the U-High Conservatives board wasn't controversial or inflammatory, rather it was messages about listening to one another," Mr. Taylor said. "The reason it was torn up is because it was on the U-High Conservatives board, and other students see that ideology as something they are opposed to."

Mr. Taylor believes that the cur-

riculums must make time for students to get to know one another and see each other as human beings.

"Taking some time in the classroom to get to know each other is one of the most important things. If we connect on a human level and find what we have in common, it'll be easier for us to listen to each other," Mr. Taylor said.

While Jewish Students' Association adviser Susan Shapiro, a history teacher, believes systemic changes such as mandating discussions about sensitive topics will foster tolerance, she said individual teachers play a key role.

She believes it is essential for teachers to be hands-on when facilitating tolerance.

"Whenever there's a point where I feel like the class is not being accepting of others, I feel like it's important to step back and evaluate what's going on. The teacher should be very hands-on in this process," she said. "At the beginning of the year, I was noticing that kids were having a hard time understanding Judaism because of all the stigma that surrounds it. I had to be firm in helping people understand Jewish thought in a scholarly unbiased way."

## SENIOR CELEBRATION



MIDWAY PHOTO BY EMERSON WRIGHT

**AMERICAN DAY.** Seniors Chantalle DuPont and Miranda Meija exit Blaine lobby on April 30, which was American day for the Class of 2018. In their last week before leaving for May Project, the Senior Class participated in beach day on May 2, grade T-shirt day on May 3, and college T-shirt day on May 3. Seniors return from May Project on May 31 for presentations and an award assembly.

## NEWS IN BRIEF

### Graduation speaker is alumna, nonprofit founder

Celebration, success and completion. 1998 U-High alumna Debra Gittler will be the featured speaker at graduation June 7. Student speakers will be Senior Class President Ayaan Asthana, Elizabeth Van Ha and Elizabeth Meyer.

Ms. Gittler is founder and director of ConTextos, an educational company. She has opened schools in Costa Rica and currently works with the Chicago corrections system.

"Her approach to activism through education and the fact that she is from Lab gives her a very unique and also appropriate opportunity to speak," Aayan said.

Ms. Gittler was selected by the graduation committee consisting of the four elected Student Council officers and two additional students specifically selected to serve on the committee.

Besides speakers, graduation will also have musical performances. Jonathan Ruiz and Bryce Palmer will sing "Lean on Me," Sophie Hinerfeld will sing "Time after Time," and a trio of Teresa Xie, Jenny Wang and Giacomo Glotzer will perform a piece by Lowell Liebermann.

Additionally, students will give speeches for honorary diplomas given to teachers.

Dean of Students Ana Campos is fond of graduation and remembers warmly her first time attending a U-High graduation.

"I feel a lot of pride for how our school celebrates the end of this journey," she said. "Whether it is four years or 14 years, it's really beautiful."

— ELLA BEISER

### Student Council raises \$4,672 at Labapalooza

Through the first-ever Labapalooza dance marathon and fundraiser April 14, Student Council raised \$4,672 for a local charity and gave away prizes, including Lollapalooza passes to one winning high school student.

"This event was more work I've ever put into Student Council in all my four years of being on Student Council," Cultural Union President Florence Almeda, organizer of Labapalooza, said. "It was a huge endeavor, but it was definitely worth it."

Jessica Franks, a senior, won the grand prize.

"At first I signed up just to support my friends on Student Council and this awesome event they were able to organize," Jess said, "but when I found out how few high schoolers were competing I got really excited because my chances of winning were so high."

Florence said Student Council will try the dance marathon again, though it may not be next year.

"Since it was the first time, we were just learning what it takes to do a dance marathon," Florence said. "It is a lot of work, so maybe we would do it every other year."

My Block My Hood My City "provides underprivileged youth with an awareness of the world and opportunities beyond their neighborhood," according to its website, will receive the donated funds.

— NICHOLAS EDWARDS-LEVIN

### Design Communications class will do Egg Drop

Anything but cracked.

That will be the goal in a few weeks, once seniors return from May Project, for Brian Wildeman's Design Communications class where students will compete against each other in an egg drop contest. The class focuses on web, logo, publication and 3-D design as well as 3-D printing.

Egg dropping comes down to keeping the egg safe. The contest

will test of both physics and design. In egg-dropping contests, students have restricted materials to construct vessels for the eggs. The constructed vessels and their egg are dropped from 15 feet in the air. Once they hit the ground, if the egg is not cracked, the vessel is dropped from a higher height.

"I mean really it comes down to two approaches," Mr. Wildeman said. "Either the thing you put it in is somehow padded enough, or something slows down the fall."

Mr. Wildeman's contest version has unique rules and restraints. Students are only using a 3-D printer to create vessels to support and protect their eggs.

The 3-D printer can print multiple types of plastic, from soft and bendable to rigid and stiff. With the different materials, the design possibilities are endless.

Students ended up designing everything from planes to multi-layer balls.

"Students come up with all different strategies," Mr. Wildeman said, "and the vessels cover such a wide variety. The creativity is incredible and I think that is one of main the reasons I do this competition."

— AMANDA CASSEL

### Students see stolen car driven across Midway

A suspect drove a stolen vehicle across the lower platte of the Midway during the Middle School baseball practice in an attempt to avoid pursuit by police April 17, according to a statement sent home to families by the Lab Schools Associate Director Christopher Jones. The police vehicle continued to follow the suspect across the Midway. No students, coaches or members of the community were hurt in the incident.

In consultation with the university, Lab will continue to take advantage of the public spaces the surround the campus.

"We take precautions to the best of our ability where we use those public spaces," Mr. Jones said. "This random, strange incident is not part of a pattern, it's not part of a regular occurrence, and we don't think it gives us reason to stop using those public spaces."

— ABIGAIL SLIMMON

### 'American Epic' will bring new sounds to Lab in May

The "American Epic" at Lab will take place May 29-June 1 in Gordon Parks Arts Hall. The week will culminate with a concert from artist Hubby Jenkins June 1 from 7-8 p.m. His sound includes country blues, ragtime, fiddle, banjo and traditional jazz. On May 29, faculty and staff are invited to join teachers from the Old Town School of Folk to play the guitar.

According to the music department's poster, people can visit the Corvus Gallery in GPAH to watch engineer Nicholas Bergh play the original 1920s Western Electric Recording System as used in the "American Epic Sessions" films.

— KATERINA LOPEZ

### Debate duo places 20th at national competition

The debate team of Michael Hellie and Dheven Unni placed 20th at the Tournament of Champions, held at the University of Kentucky in Lexington April 28-30. The duo was the first U-High team to rank among the top 25 debate teams in the country, earning six bids this season and breaking the prior record of two.

The night before the competition, everyone on the debate team sent Michael and Dheven positive messages, vibes and support.

"I feel ... this is the closest we have ever been," Michael said.

— AMANDA CASSEL



# Hands-on shop

## New makerspace almost ready; Martino to return as coordinator

by **MICHAEL RUBIN**  
MANAGING EDITOR

With the school year winding down, the two makerspaces at Lab are nearly complete, with an open house scheduled for May 24 beginning at 3:30 p.m.

With the “clean room” located in one of the classrooms behind the Pritzker Traubert Family Library and the “messy room” or “Lab Shop” to be located on the third floor of the U-High building, students will have more opportunities to engage with different crafts and design principles than are offered in the Lab School curriculum.

Science teacher Daniel Calleri is confident about the possibility of students reaching a higher level of understanding within the school context in the makerspace.

“What we’d all like to see it as a way of extending things that we currently have in our curriculum, topics or content, into a space where the construction of something would really elevate student understanding,” Dr. Calleri said. “What if adding that third dimension and allowing them to participate in the construction of something really just sets that content idea firmly?”

Additionally, Dr. Calleri believes the Lab Shop will allow for healthier and more hands-on experiences for all students.

*“What if adding that third dimension and allowing them to participate in the construction of something really just sets that content idea firmly?”*

— DR. DANIEL CALLERI,  
SCIENCE TEACHER

“At this point, there’s more research to suggest that people who do things like this are healthier both mentally and physically than people who just sit on their keisters and watch the tube,” Dr. Calleri said.

Matthew Martino, a former science teacher whose contract was not renewed in 2017, will return to Lab to head the makerspaces. He and ESH Technology Coordinator Louis Coronel will work together to create and organize opportunities related to making for U-High teachers and students.

Although the makerspaces present new opportunities for students, there are also logistical issues such as the small classroom size and potential scheduling conflicts for different classes. Before the Lab Shop opens, the space must undergo safety assessments by the university and a supervisor must be hired, according to Dr. Calleri.



MIDWAY PHOTO BY EMERSON WRIGHT

**PASSING THE BATON.** Senior Jake Leslie speaks to the junior class on a panel of seniors, selected to talk about the college process. Other members on the panel included Maya Paloma, Victoria Gin, Natalie Glick, Bryce Palmer, Sophia Campbell, Cecile Ngo and Tomas Linquist.

## NEWS IN BRIEF

### Science team takes first at state competition

Finishing off the school year, Science Team placed first at state at Worldwide Youth in Science and Engineering on April 14, and placed ninth at state for the Illinois Science Olympiad competition April 21 at the University of Illinois Urbana-Champaign.

WYSE is a series of tests in math, physics, English, engineering graphics, chemistry, biology and computer science.

At ISO, teams participated in 23 events including lab, build and study events. Lab and study events are done in the moment, whereas build events are done prior to the competition.

The Science Team will compete in the National Tests of Engineering Aptitude, Mathematics, and Science, TEAMS, in June in Atlanta. One varsity and two junior varsity teams will attend the competition.

— AMANDA CASSEL

### Alumnus’ basketball jersey to be retired

Basketball jersey number 32 will be retired in honor of Zeke Upshaw, a 2009 U-High graduate who died March 26. This will be the first-ever jersey to be retired.

Mr. Upshaw had played for the boys basketball team all four years of high school. As a junior, Zeke was named Most Valuable Player of the Independent School League.

He went on to play at Illinois State University and Hofstra Uni-

versity. Eventually he played in the G-League, the NBA’s minor league organization.

On March 24 in Grand Rapids, Michigan, Mr. Upshaw collapsed on the court in the final minute of a game and was hospitalized. Two days later, he died of sudden cardiac death, according to the medical examiner.

A ceremony to put the jersey number up in the rafters of Upper Kovler will take place next fall.

