Community in protest

Students, parents, faculty express support for Bobo-Jones; direct their shock, outrage at administration

by MIRA COSTELLO
and JACOB POSNER

Winter quarter began shakily when a long-standing teacher’s employment was terminated, prompting confusion and outrage from students, faculty and parents — and action from the Faculty Association.

On the morning of Jan. 8, Daniel Bobo-Jones left his position as a U-High biology teacher, according to an email to the families of students in his classes. The abrupt nature of his departure sparked questions and concern among students, faculty and staff, who had little information available about the reasons for Mr. Bobo-Jones’ absence.

The Midway obtained a statement from the administration, which states that the termination of Mr. Bobo-Jones’ employment was due to a violation of the collective bargaining agreement. The Midway is seeking additional information regarding the reason for Mr. Bobo-Jones’ termination.

The faculty was informed of the decision to terminate Mr. Bobo-Jones on Jan. 7. According to the faculty, the termination was unexpected and provided little notice, leading to shock and outrage.

Students, parents and faculty have expressed shock and outrage at the decision to terminate Mr. Bobo-Jones. Many have said that he was a beloved teacher who made learning enjoyable and helped them to develop their skills.

The termination has sparked questions and concern about the administration’s decision-making process. There have been concerns about the administration’s response to the termination, and the lack of information provided to the community.

The administration has stated that Mr. Bobo-Jones was terminated due to a violation of the collective bargaining agreement. However, there are questions about the specific nature of the violation and whether it was brought to the administration’s attention.

The termination of Mr. Bobo-Jones has led to protests and actions by students, parents and faculty. These actions range from posting signs of solidarity to organizing rallies and meetings with administration.

Students have expressed their support for Mr. Bobo-Jones and their disapproval of the administration’s decision. Many have said that he was a great teacher and that his departure will affect their learning experience.

Parents have also expressed their support for Mr. Bobo-Jones and their concern about the administration’s decision. They have said that they trust the administration to make the best decisions for the students and that they are working to address any issues that arise.

Faculty have also expressed their support for Mr. Bobo-Jones and their concern about the administration’s decision. They have said that they trust the administration to make the best decisions for the students and that they are working to address any issues that arise.

The termination of Mr. Bobo-Jones has led to a debate about the role of the administration in decision-making and the importance of open communication with the community.

The administration has stated that they are committed to addressing any concerns and will provide information as soon as it is available. They have also said that they are committed to working with the faculty and students to ensure that the best decisions are made for the students.

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**NEWS**

**JSA to hold first-ever Shabbat potluck event**

The first-ever all-school Shabbat dinner potluck will be hosted by the Jewish Students' Association and the U-High Jewish Student Association on Jan. 25 from 5:30 to 7:30 p.m. in Lab Hall.

The potluck will uphold the traditions of the weekly Jewish holiday with lit candles, grape juice, blessings and traditional Jewish foods such as challah bread.

"The idea for an all-school Shabbat dinner started when two Jewish students mentioned that there wasn't a strong Jewish group at Lab," Nathan Abrahams, JSA president, said. "This event is partially to show our community what we are making.

"All students regardless of their age or faith are invited and encouraged to attend," Abrahams said. "My hope is that the event will be inclusive of students from different faiths," JSA adviser Susan Shapiro, a U-High history teacher, said.

"It's important to have people of different ages or faiths be able to come to the event. I hope that we will see many of those values, values that justify the blessings and traditional Jewish foods such as challah bread."

"I think the event is a great opportunity to show that there is a strong Jewish group at Lab, and it's a great way to start the conversation about the importance of inclusivity and diversity," Abrahams said.

**NEWS IN BRIEF**

**GRACZE ZHANG**

Eight new courses will be offered for the 2019-20 school year, and some will be semester-long classes if the semester schedule is approved after meetings next week.

The administration determined that due to work with the Illinois Driving School in which the administration is affiliated, there would no longer "promote Drivers Ed.

"It is one less password to remember and save time," according to Aly Lathrow, Cultural and Social Justice Club leader.

The teams performed better than they expected, with We Byte convincing that we were the rookiest of rooks.