“It’s important for the impact he made on the entire school and the basketball program here at U-High,” Athletic Director David Ribbens said. “He was a quality student-athlete and certainly one of the finest athletes in our school’s history. His success warrants the kind of respect and honor that comes with retiring our first-ever jersey.”

— ABBY SLIMMON

### Club will give hygiene products to homeless

Power Over Period is a new club whose members are working to provide feminine hygiene products to women who do not have access to them and to break the stigma around menstrual health.

The club meets Wednesdays during lunch in C119 and both girls and boys are welcome to participate.

Through a bake sale in April, club members raised more than \$200 toward the eventual purchase of feminine hygiene products for women in homeless shelters.

Annie Billings started this club

after recognizing that while the school had many feminine empowerment clubs, this subsection was missing.

Annie said one of the main reasons that this club is important is to remove a negative connotation around health.

— ELLA BEISER

### Math team earns third at state competition

The Math Team placed third in the state in the 3AA Division at the Illinois Council of Teachers of Mathematics contest May 5 at the University of Illinois at Urbana-Champaign.

U-High students placed in the top ten in each of the 12 events in which they competed.

In the Junior-Senior 2-Person event, Roshni Padhi and Elbert Du won first place in a tie-breaker. The freshman team of Fiona Abney-McPeck, Aditya Badlani, Roma Bhattacharjee, Will Greenstone, Elizabeth Park and Freddy Tang also placed first.

U-High finished just four points behind the second-place finishers, Libertyville, but almost 200 behind winners Glenbrook North.

— NICHOLAS EDWARDS-LEVIN

### Midway named Best Overall Publication

The U-High Midway has received national and state acclaim in recent contests.

The newspaper was named Best Print-only Publication and Best Overall Publication for its division

## COLLEGE ADVICE

in the 2018 Illinois Journalism Education Association Newspaper and Digital News Media Contest. Additionally, newspaper staffers earned awards for 36 individual or team entries, including 15 first place awards. For the first time, the Midway also received honors for its audio podcasts.

Priyanka Shrijay, a junior who serves as the Midway’s opinion editor, was one of 14 students named to the All-State Journalism Team, which recognizes those students who have proven themselves indispensable to their respective school media.

Work for March 2017 to March 2018 was eligible.

Five Midway staff members earned awards in the 2018 Quill & Scroll Writing, Photography and Multimedia Contest: Jacob Posner, third place, political writing; Michael Rubin (and staff), honorable mention, editorial writing; Sonny Lee, honorable mention, sports writing; Priyanka Shrijay, honorable mention, feature writing; Katerina Lopez, honorable mention, opinion column.

The contest received 2,065 entries in 23 categories, and 321 students received recognition. Work from Feb. 1, 2017, to Feb. 1, 2018, was eligible.

— GRACE ZHANG

### Midway launches new website for digital news

The U-High Midway now has a website, [uhighmidway.com](http://uhighmidway.com). Breaking news and stories that don’t fit in the paper schedule will

be posted on the website, as well as content from every issue.

“From breaking news stories to our regular content, the Midway website is going to be a great addition to the long-standing tradition that the print newspaper is,” Talia Goerge-Karron, editor-in-chief, said. “We have expanded the horizons of the newspaper with this website.”

The coverage will also expand beyond the printed editions.

“The website allows us to expand on what we cover because it means that we are no longer confined to the limits of the monthly news cycle,” Editor-in-Chief Dheven Unni said. “In the past, there have been events that we could not cover in a timely manner simply because they did not align with a publication date, and the website will allow us to rectify that in conjunction with the Midway’s social media.”

— GRACE ZHANG

### New Midway editors selected for 2018-19

Three juniors have been selected to the lead the 2018-19 U-High Midway staff. Jacob Posner, Priyanka Shrijay and Emma Trone were named editors-in-chief.

Other leaders include Samira Glaeser-Khan, managing editor; Iván Beck, features editor; Abigail Slimmon, sports editor; Grace Zhang, arts editor; Katerina Lopez, assistant editor and Max Garfinkel, business manager.

— NATALIE GLICK



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# A whole new level

## Recording studio provides new art opportunities

by **SAM FLEMING**  
CHICAGO LIFE EDITOR

Walk into the new studio on the third floor of Gordon Parks arts hall and the world suddenly becomes silent. The walls are covered in black blocks of sound absorbing material, every sound is pristine and any extra vibrations are immediately swallowed by the room.

The U-High recording studio opened for student use at the beginning of winter quarter, and already students are clamoring to use it. The studio is open to anybody who is involved with music



Francisco Dean

instructor Francisco Dean's independent study, "the student studio recording project," in which students learn about what it means to record music, including the basics of sound engineering and mastering.

"There's a wide variety of student performing groups at Lab of all kinds of genres and I have always felt since the very beginning that we did not have a way to serve those kids," Mr. Dean said, "We should be able to create a place where the kid who wants to do hip-hop, or rock or singer, songwriter can do that, and learn to do it well. This project is helping us to do that."

Part of what students love about the space is the freedom it grants them. Although the opportunity to use the studio is not open to all, any student in Mr. Dean's inde-



MIDWAY PHOTO BY SOPHIE HINERFELD

**JAM SESSION.** Junior Michael Harper monitors the sound input while other members of his band 'Rooftop Parking' record in the studio. Michael and his fellow band member Sam DuBose are the sound engineers for the band.

pendent study can bring their musician friends to work in the space. Sophie Hinerfeld and Megan Moran, students in the independent study, started working on recording a song.

"We've used the recording studio to record, arrange and create a final product," Sophie said. "I don't understand most of what is going on in there, but I'm so thankful that I go to a school that offers me opportunities to explore things like I am now. I hope in the coming years something like this can become a class so that students have more time to explore cool oppor-

tunities like this." Although some students may not know the basics of the studio, Mr. Dean enforces that at least somebody in the room always does.

"It's not a free-for-all. There's a lot of training that is required for the equipment and a person who wants to perform needs an engineer to even facilitate all that," Mr. Dean said.

Members of student-led band Rooftop Parking wanted to get involved with the independent study as soon as they heard about it and work to take full advantage of the

resource which they now truly love.

"Our band uses the studio every Friday to record," Michael Harper, the band's bassist, said. "During the week we find different times to come in and work on mixing and mastering, so it's really convenient for us."

The band has just begun working on a 13-song album which they hope they will be finished with by the end of the year.

"We are slowly recording it. It's a really hard process, though. There are a lot of steps to recording," Sam DuBose, the lead singer of the

band, said.

But more than anything, everyone involved with the project reinforces that despite all the technical skills they have had to learn and the adjustments they have had to make, the recording studio has increased their love for the music they make and affirmed that what they are doing is important to the school.

"A lot of people say this, but music is a language," Sam said. "I love the feeling of creating something that hasn't been made before."

# Theater students tackle challenging, magical musical



MIDWAY PHOTO BY SOPHIE HINERFELD

**MAGIC IN THE MAKING.** Senior Nicole Horio, who plays the Leading Player, and junior Jacob Beiser, who plays Pippin, rehearse a scene from spring production of "Pippin."

## Actors step up choreography for 'Pippin' staging

by **MIRA COSTELLO**  
MIDWAY REPORTER

After working tirelessly on flashy choreography, practicing complex roles, and experimenting with their production's offbeat format, the U-High theater cast and crew are excited to perform the Tony-award-winning musical "Pippin."

Director Liucija Ambrosini chose the musical because she sees it as a quintessential Broadway show. From the composer of the hit musical "Wicked," the production grew in popularity after the 2013 Broadway revival of its adventurous style.

"It's loved," Ms. Ambrosini said. "Every time I say what we're doing, people light up."

Senior Nicole Horio, who will portray the Leading Player, agrees. She has participated in musicals at U-High since her freshman year, which helps her appreciate this production's uniqueness.

Her character "has a dark side," which is different from the roles she is used to. Though this has been a challenge, Nicole admitted, she and the rest of the cast have enjoyed exploring the show's rich themes. She also recognizes the

musical's unconventional structure.

"It's a story within a story," she said, noting that this causes the characters to interact differently than in a typical show, because they are aware of the story's various levels. "It's a magic show on the surface level, so there's a lot of different tricks and elements we've been rehearsing."

Nicole observed that "Pippin" also differs from past shows, such as 2017's "The Drowsy Chaperone," in the amount of choreography involved.

"Last year, we had two big numbers, but this year, almost every song has a big dance break," she said.

For the first time, the team hired a professional choreographer for more support. However, U-High students are still very involved in the choreographic process.

Sofia Damer-Salas, a sophomore on the choreography team along with John Freeman and Anna Schloerb, knows what has gone into the show. She helped choreograph last year's "The Drowsy Chaperone," but indicated "Pippin" is different.

Rather than typical musical theater numbers, the dances in "Pippin" are more jazz-like with lots of elements from Broadway choreographer Robert Fosse's distinct, nuanced style, Sofia said. While Sofia said the dance numbers reflect the "confidence and power jazz is all

### 'Pippin'

**Tickets:** Tickets are selling for \$10 and will be available in the high school lobby or at the doors of the Sherry Lansing Theater on show night.

**Performances:** Thursday, May 17, Friday, May 18 and Saturday, May 19 at 7:30 p.m.

about," they've proved demanding for cast and choreographers alike.

"It definitely helps us bond, because we all are not the best dancers," Nicole said. "But it's a lot of fun — trying something new, getting used to moving in different ways." Sofia agreed, appreciative that despite sometimes frustrating rehearsals, the actors are dedicated and helpful.

The spring musical is usually the most successful show of the year, Nicole said, and the theater team is hoping to draw excited crowds from all walks of Lab life to their performances of "Pippin," taking place in the Sherry Lansing Theater at 7:30 p.m. May 17, 18 and 19.

Tickets will be sold for \$10 in the high school lobby or at the door.

"People have worked really hard on this," Sofia said, and she's hopeful students will keep open minds and excited attitudes. "Once you strip away the cloud of judgment that a lot of people have, you can really enjoy watching musicals and all kinds of performing arts."



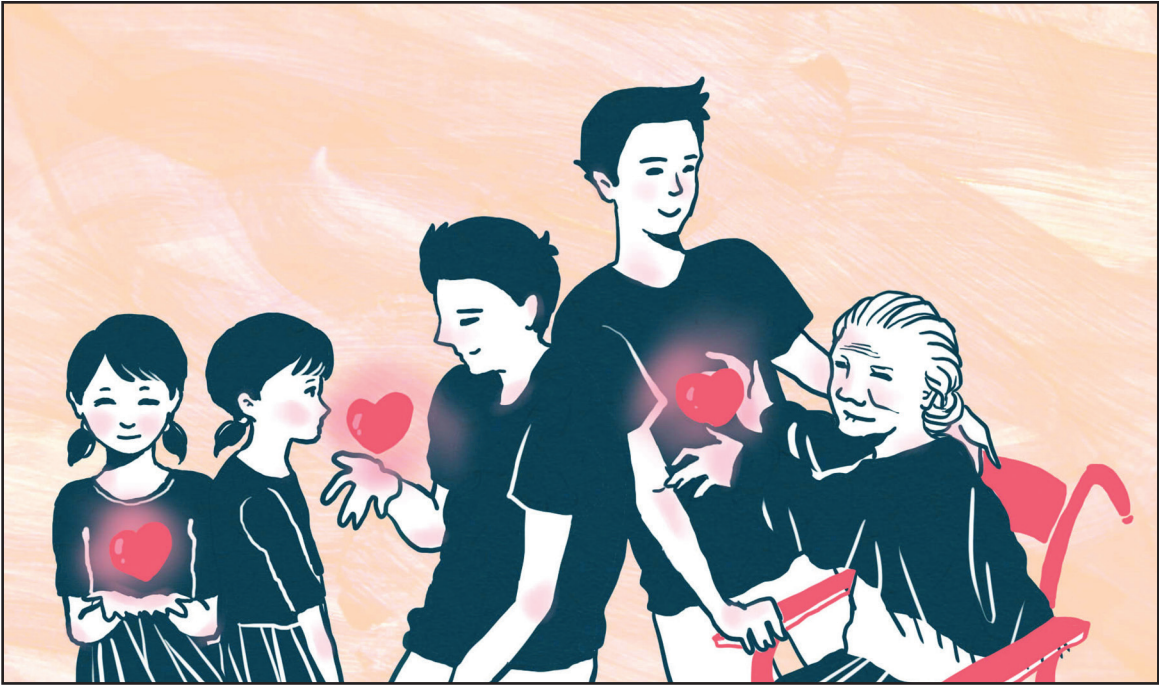
# Lab must set norms to live up to tolerance ethos

As the Midway sees it ...

In the past month, a swastika was scratched into a middle school bathroom, the U-High Conservatives' poster was torn up. In February, a homophobic slur was written on a middle school mural, and the word "Jew" was written on a wall in Judd Hall. We need to do a better job of setting community norms throughout all schools so that all members of our community are celebrated for their identities — an environment Lab prides itself on having but has not fostered lately.

Setting community norms begins early. It is important to make contact with younger students before and as they enter high school, including about 30 freshmen coming from different schools every year. Older students going into middle and lower school classrooms, speaking with and not to them as role models for behavior, will help younger students understand the dynamic of U-High and integrate more easily.

Although speaking with middle school students and freshmen



MIDWAY ILLUSTRATION BY AMBER HUO

should be student-driven, adults must create a space for students to build these connections. One possibility is to have Vertical Groups like at the middle school, where students from all grade levels meet once a quarter to do team-build-

ing activities.

Additionally, when incidents such as the recent acts of hate occur, an adult must step in — through an assembly or otherwise — to say publicly that these expressions of hate and intoler-

ance are unacceptable. The reaction to expressions of hate, especially those as severe as drawing a swastika or writing slurs, must go beyond a bulletin post or an email message. Otherwise, we won't be able to effectively establish that

hate is unacceptable in the Lab community.

Both the swastika and the U-High Conservatives incident fall under the same category of intolerance, but the swastika is an undeniable expression of severe hate, while ripping the conservatives club posters is rejection of different opinions. In order to address the issue of the U-High Conservatives' poster, we need to use classes to teach the difference between hate speech and a differing opinion.

Because Lab is almost universally liberal in terms of political views, differing political opinions are too quickly written off as hateful. Hate speech targets a minority based on race, sex, class, ethnicity, gender or religion, while a differing political opinion does not.

All members of the community — students, teachers and administrators — are responsible for setting community norms. By having clear norms for respectful conduct, incidents such as the recent ones will occur less frequently.

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

## Ivy League colleges should not be social expectation

by NATALIE GLICK  
DEPUTY EDITOR



"You're the exception to every rule when it comes to getting into college." This sentence was told to me by one of my close friends. I never thought about myself in the manner of an exception to rules when it came to the college process. It felt like I was being told that I didn't deserve to get into college, and that it was an easy process for me.

This comment brought the question, "Why are there social rules when it comes to college at Lab?" to my mind. Furthermore,

*"I have always felt there was a social force telling me I wasn't good enough because I didn't want to go to one of these schools. This is an issue because I wouldn't have been happy at one of these schools."*

"Why are there social rules about the classes and activities I need to take to get into college?" Being on a university campus and attending a school that is considered a college preparatory school creates a social pressure when it comes to college.

Throughout high school, and even parts of middle school, my

education was about getting into college. I never felt like I was going to school to learn or to become a better citizen of the world. It was simply about getting into college, which is an issue with this school. High school as a whole shouldn't be just about getting into college, it should be about learning just for the sake of learning and growing as a person.

It started in freshman year, when I would hear so many of my peers talk about getting into Ivy League schools. It felt that was the social expectation here. They said they were going to take X class so an Ivy would want them. For some students, those eight schools would be a perfect fit, and they would love it there.

I am not one of those students. But I have always felt there was a social force telling me I wasn't good enough because I didn't want to go to one of these schools. This is an issue because I wouldn't have been happy at one of these schools. It feels like I am constantly around people who deem the Ivies the end-all and be-all of schools and don't understand how these schools might not be the best fit.

Instead, I found a school that has already empowered me. Mount Holyoke College offered everything I was looking for in a school. It has small class sizes, access to professors and a wonderful campus. I couldn't be more excited to be attending this college af-

ter I take a gap year with an internship abroad.

We shouldn't celebrate a school simply because it was deemed "the best" by an outside organization. Instead, we should celebrate students being happy with their choice of school no matter its rank.

By creating the social environment that focuses on college rather than just learning, we create an over-competitive environment for students. We spend too much time comparing one another rather than celebrating the successes of our peers. As a school we need to stop measuring success based on where students go to college, and instead we need to start celebrating the diversity of learning and interests that Lab fosters.

## Free speech applies to people with different opinions, too

by TALIA GOERGE-KARRON  
EDITOR-IN-CHIEF



"Talia, that's really just not polite," a student in my AT African-American history class said in January.

Over the past few months, I've learned that standing up for free speech is more important than politeness.

We were discussing Camp Douglas, a Confederate Prisoner of War camp that was located in present-day Bronzeville. The camp was also a training camp for Union army volunteers, and thus an intersection of Confederates and African-Americans.

In the 1990s, Ernie Griffin, a black funeral home owner in

Bronzeville, decided he wanted to put up a Confederate flag at half mast to honor the 4,275 Confederates who died at the camp. He had learned that his grandfather became part of the 29th U.S. Colored Infantry and had trained at Camp Douglas.

Mr. Griffin decided that honoring soldiers who died was important. The flag was torn down numerous times, but Mr. Griffin saw the flag as a monument.

"The flag is not a symbol of hate. It is a symbol of respect for a dead human being," he said in a personal ad for the Chicago Defender at the time.

My class was asked if we thought Mr. Griffin had the right to put up the Confederate flag. I, along with a couple other people, said yes. In America, freedom of speech is a core tenet of our belief system,

and even though I strongly disagree with flying a Confederate flag, I could not deny Mr. Griffin's right to fly the flag.

Just like others in my class, I see the Confederate flag as a sign of hate. To me, it is a symbol of the darkest time in our nation's history, and I will never completely understand why Americans feel the need to fly Confederate flags.

That being said, it is every American's First Amendment right to fly a Confederate flag on their property.

Depending on the circumstances, the flag can be perceived as threatening and is not protected under the First Amendment. I believe it was morally wrong and inappropriate for Mr. Griffin to fly a Confederate flag in a predominantly black neighborhood, but he had the First Amendment right to

*"In America, freedom of speech is a core tenet of our belief system, and even though I strongly disagree with flying a Confederate flag, I could not deny Mr. Griffin's right to fly the flag."*

do so.

My personal belief that flying a Confederate flag is wrong has no business standing in the way of anyone's First Amendment rights.

In April, I was riding in the car with my dad on my way to the when a story about a monument for Camp Douglas came on NPR.

After arriving, we stood in line, and I started to tell him all about Camp Douglas.

Then, a man in front of me turned around and said, "I'm a U.S. veteran who's gone on seven tours to Iraq and three tours to Afghanistan. You have exactly the right idea about freedom."

He went on to tell me that when he was fighting for America, it was not about fighting for one ideology, but fighting for the right of all Americans to be free. Talking to this man cemented my viewpoint: we cannot choose what is and what is not protected under the First Amendment.

Students at Lab should be accepting of any opposing opinions that are backed up logically. Citing the Bill of Rights is a logical statement. Racist, homophobic and xenophobic ideas should not be tolerated, but politeness is not the law. The First Amendment is the law.

### U-HIGH MIDWAY

Published 10 times during the school year by journalism and photojournalism students of University High School, University of Chicago Laboratory Schools.

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

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Printed by FGS, Broadview, Illinois

EDITORS-IN-CHIEF\* ..... Dheven Unni,  
Talia Goerge-Karron

DEPUTY EDITORS\* ..... Natalie Glick,  
Sonny Lee

MANAGING EDITOR ..... Michael Rubin

NEWS EDITOR\* .... Samira Glaeser-Khan

OPINION EDITOR\* ..... Priyanka Shrijay

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Max Garfinkel, Katerina Lopez,  
Audrey Matzke, Nikhil Patel,

ARTISTS ..... Neena Dhanoa, Amber Huo,  
Mayher Kaur, Jasmine Wang

PHOTOJOURNALISTS ..... Sam Fleming,  
Sophie Hinerfeld, Michelle Husain,  
Janie Ingrassia, Isabella Kellermeier,  
Tosya Khodarkovsky, Amanda Levitt,  
Elena Liao, Lillian Nemeth,  
Sahar Siddiqui, Yanni Simmons,  
Abigaël Thinakaran,  
Lily Vag-Urminsky, Emerson Wright,  
Teresa Xie

ADVISERS ..... Logan Aimone, editorial  
Benjamin Jaffe, photography

EDITORIAL POLICY:  
*In a time when the press is criticized, the U-High Midway seeks to inform, educate and serve the community of University High School. The Midway is created by students, for students.*

CORRECTION FROM ISSUE 8, APRIL 19: The baseball results listed as notable were incorrect. A member of the baseball team had provided inaccurate information.