"By the first meet, we were convinced that we were the rookiest of rooks," Nicholas credits his teams' hard work. "I wasn't so sure how we were going to do," Nicholas, the club president, said.

"The teams performed better than they expected, with We Byte finishing 4th, and Fresh Steel finishing 3rd as the second meet on Dec. 15. Despite having little time to prepare due to winter break, We Byte finished second and Fresh Steel finished third at a Jan. 12 meet." Nicholas credits his teams' hard work as the key to their improvements.

**Are we living the dream today?**

Roche, Coats receive new MLK Spirit Award

by KATERINA LOPEZ

ASSOCIATE EDITOR

In honor of Martin Luther King Jr.'s 90th birthday, students, faculty and staff gathered in the Gordon Parks Assembly Hall Jan. 17 to answer the question, "Are we living the dream today?" This was the theme of the assembly organized by the Black Students' Association. The faculty advisers of BSA also presented a new award to one faculty member and one student who work daily to make Dr. King's dream a reality.

Sophomore Kennedy Coats and Service Learning Coordinator Hannah Roche received the award.

The assembly was more visual than previous ones, with an opening film created by photography and digital media teacher Benjamin Jaffe with help from his film class, and an animated version of Martin Luther King Jr.'s "I Have a Dream" speech shown between performances.

A speech from Barbara Ransby focused on answering the theme of the assembly. Dr. Ransby, a historian and professor at the University of Chicago, explained the definition of "we" in the assembly's theme, arguing that "we" should include everyone around the world.

"King's notion of success was to change the world, to change history, to stand up in difficult times and speak to truth power," Dr. King was a reformer and a radical thinker, she said. "We need to be full of people, joyous, and encouraged to come to the event.

Mentorship and leadership opportunities are being offered to many of those values, values that justify the blessings and traditional Jewish foods such as challah bread."

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**Robotics club shows steady improvement**

In the U-High Robotics Club, first months, its two teams, We Byte and Fresh Steel, have shown a steady improvement in competition results.

Sophomore Nicholas Pietraszek and middle school science teacher Darren Fuller formed the club at the beginning of the school year. Meetings include building and engineering specific parts, wiring components and programming their robots.

Leading up to their first meets on Nov. 17, the teams mainly worked from their instruction manuals. Many members had very little experience in robotics and struggled to build the robots through different media such as photo, video and audio, as well as on online platforms.

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Over 350 parents call for changes to workload

by PRIYANKA SHRIJAY
EDITOR-IN-CHIEF

A year's health and well-being survey highlighted that 94 percent of students' schoolwork to be their leading source of stress. In response, more than 350 parents have signed onto a call for middle school and high school to make systemic changes to workload.

In an email to U-High department heads and administration, the Parents’ Organization explained that the health and wellness survey noted that workload changes would address issues like stress, sleep, anxiety, depression, and drug use. According to committee member蝰che Bixby, a parent of a ninth grader and a seventh grader, the committee formed when middle school Principal Sandra Bixby asked a group of concerned parents to participate in meetings around stress and workload.

Parents read about and discussed homework and stress as well as the experiences of peer schools. The committee realized that there was a strong case to revisit student workload at Lab. The quality of homework and instruction is more important than quantity, according to Lau- ren Raphael, and giving students enough time to work on homework would only detract from their health.

“They are stressed, they have anxiety and depression, and they are getting burned out with school,” said Raphael, who conducted a health and wellness survey done last year shows that 81 percent of students are suffering from some form of anxiety, Ms. Raphael said. “That is an astounding number.”

Additionally, Dr. Leuz noted that when his children started middle school, he saw major changes in their “workloads.” “We feel that they had very little time to do other things and to enjoy their hobbies. With each grade, it became harder for them to get the necessary amount of sleep. They had to make some difficult choices in terms of their hobbies, and our weekends are often ruled by the kids’ homework schedules,” he said.

According to Dr. Leuz, one fewer hour of homework wouldn’t have a negative impact on academic success. “It is very hard to believe that an hour more or less homework would make a major difference to the academic success of Lab stu- dents,” he said. “But an additional hour could make a big difference when it comes to a hobby, a sport or a past time.”