\* Members of the Editorial Board



# Submerged in social media

## Younger students ditch Facebook for Schoology to organize events

Facebook remains forum of choice with older grades for its freedoms

**by EMMA TRONE**  
SPORTS EDITOR  
Facebook has long dominated as the preferred social and informational platform of U-High, but underclassmen are increasingly turning away from Facebook to other platforms such as Schoology.

Freshman Cultural Union representative Destiney Williamson said although most freshmen didn't have Facebook accounts going into the school year, freshmen athletes and club members created accounts to stay up-to-date with team and club information.

"I really only got a Facebook for Student Council, because it felt like if I didn't have one I would be unaware of everything that was happening," Destiney said. "I thought it was important to have to really stay in the loop."

Olivia Issa, a senior, said Facebook has been an invaluable platform for communicating information about Refugee Club, which she leads. The club uses a Facebook group to communicate with the larger U-High community about weekly club meetings and events, as well as smaller Messenger group chats to make plans.

Despite some difficulties in reaching the sizable number of freshmen who don't have Facebook, Olivia said it's still the most effective way to reach the student body.

"Schoology's just so much harder to navigate than Facebook," Olivia said. "And there's so much freedom with Facebook, because there's less pressure to look professional all the time. You can say stuff that you know will hype people up, without being embarrassed about your math teacher seeing it."

Dean of Students Ana Campos said that since Schoology is heavily used in the middle school, younger students have been more willing to embrace the platform. Currently, the three clubs that most frequently use Schoology pages are the Wildlife Conservation Club, Launch Club and Maker Club, all of which are led by underclassmen.

"We've had a Schoology page since the beginning of this year, and we've done posts there as a way of communicating" Jeremy Ng, president of Launch Club said. "At the beginning of the year, especially with the freshmen, not many

*"Schoology's just so much harder to navigate than Facebook. And there's so much freedom with Facebook, because there's less pressure to look professional all the time. You can say stuff that you know will hype people up, without being embarrassed about your math teacher seeing it."*

— OLIVIA ISSA, SENIOR



Destiney Williamson



Olivia Issa

people had Facebook, so Schoology was the only way to send messages to them, Schoology also allowed us to keep our faculty sponsor updated on all the different events we were doing."

Ms. Campos said students in the younger grades use Schoology like Facebook.

"They're able to interact with each other and their teachers over their classes, and ask questions and that sort of thing," she said.

Ms. Campos said Schoology has been useful for the administration and Student Council to inform and interact with not only the student body, but faculty members such as advisers and counselors.

"What I really appreciate about Schoology is that we can both send messages to the entire community through the main U-High section, but that we can also tailor messages to specific grades, so people's inboxes aren't constantly full," Ms. Campos said. "For the grade-level Schoology groups, it's not just students, but also the advisers in those groups, and the school counselors, so that way everyone is kept in the loop."

Junior Daniel Garfinkle believes that the upperclassman reliance on Facebook is misguided.

"I don't think we should have an external social media platform that's specifically known for stealing people's information to be a requirement to feel a sense of community," Daniel said. "I think for most classes people are already checking Schoology, so using Schoology more socially is a convenient way to communicate to a large number of people. I'm fine with also using Facebook, but it shouldn't be the exclusive place where people communicate about things at school."

### By the numbers

According to a 2014-15 study, the most recent data, the vast majority of teens have multiple social media apps that they use regularly.

24 % of teens go online constantly

71 % of teens are on more than one social media site

71 % of teens use social media

88 % of teens have access to a cellphone or smartphone

— SOURCE: PEW RESEARCH CENTER

## Exercise more caution, control when using social media apps

**by DHEVEN UNNI**  
EDITOR-IN-CHIEF

Before high school, I wasn't even allowed to use social media. When I was a freshman, I ran wild with my freedom and created Facebook, Snapchat and Instagram accounts. Four years later, I barely ever use any of them at all.

Being on social media is practically taken for granted at Lab, especially among upperclassmen. Social events, study groups and even some Student Council activities are all organized on Facebook. As a freshman, I thought of Facebook as my mom's website, and wasn't interested. But when I needed to coordinate a Spanish project with my classmates that was organized through Facebook, I felt I had no choice but to join.

But social media isn't all it's cracked up to be. Now, I don't use my Snapchat or Instagram accounts at all, and I made my first Facebook post May 1 solely because it was college decision day. If not for Messenger and the continuous stream of news I get from Facebook, I likely wouldn't use it at all.



Dheven Unni

Quite simply, I never got hooked on social media the way many people are because I didn't enjoy it. The constant pressure of streaks, the new societal norms of what to "like" and what to "love," the endless messages and content — it was all too much for me. It's too easy to let social media consume all of your time. Even without posting on Facebook, I have nights where I go to bed and just keep scrolling through content I've already seen and jokes that aren't even funny, just because it's so readily accessible on my phone and computer.

Especially in the wake of Facebook's Cambridge Analytica data scandal, Lab's orientation toward social media is deeply problematic. The choice to expose so much of your personal data to the rest of the world warrants thought and reflection, so it shouldn't be a quick decision to just make one for a project like mine was. Since creating my accounts, I've thought more carefully about what information I make available on my social media accounts. Almost nothing is available from my old, inactive Snapchat and Instagram accounts. I spent an hour learning how to change my security settings on Facebook to ensure most of my information was only visible by me if it was on the site at all, and that only my friends could see anything else that I posted to my timeline.

This is not to suggest people shouldn't create Facebook accounts. After all, I scroll through the timeline almost daily. Rather, caution and care are warranted during the creation of an account. Ask your parents if you feel comfortable and make sure you know what information can be misused if leaked. Don't assume anything you've posted on the Internet will ever go away or will always be private. Familiarize yourself with the privacy settings on your accounts to ensure you're only sharing data that you feel safe with being public information.

And when the next data leak happens, make sure you aren't one of the people caught unaware by just how much they've allowed to be public knowledge.



MIDWAY ILLUSTRATION BY AMBER HUO

## QUICK Q

How do you use social media, and how does it hurt and benefit your life?

**TERRANCE TRAVIS, SENIOR:**

"I mainly use social media to learn new things (mostly tech and business related) and talk to friends. I almost exclusively use Snapchat and YouTube, but I do look at things on Instagram and Reddit if someone recommends a specific post. Social media is the main reason why I know as much as I do about technology, and it has been awesome for keeping in touch with my friends. While I have no intentions of stopping my use of social media, I am very careful about the content I consume and have made specific filters so I don't get stuck in positive feedback loops."

**GIACOMO GLOTZER, SENIOR:**

"I use Instagram and Snapchat occasionally as well as WhatsApp and GroupMe. Social media doesn't hurt me. I like communicating with friends but sometimes I notice I spend too much time scrolling through Facebook or Instagram."

**MACY BEAL, SOPHOMORE:**

"I spend way too much time on it when I should be doing my homework. For example, a lot of my breaks end with me deeply inside Instagram staring at a health model's page. However, I'm usually inspired to eat healthier."

**FRANCISCO JAVIER SAEZ DE ADAÑA, SCIENCE TEACHER:**

"Like anything else, social media has a positive component. But, I think the way it is used now is not healthy. Kids have a great intelligence but it is underused because of social media. We are not thinking very much but just reacting. That is not the best way to maximize your intellectual capacity. On the other hand the positive aspect is communicating with peers you otherwise wouldn't talk to, but I think it is just overused. Maybe over time there will be a balance but right now because everything is so new maybe that is the reason we are overusing it. Hopefully, we can find a balance."

**IOANNIS NIKAS, SOPHOMORE:**

"One way I use social media is to talk with friends. I do this by literally talking with people but also by sharing stuff with my friends; in a way we stay more connected through either what we post or what others post. Social media benefits my life because I get to connect with people over both serious and funny things, and it is often used to spread awareness for different issues. However, for the most part I would say social media has negative effects on my life. This is because it is a distraction and I sometimes find myself aimlessly using my phone when I know I could be doing something more productive."

— COMPILED BY KATERINA LOPEZ

## Expert warns against sharing on social media

**by LEAH EMANUEL**

ARTS EDITOR  
Multiple platforms of social media. Cambridge Analytica hacks. Targeted personal ads. In the age of online scrutiny, consumers are rethinking what they should share on social media.

Louis McHugh has done extensive research on cyber warfare and security as well as data networking and communications. He is the director of information technology at Illinois Institute of Technology's School of Applied Technology as well as an adjunct associate industry professor on information technology and management.

In an interview with the Midway, Mr. McHugh talked about how companies and organizations use users' data for targeted advertising. He talked about sharing information on social media and how to safely use Facebook. Responses have been edited for length and clarity.

**Why would you say it's dangerous for Facebook and other social media outlets to be sharing your information in general and specifically for targeting ads?**

From a privacy standpoint it's hugely dangerous. The example I use in a lot of my classes is those little surveys you fill out on Facebook — you know, they'll ask you targeting questions that you really don't think about when you're answering them. They'll ask you 'What is your mother's maiden name?' 'What city were you born in?' 'What is your father's middle name?'

What they are is password reset questions in some cases. So if I know your name and I know your email I could possibly reset your credit card password or your bank password because of the information you filled out from the survey for that app ... So from a privacy standpoint it's a huge deal because it makes you more vulnerable to identity theft, to people using your credit cards, etc. ...

If we scale this up even higher, to a political campaign, you have the gubernatorial race going on here in Illinois between J.B. Pritzker and the incumbent (Bruce) Rauner. I am able to drive ads specifically targeting people that might vote for J.B. Pritzker and point out all the negative things about Pritzker, and I'm only getting those types of negative ads to people voting for Pritzker trying to sway them to vote for Rauner or vice versa. You might actually be able to affect the outcome of an election. Think about how powerful that is — if you can put your person in office.

**What do you think students should be putting out their on social media and what do you think they should refrain from sharing?**

You want to control what you're putting out there, you want to limit the amount of email addresses that you make public. I literally have a junk email address and I have a personal email address and I have a business email address and I have a school email address. That's a lot of email addresses, but I'm able to find my accounts. You just want to control the

*Cambridge Analytica Hack*

On Facebook, 71 million Americans had their personal information hacked by the firm Cambridge Analytica for the 2016 Trump Campaign.

Facebook has suspended Cambridge Analytica's right to collect data from Facebook.

**Cambridge Analytica closed** their firm May 2.

— Sources: Chicago Tribune and The Washington Post

amounts of personal information. Lots of students don't realize like ... when you post on those websites, they literally will put the setting of your posting. Right now I'm in Michigan at a conference and if I posted it would post the city that I am currently at, and that could be a security vulnerability because everyone would know that I am out of town, I am not in Chicago right now.

Another thing about posting pictures, which is a little bit of a legacy type, in the past you can turn it off on iPhone and Android, but an Android you physically have to turn it off, but if you post a picture on your Facebook account I can download that picture and it has geocaching in it and it just gave me the longitude and latitude of where that picture was. Well, what if I'm somebody who's upset at you and at the time I didn't know where you lived but now by posting that picture on Facebook and it looks like your bedroom, I now have the longitude and latitude of where that picture was taken so I might be able to derive where your home is, unfortunately.

**What are you willing to share and what are you willing to make public?**

Last night was the NFL draft. A young man who's one of the top quarterbacks was being drafted. His name was Josh Allen. Well they found some tweets from 2013, 2012 — well it's 2018, this was before he was even in college, he was in high school — using some derogatory, racial terms. Well, those are the other things students don't think about including high school, college students.

Those things that you put on social media could affect you 20 years from now, 10 years from now, because they never go away, so you have to control what you're sharing. Unfortunately college students aren't going to be cognitive of what they're posting on Facebook, and that could affect you when you're in your forties and you're trying to run for political office.

**Do you think people should stop using Facebook and these other social media outlets or how should they change the way they're using them to better protect themselves?**

Limit what you're willing to put out there. Are you willing to let the whole world have access to what you're putting out there? You have to be cognitive of what you're sharing. You probably don't want to put your whole date of birth out there. I don't do that because that's a very personal identity marker... you just got to be cognitive of 'What am I sharing and how can this be used for nefarious purposes?'



# INSPIRING INMATES

Spurred by friends and family, Lab staff work with prisoners

BY SONNY LEE  
DEPUTY EDITOR

"In jail, it can be two things: It can either be a junkyard or it could be like an auto body shop," Joshua Potter, who volunteers with incarcerated individuals, said. "When you go to the autobody shop, you might not have your car for three or four days, but at the end of it, you know when you come out of there, that you will be tuned up, you'll probably have a new set of tires, everything will be working perfectly. Or, you could treat it like it's a junkyard and just go sit and sulk and rot away."

Mr. Potter, a P.E. teacher, is one of several Lab adults who volunteer regularly with incarcerated individuals or their families. He works with River Valley juvenile detention center and the Cook County Jail through Chicagoland Prison Outreach.

Hope and support are the main driving factors that push Mr. Potter, and other faculty and staff here at Lab to volunteer with inmates, as well as with families whose relatives are incarcerated.

Mr. Potter first began volunteering with inmates to try and get in contact with one of his high school friends 10 years ago, who was incarcerated at the time.



Joshua Potter

"So I finally got in there and once I started to reach in and started to get him to understand that you are not worthless," Mr. Potter said, reminding his friend that his friend could still have an impact after serving his sentence "He started to partner with the inmates as well and started to bring them to our sessions, and I started to ask people from my church and my community, 'Would you want to help out with this?'"

Similar to the hope Mr. Potter gives to inmates about the opportunity to change, high school secretary Elaine Robison aims to help inmates. She provided hygiene products to 350 female inmates at Cook County Jail through an organization she founded.

Ms. Robison started Natalie Ford Women Behind Bars last year in honor of her late daughter who had been in prison. The organization raised money to send hygiene products to the prison by hosting a service with choirs, testimonies where attendees could donate.

"Even some of the teachers here gave towards the program," Ms. Robison said.

She said most people take for granted the ability to buy everyday products. But incarcerated people do not have many options.

"It's easy for me to go to the store and buy a bar of soap," Ms. Robison said, "But in there, if they don't have money to purchase things, they have to use whatever the guards give to them, and that's not good all



MIDWAY ILLUSTRATION BY AMBER HUO

the time. It's a whole different world in there."

Mr. Potter's group typically opens the sessions with ice-breaking activities like a game of scavenger hunt, dodgeball, or basketball followed by small group meetings where volunteers connect, and talk to the inmates. Ms. Robison and her group also talk to inmates, sing songs with them and pray with them.

"You get a chance to really hear their stories," Ms. Robison said. "Because they just want someone to listen and hear their stories, then you see why they may be in the predicament they are in, some because of their environment and others because of



Elaine Robison

**"You get a chance to really hear their stories. Because they want someone to listen and hear their stories, then you see why they may be in the predicament they are in, because of their environment and because of the choices that they made."**

— ELAINE ROBISON, SECRETARY

the choices that they made."

The inmates aren't the only ones who need support. Families of those incarcerated also find comfort in volunteers spending time with them, letting them know they aren't alone.

P.E. teacher Deborah Ribbens volunteers with the families whose relatives are incar-

cerated. Mrs. Ribbens explained that service has been instilled in her since she was a child, saying that the world is divided into the "haves" and the "have nots."

"So a lot given to you, a lot should be expected, and I think sometimes we don't understand that," Mrs. Ribbens said, "That we have a whole world that we are responsible for."

For Mrs. Ribbens and her husband, Athletic Director David Ribbens, volunteering with the families means giving support and a friend to spend time with them.

"We've taken them out for dinner, we've done things so that they feel like they're not alone, like they have someone they feel they can reach out to," Mrs. Ribbens said. "It doesn't matter what culture they are because we're all there to help each other and that's what it's supposed to be about."

## Alumnus applies Lab-learned skills to free speech

BY GRACE ZHANG  
ASSISTANT EDITOR

For seniors, college is right around the corner. They step out into the real world, leaving Lab only in their memories, yet the skills acquired here will serve them in college and beyond.

Steven Glick, who graduated from U-High in 2013 and Pomona College in 2017, said his U-High education prepared him for success with the college workload and in his workplace. He also said attending Lab encouraged him to confidently express his ideas despite resistance.

"The combination of great teachers, rigorous coursework, and intelligent, hard-working classmates at Lab definitely put me in a position to succeed academically in college," Mr. Glick

said.

While at Pomona College, Mr. Glick was interested by how the school handled free speech and conflicting views. Students blocked speeches, shut down charities and foundations deemed offensive, and forced a junior class president to resign because her friends had worn sombreros on Halloween, according to Mr. Glick. When he voiced his opinions in Claremont Independent, a student-run publication that had a right-leaning perspective, his works were picked up nationally, such as by The Washington Post, NPR and the Wall Street



Steven Glick

**"Shortly before graduation, my peers even circulated a petition calling for my expulsion because they believed my writing was a form of 'hate speech' and 'endangers the well-being of others.'"**

— STEVEN GLICK, '13 ALUMNUS

Journal. He also appeared on Fox News.

Mr. Glick faced backlash that forced him out of multiple activities, such as his on-campus writing job and a study session because his opinions conflicted with those of other students.

"Shortly before graduation, my peers even circulated a petition

calling for my expulsion because they believed my writing was a form of 'hate speech' and 'endangers the well-being of others,'" he said.

Despite facing obstacles, Mr. Glick's experience at Lab helped him handle the situation. It prepared him to argue his perspective even when met with disagreement and hostility.

Mr. Glick cited his experience in a Harkness discussion with humanities teacher Lisa Miller in 8th grade, where students talked about the 2008 election presidential debates, as an example of Lab's helpful environment.

"Ms. Miller always did a great job of facilitating the conversation, ensuring that everyone was respectful of one another and that everyone's voice was heard," Mr.

Glick said.

Today, Mr. Glick works as the project manager for Epic Systems, a healthcare technology company, where he works with hospitals to implement software to track patients and records. It offers a good balanced lifestyle for him.

Mr. Glick suggested that students should get outside their comfort zones and try new things in college, such as joining a new club or taking an unusual class, which could lead to a new interest or career. Writing for a campus publication and joining a fraternity were his favorite parts of college.

"There are few places on earth with as much constant activity as a college campus," he said. "I think it's important to make an effort to take advantage of all the opportunities around you."





PHOTOS FROM WIKIMEDIA COMMONS: AZOV, SMIT224, ERIC00000007, VICKIJANKI, AHENOBARBUS

# International Arrivals

*From the travel ban to the attempts to repeal DACA, immigrants now face increased scrutiny. Five Lab students who recently immigrated to America discuss their experiences, reflecting on America’s political xenophobia.*

BY PRIYANKA SHRIJAY  
OPINION EDITOR

These students are from all over the world — from China to Morocco, they came to the United States later in life.

Junior **Sammer Marzouk**, who moved from southern Morocco to Chicago in 2012, was a member of the nomadic Tuareg tribe. School was mandatory up until fifth grade, but he continued beyond the requirements.

**Sharanya Srinivasan** was born in Hong Kong but moved to India at age 2. After living in India for 14 years, she moved to Chicago and began her time at U-High as a junior.

After her father was sure her family would be moving and their visas were fully processed, Sharanya, now a senior, was given three weeks to say goodbye to her friends and to her life in India before she immigrated to the United States.

Junior **Eva Massey** moved from Moscow to Chicago when she was 13. Because her father is American and she visited him often before the move, the transition was smooth.

**Hongjia Chen** lived in China until age 11 but started sixth grade in Chicago at the St. Therese School, a Chinese Catholic school in Chinatown. Now a junior, he began at Lab as a freshman.

**Yael Rolnik**, a junior, was born in Israel, living there until age 12. She then moved to Boston, and two years later moved to Chicago.

### Cultural adjustment

Socially, adjusting to American culture was a double-edged sword for Sharanya.

“I think adjusting to the culture was good and bad in some ways. It was good in that it was way calmer than I expected it to be,” she said. “I expected it to be more ‘Mean Girls’-esque but it was not. Lab is a very welcoming environment as is my class in particular.”