Dr. Leuz noted the parents committee is not against homework. “We, too, want academic excel- lence,” he said. “In fact, our call emphasizes that, to us and based on the evidence we have seen, academic achievement and well- ness are not in opposition, they go hand in hand.”

According to Dr. Leuz, the reaction from parents has been chief- ly positive. “We were surprised how quick- ly over 350 parents supported our call. This number is remarkable considering that we have not yet reached everybody and that many parents have not heard about the signature campaign,” he said. “We were also very pleased to see that there are a number of parents who are also Lab teachers sup- porting our call.”

Mr. Raphael noted that teacher-parent communication often results in teachers being resis- tant to hearing feedback about the amount of time students spend at home on schoolwork.

“They tend to assume that stu- dents are distracted by phones and screens and music, whether they are or not. We cannot fix the problem unless teachers are will- ing and able to understand how much homework they are assigning,” he said. “I would suggest some form of anonymous feedback loop back, perhaps a parent on ex- cessive homework without the risk of offending the teacher. Or stu- dents can set up a way in which they can evaluate their experienc- es in classes — much like what they do in college.”

Science department chair Dan- iel Calleri, himself the parent of students in ninth and eighth grades, agreed teachers should consider the quantity of work assigned from the students’ perspective.

He added that homework is still necessary to maintain a relation- ship with class material. Dr. Cal- lieri noted that singling out one component of a student’s reality as the sole source of that student’s problems is not going to lead to successful outcomes.

Quick Q

What’s your philosophy for assigning homework to students?

Colin Rennerst-May, English teacher: “There are some things that are useful for students to do at home. Any homework that a student assigns should be a part of learning. There could be times where it’s useful for students to read in the classroom, but that’s something that’s better accomplished by students on their own time.”

Rosa McCullagh, math teacher: “We all just wanna do more. We have to ask ourselves are we preparing kids? Would it be fair to do less? And have I had a hard time with trying to get through and cover material, with giving them enough time to process and learn it.”

Daniel Russin, Latin teacher: “The usefulness of homework in my class is to help the students understand what we’ve learned in class from short or long term memory to long term memory. It’s just simply to practice what they’ve learned in class.”

Admin has limited influence on homework

by GRACE ZHANG
ASSISTANT EDITOR

Although the administration doesn’t regulate or coordinate the homework teachers assign, the administration is working on forming a group of educators for the purpose of the assignment.

Individual teachers, sometimes with their department, determine homework. There’s no rule requiring teachers to give homework, but according to Principal Stephanie Weber, there is no regulation on how much, how often or coordination with other classes.

According to Faculty Association Presi- dent James Catlett, a chemistry teacher, it is difficult to put a limit on or identify an amount of time students should spend on homework. Instead of talking with admin- istration, teachers talk within their depart- ment to determine the homework given in classes.

“We rely on the professional judgment of teachers and trust their judgment in what’s appropriate,” Mr. Catlett said.

In addition, according to Ms. Weber, it is difficult for the administration to oversee homework. It said it is up to each department to determine homework, and new practice material. She also said a time regulation on homework isn’t inclusive of every student’s abilities.

“The question I always encourage teachers to ask is, given the educational objects and learning outcomes for your class, what do you want students doing in class?” Ms. Weber said. “And then what work are you asking them to do on their own side of class and why?”

History teacher Christopher Jonas said he tries to be sensitive to his students’ needs and their experiences with the homework. “My objective is also to listen to the class,” he said. “There’s a difference between com- plaining and ‘it’s too much,’ and if I hear from the class that it’s too much, I reduce it. I tend to deal with it more on a class-to-class basis.”

After seeing the results of last spring’s health and wellness survey, the administra- tion realized the importance homework in the curricu- lum committee, which consists of depart- ment chairs and high school administration.

Mr. Weber said that they are consider- ing changes such as incorporating student evaluations rather than the term, rath- er than at the culmination of a course.

She is also planning to create a work- shop for groups of students, faculty and parents, as well as student-only groups to be led by Wellness and Deputy Title IX Coordina- tor Benny Niel to further discuss health and wellness concerns, including student expe- riences with homework load.