Still, she found it difficult to fit into Lab’s friend groups which, it seemed to her, had been set in stone since nursery school.



Sammer Marzouk



Sharanya Srinivasan



Eva Massey



Hongjia Chen



Yael Rolnik

“It was difficult in that a lot of Labbies have been here all their life and are set in their friend groups and social dynamics, which I had a rough time sort of integrating myself into,” she said, “but I finally found a very welcoming group of friends who accepted me and now treat me like I have also been here for years on end.”

Chen’s Chinese Catholic school experience served as a bridge in his transition to America.

“Most of the students there are Asian-American, and even though I was still learning this new language, sometimes I could talk with them in Chinese, and sometimes they could translate,” he said. “When I didn’t understand something they could explain, you know instructions from teachers and stuff like that. So the transition was made much easier by them. And I really appreciate them for that. But I imagine it would be really difficult otherwise.”

Chen found that the most difficult part of his transition was learning English, noting it took him about a year to fully understand what his teachers were teaching.

Sammer’s typical day in Morocco was quite different than now.

“On a typical day, I would wake up at 5-6 and go to the mosque for the morning prayer. Then I would go tend to the cattle and move with the tribe. At 10, I would go to school. At 1, I would go back home for the afternoon prayer and help my family. At 2, I would go back to school until 5.”

He moved frequently, given his family’s lifestyle.

“The amount we traveled throughout the day was never consistent. It was based on the terrain and any government ac-

tion or boundaries. Also, in middle school, a lot of government restrictions were set up to end nomads. That was when I moved to America full-time.”

### Educational change

The educational system in Morocco is drastically different than that of Lab. It was even more different for Sammer because, as part of the nomadic Tuareg tribe, he moved frequently.

“Before I lived in America, I didn’t go to a physical school. It was more of a roaming tent school, so there wasn’t a set place. You’d just sort of learn whatever you wanted to, but there was this one big test at the end of the year that you would have to take to go up a grade level,” he said. “But at Lab school and I guess all of America, you have to show up to class and you’re required to and there’s not just one big exam that determines if you pass.”

According to Sharanya, Lab has a much more exploratory and thinking-based educational system. In India, education is much more theoretical.

“For example, I had never written a research paper in India. That wouldn’t be an assignment in India,” she said. “It would be more question/answer-based versus outside of strict classroom material research.”

Like in India, China’s educational system is mostly fact-based. Chen explained that Lab’s educational environment is drastically different from his school in China in terms of ethos.

“Just in general American education values freedom and creativity, critical thinking. I guess the teachers guide you. They don’t force you to believe something. In

China it’s a little bit different,” he said. “Partially because the language is structured differently. When you say something in English you can hear the vowels, hear the sound,

and write it down. In Chinese, it’s different. You have to memorize the characters and how they appear. So there’s a lot of memorization in the Chinese education. It’s just a different style of teaching.”

A stark change for Eva was adjusting to the more capitalistic educational system.

“Everything in Moscow is state-funded — I think most places in Europe are like that — so I went to a state-funded music school, and state-funded schools are a lot better than the ones here,” she said. “I think that was difficult. I actually ended up quitting the flute because there I graduated from music school, and it was very interesting and nice, and it was my place. But here private teachers are the main way to learn anything outside of school. That was something that annoyed me a lot. There is no sense that children should learn music and it should be free.”

### Xenophobia

As a student from another country, Chen reflected on American xenophobia, attributing it to national pride. According to him, there is xenophobia in China as well. However, he finds it particularly odd in the United States as its culture is based on immigration.

“I think America is very different than any country in the world because practically the first people who came were refugees, so I don’t know why they get to set the standard if you know what I mean. Like, why do their traditions and cultures — why is that the standard we need to align ourselves to?”

For Yael, the United States lacks the sense of community she was familiar with in the much-small-

*“Before I lived in America, I didn’t go to a physical school. It was more of a roaming tent school, so there wasn’t a set place. You’d just sort of learn whatever you wanted to, but there was this one big test at the end of the year that you would have to take to go up a grade level.”*

— SAMMER MARZOUK

er Israel.

She added, “I feel like Israel is so small it’s easy to get kind of blinded and focus more on what’s happening in Israel because it’s like it’s not a part of something bigger.”

Because of this, Yael found she wasn’t too aware of politics during her time in Israel.

“I think that with the Palestinian-Israeli conflict — living there from when I was born to age 12 — I wasn’t very aware of it. I knew it was a thing but I didn’t know the specifics. And then when I moved to the United States and especially at Lab I’ve dug deeper into it.”

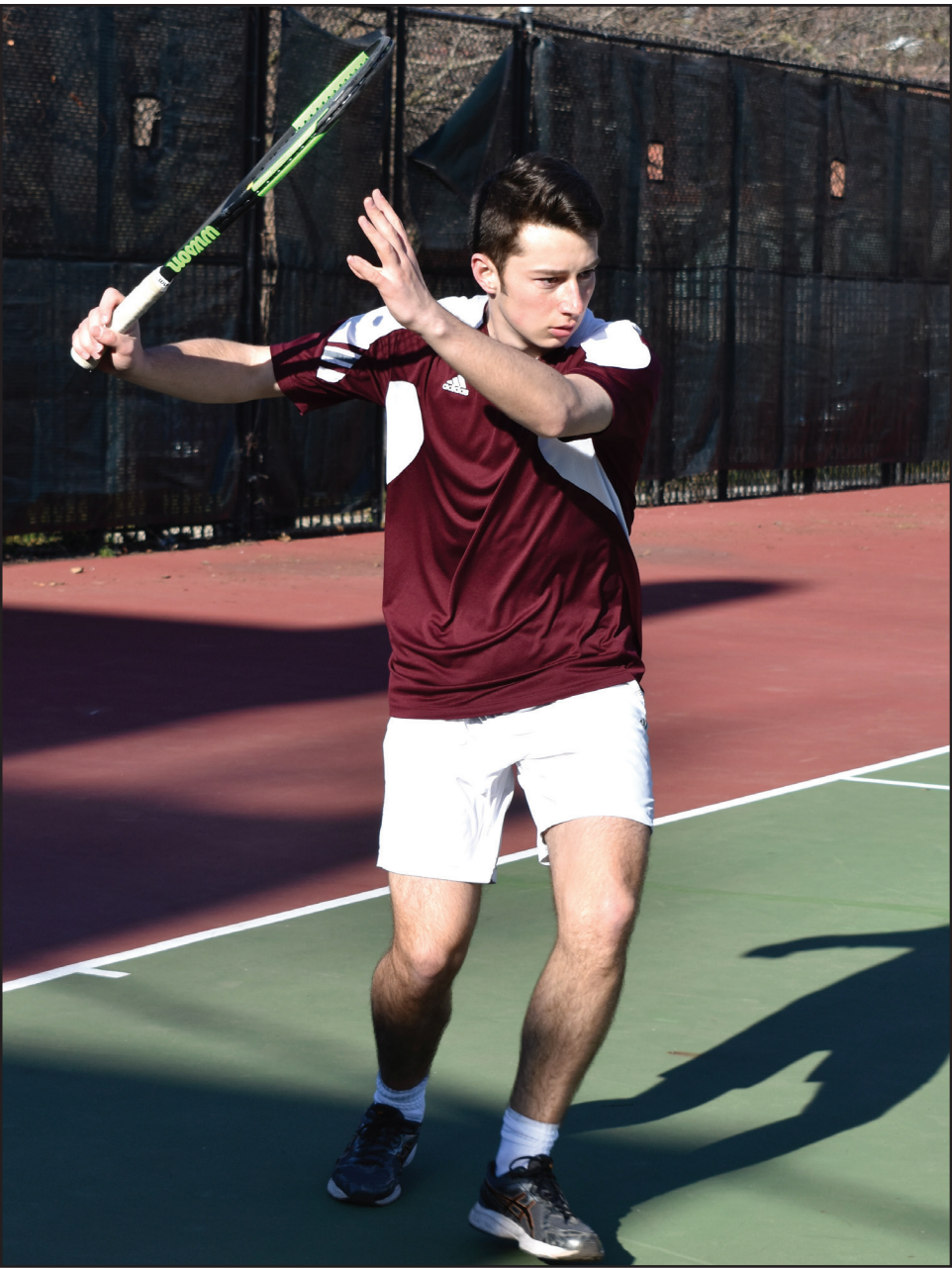
Recently, she and junior Jamal Nimer, whose family is from Palestine, used the Social Justice Week platform to discuss the Israeli-Palestine conflict.

Since entering the Lab school community, Yael has become involved with other social justice issues as well, such as women’s rights and gun violence, finding that creating a sense of social justice and unity is key to fighting xenophobia.

Reflecting on her immigrant status, Sharanya noted that she almost forgets she is not a citizen when in the Lab and Hyde Park bubbles.

She said, “But it hits me when I have to do things like get a driver’s license or go to a place that is not as accepting of international students or when I start to think about things I want to do but am immediately reminded that I cannot do them because of my visa.”





**BEST FOOT FORWARD.** James Dill warms up before a practice. James currently competes as second singles, and is a four-year member of the boys tennis team. Although he doesn't hold an official leadership role on the team, he chooses to lead by example through a notable work ethic and a unique calmness on the court. He plans to continue playing tennis at Oberlin College, where he'll be a freshman.

# He's kind of a big Dill

## Teammates and coach admire perseverance and self-motivation of senior James Dill

**BY NIKHIL PATEL**  
MIDWAY REPORTER

At a major tennis tournament in Peoria in late April, none of the other teams' coaches knew who senior James Dill was. Even the way he warmed up was unassuming. But when the matches started, he performed on a level that shocked the other teams.

"One of the other coaches came up to me and said, 'I'll be happy when he graduates so that he won't be a competitor,'" Head Coach Dawuad Talib said. "The team looks at him as a cornerstone of varsity."

A talented player at second singles, James plans to continue playing while attending Oberlin College and Conservatory next year. Along with his skills, James' coach and teammates find him to be a great example of what to emulate in the game, even though he doesn't have an official leadership role.



**Arjun Asokumar**

Coach Talib said. "Although it's not necessarily in title, all the kids know him, all the kids like him. Even in his quiet way, he leads more by example than by anything verbal."

James knows this and focuses on playing the best he can in order to encourage newer players to follow him.

"I'm not necessarily a leader," James said. "I try to play like a star player and, more than be a leader, I try to lead more by example."