With concerns about homework are brought to the administration, Ms. Weber encourages students to share the concerns directly with the teacher.

“I will also share those concerns with the teacher so that they have the informa- tion and from that can respond to the needs of student,” Ms. Weber said.

Ms. Weber also suggests teachers should regularly check-in with students and ask for feedback about the course and workload. This would allow a teacher to learn what parts of the homework were help- ful and to make sure the homework matched the intentions and ob- jectives of the assignment.

Director Charlie Abelmann cited other re- sources students could use if they have con- cerns about the workload. They could talk with a counselor, an advisor, the dean of students or assistant principal. He also said they could have parents speak on their be- half.

“I think kids need to be able to be advokates for themselves and where they are doing an amount of homework that seems ex- cessive that’s interfering with a healthy life- style,” Dr. Abelmann said. “If that is the situation students need to speak up, and by speaking up, that also creates greater urgency for being able to think about change and have change be neces- sary.”
Learning to deal with distractions

Learning coordinators create individualized plans for students

by JACOB POSNER
EDITOR-IN-CHIEF

“When I was in first grade, there was a student in my class who acted out all the time and was always in trouble. It was very obvious to me, all of six years old, that he was having trouble learning,” Laura Doto, a learning coordinator, said. “It wasn’t that he was bad, he just couldn’t sit still and he couldn’t do the work and he wasn’t doing the homework and his name got put on the board basically every day. And I just never thought that was very fair.”

Although Ms. Doto said that she has always been good at learning, she never expected that she would become a professional educator. Now, as a learning coordinator, she works to figure out what accommodations would be most useful for students who have learning disorders.

Ms. Doto, who is new to U-High this year, and Lesley Scott, U-High’s other learning coordinator, help students develop good practices, such as becoming more organized or developing effective testing strategies. According to Ms. Scott, accommodations for students might include extended time or use of the testing room, where a student who has difficulty with reading comprehension might read questions aloud.

But the learning coordinators don’t just help students with learning disorders. “For a student with a mood disorder, the more concrete the plan, the less likely they are to get worried about it because they’ve got some consistent opportunity,” Ms. Doto said. “There’s some certainty.”

Often times, the act of planning, for students with a mood disorder — it’s not that they don’t know how to do it, it’s creating the space and time to do it so they can actually act and not get worried.”

Anyone can ask for help from the learning coordinators, Ms. Scott said. They often act as mediators between students, parents and teachers — Ms. Doto calls this “educational diplomacy” — and will help any student who steps by.

Ms. Doto said she never expected to find herself working education. “My mom had been a teacher, I was like, ‘Nope, don’t want to be a teacher, I want to do economic development in Latin America,’” Ms. Doto said.

But one way or another, education has always found its way into her life. Ms. Doto went to the University of Chicago for a master’s degree in Latin American studies, and ended up getting her degree in the effects of a bilingual education in the Chicago Public School System. Despite majoring in Spanish and History, and ended up doing quite well on the National Teacher’s Team.

She is now dedicated to education counseling. “When a new student comes by, the learning coordinators will establish rapport, understand the student’s process, then try to find the root causes, according to Ms. Scott. If, for example, a student needed help writing an English paper, the learning coordinator might help the student write the skeleton of an outline.

“So when they start that work then later in the day, whether it be during the school day or at home, they’ll have that jumping off point,” Ms. Scott said.

“Talking with the kids there has really given me a good grasp of the challenges they face.” Ms. Scott said. “For some, service extends beyond sophomore year.

by NIKHEL PATEL
SENIOR

As the students pour in from their regular schedule after school program, they begin to sit at the tables that they are familiar with. The kids, who are anywhere from kindergarten to eighth grade, begin to either play or work on their homework and with tutor John Freeman, a volunteer and a U-High alumnus. “Volunteering was far more than the required 40 hours at the After School Program at William H. Ray Elementary School.”

Although many students do not continue at their service site past the required 40 hours, some go above and beyond the requirements by continuing to volunteer long past the requirements. “A bond that grows between the volunteer and the community often serves as a powerful reason for this excellence.”