According to his teammates, James has a lot of qualities that new players should imitate. Sophomore Arjun Asokumar, one of the team's captains, admires James' work ethic.

"James is super motivated. He really

*"Sometimes, he's super hard on himself, and you can see that on the court. And then, because he knows himself well, he reels it in and finds a way to regain his center on the level he needs to win."*

— DAWUAD TALIB, HEAD TENNIS COACH

knows how to persevere," Arjun said. "James is a tremendously driven athlete, and he's awesome to be around."

As is the case with many talented players, James has a unique approach to the game that's impossible to miss. Coach Talib loves how good James is at staying calm on the court.

"The most unique aspect of his approach to the game is how he self-manages," Coach Talib said. "Sometimes, he's super hard on himself, and you can see that on the court. And then, because he knows himself well, he reels it in and finds a way to regain his center on the level he needs to win."

James is an integral member of the tennis team, and he will be missed.

"You can almost always depend on a W, a victory, a win," Coach Talib said. "He's easily one of the best players on the team, and an excellent leader."

James' presence affected everyone on the team. His skills and his mentality during matches bring out the best in his teammates, who know that they can depend on James in tough spots.

"He's a beacon for the kids who might not have the confidence that he has," Coach Talib continued. "They see it in him and he brings it out in the other players. Whether they are freshmen or on varsity themselves, they know that James has come to play."

# 'Spike' Wilson honored with award for 30 years of timing

**BY ABIGAIL SLIMMON**  
MIDWAY REPORTER

One of U-High's best-known lower school teachers, Michael "Spike" Wilson is winning an award from the Illinois Athletic Directors Association for 30 years of keeping time at high school volleyball and basketball games.

Mr. Wilson is an official timer at the girl's volleyball games during the fall season and the boys and girls basketball games in the winter. 30 years ago, Mr. Wilson first started running the clock and scoreboard because the basketball coach asked for his help.

Mr. Wilson says the main reason he comes back each fall, is to stay connected with older, high school students and their families.

"I get to see kids that I taught

when they are teenagers which is really special. Not too many early-childhood teachers get to follow and watch the kids that they've taught many years ago," Mr. Wilson said. "I also get to see that families that come to the games. Being at every game lets me stay close to the parents of students I had."

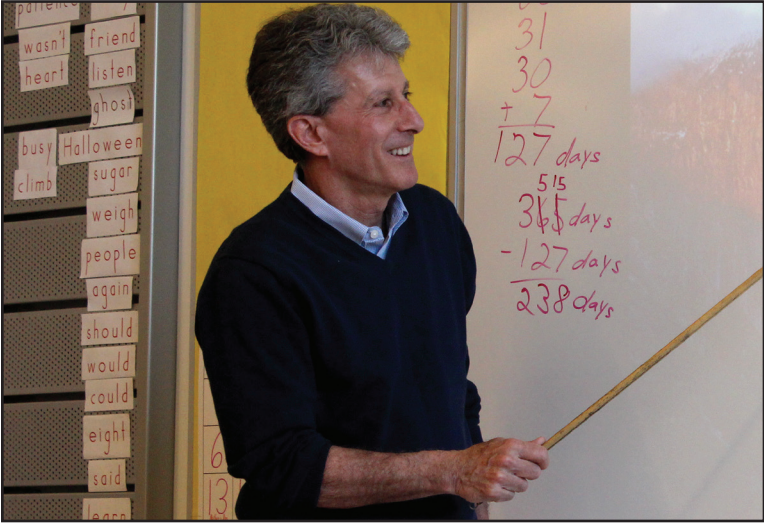
Varsity basketball player Stephanie Miller had Mr. Wilson for both first and second grade and mentioned that he is one of her favorite teachers at Lab. Stephanie has been on the U-High basketball team for three years and said that seeing Mr. Wilson at every game is nice because it's a reminder of her earlier years in Blaine Hall.

"He is always there to congratulate me after games, even if we lose, which is really great to hear,"

Stephanie said. "He is always there to support my team and I, which has shown me that not only is he a great teacher but that he really does care about the community as a whole."

Now that students from Nursery 3 to 2nd grade have moved a few blocks away to Earl Shapiro Hall, Mr. Wilson explained that there is a disconnect from the teachers there and the older students on the historic campus.

"Ever since we moved to ESH five years ago, we don't get to see our students grow up all the way to senior year. For me, keeping the time and score is a way for me to stay in touch with what's happening on the historic campus, what's going on with U-High and my students," Mr. Wilson said.



**KEEPING TIME, TEACHING TIME.** Spike Wilson teaches his second grade class units of time. He recently won an IADA honor.



**BUILDING COMMUNITY.** Ashwin Aggarwal runs in the 4x800 relay at the ISL Championships May 5. The team placed first in the relay and second overall, losing to Northridge College Prep.

## TEAM RESULTS

U-High scores are listed first.

### Baseball, Varsity

**Notable:** All members have made significant individual and personal development from the beginning of season. Senior Night was May 7.

Northridge	May 1	9-2
Chicago Christian	April 28	2-7
Parker	April 25	2-1
NSCD	April 24	7-1
Graylake Central	April 23	3-5
Elgin Academy	April 21	3-4
Latin	April 19	5-0

### Baseball, JV

Westmont	May 4	3-0
Chicago Christian	April 28	4-13
NSCD	April 23	1-12
Latin	April 19	8-9

### Girls Soccer, Varsity

**Notable:** Soccer senior night was held on April 26 with speeches and food, and families came to support.

Girls soccer has 11 seniors. They are preparing to enter regionals, which starts May 9.

Latin	May 5	0-3
NSCD	May 4	2-3
Parker	May 1	3-0
Back of the Yards	April 26	3-0
Woodlands	April 25	7-0
Parker	April 23	1-0
Whitney Young	April 21	1-1
St. Ignatius	April 19	0-4
NSCD	April 17	0-1

### Girls Soccer, JV

Latin	May 5	0-0
Parker	May 1	0-1
British School	April 26	4-1
Elgin	April 25	4-0
Parker	April 23	0-0
British School	April 20	4-1
St. Ignatius	April 17	0-1

### Boys Tennis, Varsity

**Notable:** The team has only lost one game, and came in second for the Pitchford Invitational tournament.

Latin	May 1	2-3
Pitchford Inv.	April 28	2nd
Morgan Park	April 24	5-0
Uni-High	April 21	3-2
Elgin	April 20	5-0
St. Ignatius	April 18	5-0
NSCD	April 17	5-0

### Boys Track and Field

**Notable:** The boys track team placed second behind Northridge for the second year in a row at the ISL Championships May 5.

ISL Champ.	May 5	2nd
Chicago Christian Inv.	April 27	3rd

### Girls Track and Field

**Notable:** The girls team placed third at the ISL Championships May 5.

ISL Champ.	May 5	3rd
Chicago Christian Inv.	April 27	6th

— COMPILED BY GRACE ZHANG  
ILLUSTRATIONS BY NEENA DHANOA



# Senior finds community in rugby

Marc Fohran balances physical aggression with respect for opponents

BY OLIVIA CHENG  
MIDWAY REPORTER

Tackle. Ruck. Maul. Scrum.  
In a full-contact sport riddled with tackles and hits that leave senior Marc Fohran with bruises or worse after every game, Marc said what he loves most about rugby is the sense of camaraderie and the brotherhood the sport creates.  
“When we play other teams, you go out for 80 minutes, probably, and just beat the crap out of each other,” Marc, who plays for the Chicago Blaze Rugby Club, said. “And then afterwards, you go up, and, you know, you high five. You’ll talk to the guy that you tackled or that tackled you. It’s just like a really close knit group of guys.”

Rugby is similar in many ways to American football — oval-shaped ball, full contact, teams trying to get a ball through goalposts at the end of the field. Unlike football, rugby players do not wear padding or helmets.

That creates an image of rugby in many people’s minds, according to Marc.  
“People look at it as just kind of a sport where you’re just hitting each other as hard as you can without pads or anything,” Marc said.

But to Marc, rugby is different kind of sport in other ways, too.  
“It’s a gentleman’s game in the sense that everyone’s very close-knit and polite about everything,” Marc said. “You’re not going to get someone who’s gonna hit you and then just rag on you about it.”

And Marc believes that rugby is a more mental game.  
“I feel like with football, you have all those pads, so now you can go into hitting someone with the mindset that you can just kind of hit them at 100 miles an hour,” Marc said. “You have all this padding — whereas with rugby, it’s like you got to kind of break down and think about what you’re doing, rather than just leading with your head and hitting someone.”  
According to a 2016 ESPN article, USA Rugby CEO Dan Payne



PHOTO PROVIDED BY MARC FOHRAN

**ROUGH N’ TUMBLE RUGBY.** Marc Fohran, center, has possession of the ball during a game. Marc joined a local rugby team, the Chicago Blaze, his sophomore year, after encouragement by his older brother. As a freshman entering the University of Puget Sound in the fall, Marc intends on continuing to play. He says that the closeness of community offsets the physical aggression the sport requires.

*“It’s a gentleman’s game in the sense that everyone’s very close-knit and polite about everything. You’re not going to get someone who’s gonna hit you and then just rag on you about it.”*

— MARC FOHRAN, SENIOR

said that there were 35,000 high school athletes played rugby in the United States. During the same time period, 1.248 million people

ages 15-18 played football, according to the Sports and Fitness Association in a different 2016 ESPN article.  
While Marc said children interested in football often must start at a young age, he started playing rugby and joined a local team during his sophomore year.  
“I went into it because my brother started playing college, and he came back from school and told me about it and got me interested,” Marc said.  
And Marc is looking to play in college, too — the same college his brother attends, the University of

Puget Sound in Tacoma, Washington.  
So even through practices full of conditioning, drills and scrimmaging with full contact, Marc looks forward to meeting a new team that he can share the brotherhood that he has with his Chicago team.  
“You go out every every Monday and Wednesday, kind of hone our skills, support each other through it, and just kind of encourage each other to, if you get hit hard or something, just get back up. Keep going. Keep playing. It’s just a very supportive community.”

## QUICK Q

How has your non U-High sport shaped the last 4 years?

### Rowing



**ETHAN BUMPERS:**  
“It’s made it so that I have a lot of different commitments than some of my peers. The ability to plan things for directly after school is nonexistent, but on the flip side it opened my eyes to the people outside of lab who I’ve come to see as my friends.”