“I didn’t think I was going to keep helping at Ray when I started, but by the time the end of the year came I had made such strong bonds with the students there that I just didn’t want to stop going,” John said.

Grant Fishman, a senior, tutors students at the University of Chicago Charter School North Kenwood/Oakland and has been volunteering there with Ready, Set, Grow! since the organization’s founding. He chose to fulfill his sophomore year requirement there as well.

“My sister founded the organization during her sophomore year, and when I joined, I intended an eventually taking responsibility for its continual growth,” Grant said. “I grew attached to the kids over the years, and watching them mature has been very rewarding.”

John had a close connection to the site before sophomore year. “I knew I wanted to tutor because I have been tutoring middle schoolers here since freshman year and have really enjoyed it,” he said. “Ray School is a place that is close by that needed the help, so I decided it would be the right place.”

At their service sites, John and Grant help both curricularly and extra-curricularly. Aside from his role as a tutor who helps with his homework, John also serves as a peer to talk with.

“One of John’s favorite parts of his volunteer site is the conversations he has with the students. “I have had so many great conversations about anything you could imagine,” he said. “Talking with the kids there has really given me a different perspective of my life.”
Social media promotes mainstream fashion brands, advertising clothing sold for high prices. However, many teens opt for a cheaper alternative, thrifting.

New taco restaurant might not meet all expectations

by NICKY EDWARDS-LEVIN

WALKING into a Wicker Park thrift store, sophomore Gigi Reece is filled with excitement and hope. She looks from shirt to shirt and doesn’t worry that she could fall in love with something that could destroy her wallet.

She finds a shirt that appears brand new and could easily cost more than the quadrumuple price at one of her favorite stores, Urban Outfitters. She looks at the price tag and is thrilled to see it is only $3. Although this seems like a ra
deal and an unlikely find to a novice thrifter, Gigi isn’t surprised. This is normal thrift store procedure. Search, find clothing that expands your style, check the price tag, smile. She buys the shirt and finds herself satisfied and excited about her purchase.

“It’s that excitement you get when you buy any new clothing,” Gigi said, but this time, you claved through those racks and put in the work to find that shirt you love. You earned it.”

Gigi explained how walking into a former warehouse with racks on racks of clothing can be incredibly overwhelming but part of what makes thrifting incredible is the sheer mass of possibility without the intimidating price tag.

“There’s this satisfaction when you find something you love,” Gigi said, “You did that. You found something unique for almost no money. And that is really special.”

Gigi’s experience and relationship with thrifting is not unique. Junior Adria Wilson also loves thrifting. She was introduced to it by her older sister, a fashion aficionado, and when her sister learned to drive, they started thrifting all the time.

“She really liked thrifting and I followed her lead,” Adria said, “and then it became something I look forward to, and love myself.”

Adria loves the variation she sees when shopping:

“It was really different, you could find something you never expected, and unique. She didn’t like how other stores would cycle through clothing every few weeks and everything generally followed one era or trend. When you thrift, you find stuff from all different periods, in all different varieties,” Adria said. “And you could find something you love, that you never expected, and it has this unique story behind it.”

Adria and Gigi’s excitement about thrifting is not reserved to girls. Senior Michael Harper would argue that style is one of the best ways he can express himself.

“When a stranger sees you on the street,” Michael said, “it was like a split second all they have to judge is your clothing.”

Harper would argue that style is one of the best ways he can express himself. One of the best ways he can express himself.

“Sometimes it is something so relevant to Michael. He started caring about his style towards the end of middle school. At first, much like Gigi, his go-to store was Urban Outfitters. That changed after his friends took him thrifting.

“It was really different, you know,” Michael said, “it was like a totally different kind of shopping.”

The best part of the taco was the Seoul sauce. Sweet at first, it leaves a spicy aftertaste. But all three meat options were thoroughly underwhelming.

The bulgogi beef was too fatty and, in a word, floppy. The spicy pork was barely seasoned yet saucy to the point of syrup; the flavor was hardly memorable. The chicken was very fatty and fairly rubbery.

In each case, it was difficult to identify a clear flavor with the salty, meaty sauce and bland lettuce — all you’re left with is the Seoul sauce, but the sauce can’t make up for the underwhelming meat.

Though the tacos are nothing special, Seoul Taco’s service is fairly efficient, the food is fairly tasty, and the prices aren’t outlandish: $5.99 for tacos and $8 for a burrito.

If you crave a taste other than Medici or the cauliflower during your lunch break, Seoul Taco can provide a quick taco or burrito. But unless you are going for the music, don’t expect anything special.
Small team, Stronger bonds

By ELLA BEISER
ASSISTANT EDITOR

With fewer U-High girls choosing to play basketball, team finds more supportive, bonded atmosphere

 Passing on basketball, U-High girls run towards other year-round sports such as club soccer and volleyball.

Last year the girls basketball program had 11 players, only enough to form a varsity team, and this year’s roster has just 10 players. In stark contrast, the boys team has enough players to field a full varsity and junior varsity team.

In years past there have been much higher interest and enrollment in basketball. At one point, there have been more girls basketball teams. Athletics Director David Ribbens said he encourages high school basketball coaches to be more involved in middle school basketball, where 46 players participated this year.

He hopes that by building relationships between players and coaches, they will retain more of the players into high school.

The past two years, the athletics department has incorporated the sixth grade into the basketball program in order to minimize the loss that comes from sports specialization.

Mr. Ribbens said that during his 15 years at Lab, there have been a few years with two girls teams.

A varsity girls basketball player suggested high school girls choose other options rather than school basketball. “I think girls basketball in general is not that popular of a sport and people tend to when they are younger, especially in the city, play soccer because there are more clubs to play on,” basketball captain Stephanie Miller said. “If you want to play AAU you have to go to the suburbs, and a lot of people don’t have the resources to do that.”

While club basketball opportunities for girls are minimal, club volleyball is rapidly expanding, contributing to the decline in girls basketball players, according to Mr. Ribbens.

However, there are upsides of having fewer players. “I think our team has been close for a couple of years now.” Stephanie said. Everyone’s friends with everyone like I feel like everyone feels like they can go to talk to anyone.”

Team size also allows players to focus on more technical drills, and Stephanie said that they always have enough players to field a team in a game.

Mr. Ribbens expects that one of the reasons for the low numbers is that girls who would normally be placed on the JV team are thrown onto the varsity team without giving and winter breaks.

PASS IT ON

Girls basketball players huddle up and motivate each other before the fourth quarter of home game, Jan. 15. Down by 20 points, the team was not discouraged as their coach passed along positive energy and support. U-High finished the game at 41-48.

“I think our team has been close for a couple of years now. Everyone’s friends with everyone, like I feel like everyone feels like they can go talk to anyone.” — STEPHANIE MILLER

Boys Basketball, Varsity

Scores are listed as: U-High - Opponent

**Notable:** Senior Jame Miller returned to play varsity basketball, despite having an injury preventing participation. The team will remain confident for the remainder of the season despite their record so far.

**MT. Carmel meet, most swimmers swim in varsity races only.**

Notable: At the Latin game, Peter Grisom and Gaurav Shekhawat did particularly well. The two are also co-team captains. The team was worried about going up against Lake Forest Academy, but they only lost by one match.

Fencing

**Notable:** At GLHSCF Dual Meet South Division on Jan. 12, the fencers topped two out of seven games. Mens Saber did well, and Mens Foil. Jonathan Liu did particularly well, according to Michelle Tchenko-Weaver.

Squash

**Notable:** At the Latin game, Peter Grisom and Gaurav Shekhawat did particularly well. The two are also co-team captains. The team was worried about going up against Lake Forest Academy, but they only lost by one match.

Boys Swimming/Diving

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**MT. Carmel Jan. 15th**

Lake Forest Jan. 12 6-1

**Jefferson**

Lake Forest Jan. 12 6-1

Latin Jan. 15 6-1

**Compiled by Julian Ingersoll**

**Illustrations by Neena DiPiano**

**U.S. women’s soccer team trainer joins U-High athletics**

By IVAN BEICHE
FEATURES EDITOR

Before practice, students flood into the trainer's office, chatting with teammates, and are greeted with a new face.