### Dance



**OLIVIA ISSA:**  
“Dance has been possibly the most shaping part of my teenage years. It has taught me about resilience, confidence, team work, self-awareness, composure, and more. Without dance I would not know both how to present myself alone — which I learned through dancing solos — and as a part of a group — which I learned through dancing in a corps de ballet. Not just that, I have made friends through dance that will last a lifetime.”

### Karate



**VICTORIA GIN:**  
“I miss having a team of people that are my friends at school but it also gives me an additional community to be a part of. I’ve met some of my best friends in karate and I really got the best of both worlds having best friends in multiple communities and interests. I was able to discover more about myself and others and it was such a great experience.”

— COMPILED BY EMMA TRONE

# Students benefit from sugar-free, plant-based diets

BY AUDREY MATZKE  
MIDWAY REPORTER

Packed full of hungry students, it is difficult to miss the overwhelming prevalence of cookies, chicken nuggets and sandwiches atop Café Lab tables. For many, the joys of fatty, greasy, cheesy cafeteria food helps to escape the stress of Lab’s academic rigor. For others, pizza is an excuse in and of itself. Some students, however, have decided to forgo the temptations of traditional comfort foods.  
As difficult as these restrictions on meat, dairy or sugar may seem, students see it as a small price to pay in order to improve their health. Lately, several have decided to adopt plant-based or sugar-free diets.  
After watching a documentary on fighting disease through diet entitled “What The Health,” sophomore Sara Gregg began re-evaluate her concept of food. She now believes society’s idea of what a good diet looks like has been largely manipulated by corporations looking to profit under the guise of providing healthy food.  
Since adopting a plant-based diet mid-April, Sara has not eaten meat, dairy or most breads. She believes her new eating habits have been beneficial to her health.  
“I feel more full, which is weird because I’m eating a little bit less,” Sara said, describing how, somewhat counterintuitively, her diet is



MIDWAY ILLUSTRATION BY AMBER HUO

**ON THE ROAD TO HEALTH.** In stepping away from the processed, sugar and fat-filled foods that are ubiquitous in modern life, some students are taking their health into their own hands. Eliminating added sugars and limiting animal meat and products in their diets is one step that students are taking towards living healthier lives. These dietary switches are believed to limit the risk of diabetes.  
more satisfying than before.  
If proper protein consumption is maintained, research shows that a plant-based diet can have many health benefits. According to the Harvard T.H. Chan School of Public Health, followers of a plant-based diet have a 34 percent lower risk of developing diabetes. Naturally, people on plant-based diets tend to consume more vegetables, which provide nutrients such as fiber, vitamins and folic acid.  
Alternatively, some students al-

**Diet Benefits**  
**Plant-based:** A diet based in plant-based foods is purported to lower the risk of heart disease and cancer, while limiting one of the most devastating causes of greenhouse gas emissions for the environment.  
**Sugar-free:** Eliminating added sugar intake in foods such as sodas or white bread is frequently associated with a lowered risk of diabetes, obesity, digestive problems, and even autoimmune conditions.

scribed enjoying sweets less since starting the diet.  
“When I do have sugar, it doesn’t taste that good. I’ve lost most of my interest in it,” Macy said.  
It is not difficult to make the case for a sugar-free lifestyle. Business Insider lists sugar as one of the top carcinogens, or cancer-causing substances, found in everyday food items. Macy warns against going cold-turkey and emphasizes that anyone considering a diet change should speak with their doctor before making any major changes.  
As effective as these diets may be, following them is not always easy. Sara, for one, misses ice cream.  
She said, “I bought some that’s dairy-free, and it’s good, but it’s not the same.”



# South side's next chapter

In 1893, the Columbian Exposition took over the Hyde Park and Kenwood areas for 6 months. 125 years later the area is again embracing change, but some say it may ruin the delicate social balance of the neighborhoods

by JACOB POSNER  
FEATURES EDITOR

When the World's Columbian Exposition took over Chicago on May 1, 1893, people from all over the world came together in Jackson Park and along the Midway — just a few blocks from Lab's campus — sharing cultures and riding the newly-invented Ferris Wheel.

Today, 125 years later, the Obama Presidential Center is planned to be built nearby in Jackson Park. With a futuristic, winding design — including a two-story museum, public plaza, library and athletic center — the Obama Center “will be a living, working campus — an ongoing project where we will shape, together, what it means to be a good citizen in the 21st century,” according to the Obama Foundation website. It will also include a branch of the Chicago Public Library.

Perhaps the OPC will rekindle the world's fair legacy. But how that legacy should be continued is up for debate.

Louise McCurry, president of the Jackson Park Advisory Council, sees the World's Fair in a positive light — the beginning of inclusiveness, a precursor to the League of Nations.

“The whole concept simply followed straight through from the 1893 World's Fair when (landscape architect Frederick Law) Olmsted said this will be a democratic institution, a place where everybody — whether you're rich or poor, or black or white, or wear funny costumes on your head, or don't speak the language — are all welcome. And the Obama Foundation is bringing that back again,” she said.

Ms. McCurry sees the legacy of the World's Fair as bringing people together from all across the world, and from all walks of life. And she sees the Obama Center, which should be completed by 2021, as continuing these positive changes.

But the legacy of the World's Fair may indicate a different future of Jackson Park.

African-Americans were excluded from many aspects of the exposition, according to “All the World Is Here! The Black Presence at White City” by Christopher Robert Reed, a professor at Roosevelt Uni-



PHOTO PROVIDED BY DBOX VIA OBAMA FOUNDATION

**LOOKING FORWARD.** An artist's rendering of the view north along Stony Island Avenue, which the Obama Foundation hopes to realize in 2021 when the Obama library is set to finish construction.

versity. But he also argues that “African-Americans were both visible in their participation and left with feelings of hope and accomplishment,” according to a review from “The International Journal of African Historical Studies.”

African Americans were excluded from skilled jobs, and made up most of the janitorial staff, according to the review.

“There had been a number of African-Americans who played a role, but it wasn't easy,” Frances Vandervoort, a member of the Jackson Park Advisory Council and volunteer, said. For example, one of George Washington Carver's paintings was displayed, but wasn't allowed to appear at the award ceremony.

Similarly to exclusion during the World's Fair, today's residents have concerns about gentrification — whether the neighborhoods surrounding the Obama Center will actually benefit from construction, according to Ms. Vandervoort. People are afraid they will be forced from the communities

they've been in for generations.

“There are groups in Woodlawn and South Shore that have a concern about that,” she said. “That has happened elsewhere in Chicago.”

Ms. Vandervoort said that longtime residents might have to move from northside neighborhoods because a newly-built park, 606 Trail, is increasing property values.

But Ms. McCurry said she's optimistic. She said the Obama Foundation has worked to address all concerns residents have voiced.

“The Obama Foundation is making sure that anyone who lives in the Woodlawn area around the center will all be able to stay there in subsidized housing,” Ms. McCurry said. “In terms of jobs, the Obama Foundation has a local process of hiring. All the people [who will be] working there are from South Shore, Woodlawn and Hyde Park. There are big hiring meetings going on right now in ward offices, as well as in the South Shore Chamber of Commerce, Hyde Park Chamber of

Commerce.”

Ms. McCurry said most complaints are from people not understanding what's going on — despite the fact that there have been 109 public meetings since the project was introduced.

“A lot of people like to yell and scream without knowing the facts, and the facts are that all the questions about the [Obama Center] have been raised — about gentrification, about hiring, about construction — the Obama Center has addressed head on, and have put safeguards in to make sure that doesn't happen,” Ms. McCurry said.

Ms. Vandervoort said she is afraid Jackson Park will become “cluttered” — like Millennium Park or Lincoln Park. She's concerned it will become a place solely for “entertainment,” filled with roller coasters and movie theaters. Parks should provide “amusement,” a diversion.

And, as per Olmsted's vision, she said, a place to participate in democracy.

## Will Obama Center bring progress or gentrification?

by ABIGAIL SLIMMON  
ASSISTANT EDITOR

On May 1, 1893, thousands of people from all over the world poured into the White City in Chicago. Part of the World's Fair, the White City offered a utopian vision for the future—with its pristine columns and larger-than-life Ferris wheel, the city offered a temporary paradise for its visitors. But, after the fair was over, reality set back in: fires, vandalism and disassembly broke out, which almost made it seem like the fair never occurred. What used to be the home of the “White City” fell into disrepair and the neighborhood was largely ignored by the city.

Additionally, white residents also fled from what once was the White City. Throughout the early-mid 1900s Hyde Park experienced an extreme version of white flight, which turned it in the public's eye from once a white paradise to a “dangerous neighborhood.”

The fair was set in the Jackson Park neighborhood, took place on the Midway Plaisance, and brought many changes to Hyde Park. Along with the founding of the University of Chicago, a huge building boom started in the neighborhood. Hotels were built, professors moved close to the university and new businesses started up because of the flow of people from the fair, shaping the way that Hyde Park developed around the university. University funding has been extremely beneficial for the development of the neighborhood, but has recently raised questions over whether or not the neighborhood is becoming gentrified.

**“I think it's gentrification. There will be higher mortgage values, higher home values and higher taxes. I think people in the past who have moved to places like Woodlawn and North Kenwood will be priced out of the market.”**

—PAUL HORTON,  
HISTORY  
TEACHER

Today, the grounds that once were home to Chicago's World's Fair have turned into golf courses, tennis courts, marinas, parks and paths.

“Hyde Park is gentrifying and has been for a long time. There's building of apartments which means more apartment availability,” U-High history teacher Paul Horton said. “It's important to look at the neighborhoods surrounding Hyde Park which now have more affordable rent while values of homes in the neighborhood have gone up.”

In 2016, when the Obama Presidential Center was announced to be built in Jackson Park, the changes coming for the south side of Chicago became even more apparent.

All of this is being driven by the OPC and the University of Chicago encouraging people to move to the south side.

“I think it's gentrification. There will be higher mortgage values, higher home values and higher taxes,” Mr. Horton said. “I think people in the past who have moved to places like Woodlawn and North Kenwood will be priced out of the market.”



PHOTO PROVIDED BY THE OBAMA FOUNDATION

**PLANNING AHEAD.** Official plans for construction of the Obama Presidential Center have been completed. The OPC will be just a few blocks east of the Laboratory Schools campus and parts of the library will be open to all Chicago-area students.