Barrett Jones began as the new athletic trainer, Jan. 7. Mr. Jones took over after Lab's former trainer, Ashley Alonso, who left the position earlier this year, joined the police academy.

**NEW YEAR, NEW TRAINER.** New trainer, Barrett Jones wraps athlete’s ankle outside Sunny Gym. Mr. Jones was the head athletic trainer for U.S. women’s national soccer team before he came to Lab. Mr. Jones replaced Ashley Alonso, who left U-High to join the police academy.

**Scores are kind of U-High Opponent**

**Boys Basketball, Varsity**

**Notable:** Senior Jame Miller returned to play varsity basketball, despite having an injury preventing participation. The team will remain confident for the remainder of the season despite their record so far.

**TEAM RESULTS**

**Boys Basketball, Junior Varsity**

The team has lost their past two but still believes that their game is rising and players are improving their technique.

**Girls Basketball**

**Notable:** Even though the girls have lost most of their games, they are still optimistic and try to be tougher than the other team. The girls basketball team will honor their seniors at their home game against Morgan Park Academy Jan. 29.

**Soccer**

**Notable:** Girls soccer is not the greatest, but it’s been a good season so far. The team did particularly well against Willows Academy Jan. 15.

**Fencing**

**Notable:** At GLHSCF Dual Meet South Division on Jan. 12, the fencers topped two out of seven games. Mens Saber did well, and Mens Foil. Jonathan Liu did particularly well, according to Michelle Tchenko-Weaver.

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ence teacher Daniel Bobo-Jones Jan. 8,

Focus on your passions — aim for joy, not perfection

interests you.

everything. Instead, focus on what

illusioned, and our lack of perfec...

a while, the fleeting highs of excel...

Downs, and lunch periods spent

SPORTS EDITOR

by journalism and photojournalism

by Abby Slimmon

by Audrey Matiske

by ABBY SLIMMON

by AUDREY MATISKE

by ABBY SLIMMON

As the Midway sees it...

Other students’ success doesn’t make you a failure

by ABBY SLIMMON

by AUDREY MATISKE

by THE MIDWAY
“Vice” lacks conflict, comedic character

Film’s strong cast gives memorable performance

by EMMA TRONE

EDITOR-IN-CHIEF

The advent of Trump-era politics has even some tried-and-true liberals missing the Presidency of George W. Bush. But “Vice,” a biopic centered on Bush’s vice president, Dick Cheney, unflinchingly dredges up the horrors of that era and how they still haunt us today. Written and directed by Adam McKay, whose last project was “The Big Short,” “Vice” shares a similar style to its predecessor. Particularly high, which should be the lar point where the stakes feel particularly high, which should be easy in a movie with this subject. Instead, Cheney breezes through administration to administration, easily manipulating the media and fellow politicians, and underhandedly making decisions that change, and end, the lives of millions. While that may well have been the way Cheney’s career went, the lack of even inner conflict means that the movie similar- ly breezes by, without reaching any dramatic highs or lows. That all being said, the cast pulls off memorable appearances. Christian Bale embodies Cheney’s physicality and quietly devious demeanor so well, it’s hard not to marvel at his transformation each time he’s on screen. As Lynne, his wife, Amy Adams plays former Vice President Dick Cheney and Lynnne Cheney in “Vice,” released Dec. 25, 2018. The film was nominated for six Golden Globe awards. Christian Bale won Best Actor in Motion Picture Musical or Comedy for the film. “Vice” is also nominated for eight Academy Awards, including Best Picture and Best Director. Eleven short productions comprise this year’s SET show. SET performances are curated, directed and designed by students, and seven pieces were written by students. The shows were chosen to showcase the talents of the actors and the directors. “We try to create a good variety of productions,” Nicholas Mer, SET board member, said. “It’s important to the board that the short plays have a diverse va- riety of emotions to engage the audience.” The actors and crew won’t have much of a break because work on the spring production of “Mamma Mia!” will begin immediately after. According to theater teacher Lucia Ambrosini, the show provides students with immediate hands-on experience across the production to learn from the show, whether acting, directing or designing. Auditions will take place March 5-8 and the production will take place May 16-18. Theater auditions are open to all students regardless of past theater experience.