administration drafts contingency plan in case of school closure

by PETER PU

ARTS CO-EDITOR

After 26 years, club considers reorganization

by LUCIA ROURI

MIDWAY CENTER

School deals with effects of virus

Administration drafts contingency plan in case of school closure

Planning begins for possibility of extended school closure

Faculty and administrators have been meeting since Feb. 25 to plan for school operations and expectations for students and faculty in case of school closure. Learning management systems would play a significant role if classes could not meet in person.

According to an email sent by Laboratory Schools Director Charlie Sheehan March 7, students from nursery to fifth grade will use Seesaw to communicate with teachers while parents will use Schoology. Tools like Google Hangouts will facilitate teaching and learning in a closure. As long as students can continue starting the third day of school closure after a two-day transition.

Families may seek access and assistance with technology and internet from Director of Innovation and Technology Brian Hewlett. Parents can find tutorials, tips and the Parent HelpDesk under the Parent webpage.

Lab priorities keeping surfaces clean

According to an email sent by Director of Operations Joe Wachowski March 5, more staff was added to the ABM cleaning program to keep surfaces clean and disinfected. Every classroom from nursery to fifth grade has access to cleaning spray and paper towels, and classrooms will be provided with spray and wipes upon request. In addition, tissues have been placed throughout the school, and signs have been placed to remind people about washing hands.

University takes precautions and imposes travel guidelines

The University of Chicago has also taken precautions and set guidelines against COVID-19. An email sent Jan. 24 from then-Provost Daniel Diermeier and Dean Kenneth Pollock mandated Student Health Service and University of Chicago Medicine beginning screening patients for the coronavirus and asking whether they have recently traveled to Wuhan or are associated with a person infected with COVID-19.

The university’s current outbound travel guidelines strongly discourage travel to any country with Level 3 travel health notice from the Centers for Disease Control and Prevention. The university return travel guidelines state travelers should not attend school or work for two weeks afterward. In addition to that, the university has changed programs in countries with a high risk for COVID-19, set up an informational website, and cleaning staff are disinfecting surfaces more frequently according to a Feb. 28 email from Provost Ka Yee Lee.

International trips canceled; seniors revise May Project plans

Selected for the Eliad Scholarship Program, a French exchange financed by Lab, juniors Izy Kaufman-Sites and Andрада Nicolai were scheduled to leave for La Rochelle March 1 and return March 28 until the trip was postponed on Feb. 28 after fears of the coronavirus. U-High French teacher Catherine Collot-Jarard said, “It’s a concern that when they come back to the U.S., they might be quarantined.”

According to Ms. Collot-Jarard, the students’ families made the decision to postpone the trip after learning about the risks and concerns. She added Lab can use the plane tickets within a year without penalty fees.

In addition to two weeks of school, the potential quarantine period would include the junior retreat scheduled for April 1-3.

“If we get quarantined in our houses, our parents would also have to be quarantined in our homes, which is too much of a sacrifice for us to go to France for 4 weeks,” Andradà said.

Similarly, on March 4 the French exchange trip to La Martinique scheduled for March 14-28 was postponed.

According to The New York Times coronavirus map, Italy has confirmed more than 3,000 cases.

As a result, the RoboMed competition at the American School of Milan was postponed, and the trip for 12 selected members of Lab’s middle school robotics team originally scheduled for March 15 was postponed for two weeks. In addition to the trip to La Martinique, 12 selected members of the Eliad Scholarship Program trip, Lab can use the plane tickets within a year without fee.

In addition, two mid-March faculty trips to China were canceled. Ten teachers and administrators were scheduled to leave for China to learn about Chinese education and culture, and technology coordinator Louis Cornel and lower school assistant principal Uzma Panjwani prepared to present at a conference about design thinking and STEM education.

The coronavirus COVID-19 has also forced some seniors to change their May Projects. Senior Emily Zhang’s original proposal involved traveling to Changsha, China, to study how the relationship between people and technology differs between China and the United States. Although the original proposal deadline was Feb. 28, May project coordinator Mariah Bander granted Emily an extension for March 6. Her new proposal involves visiting gardens around Chicago and studying how artificial intelligence can recognize plants.

As the president of Prom Committee and a member of the Graduation Committee, Emily said if she continued her original May Project, she would risk missing both events.

“I think it’s in my best interest to be as safe as possible and in the best interest of those around me,” Emily said.

With dwindling numbers, JSA future uncertain

After 26 years, club considers reorganization

the biannual Holocaust Remembrance, the exhibition "Woven" at the Museum of Mexican Art displayed at the National Museum of Mexican Art and Mexican American Studies CO-EDITOR by LUCIA ROURI MIDWAY CENTER

Ten students were nominated to the Jewish students’ Association board March 6. However, low turnout originally raised the question as to whether the club still has the student drive it needs to continue running next year.

The JSA, known for running the biannual Holocaust Remembrance, has been in the news for the past few years and continues to interest and attract students to the club. As long as students don’t find the drive to weekly meetings. While several Jewish and non-Jewish students claim they find support and comfort in the work and existence of the JSA, however, many lack an understanding of the student drive necessary to support the club, she said.

"Kids think ‘oh, the JSA, they’re gonna be there. Every other year there’ll be our Holocaust assembly and we have our multi-faith b’res, and in September and you know’ — but really it takes work and commitment to the basic purpose of what we’re doing,” Ms. Shapiro said. “The Feb. 28 meeting highlighted the fact that there are still at least a handful of students who feel the same passion about the existence of the club as the founding students.

“My job as the advisor was to get as many people as possible involved in the club activities and to make it come to life,” senior Elena Stern said at the meeting. “It felt like it didn’t matter what everybody else thought — it just mattered that I had that connection...”

Sophomore Noa Appelbaum, the only non-senior board member, expressed similar appreciation and hope for the future of JSA in the Feb. 28 meeting.

“We really need people. I mean, obviously we can’t force you, but we would really love it if people would step up and please help save this club,” Noa said.

With 15 non-board members present on Feb. 28, numbers were more promising than prior meetings. However, given that the email was sent to 48 students, the question still exists as to whether the club can foster the consistent drive it needs to survive next year.

“It was the students who demanded it come into being, to be given,” Ms. Shapiro said. “And it’s the students will decide whether or not it’s important enough to continue.”

“The job is to stay as safe as possible and in the best interest of those around me,” Emily said.

"In a year when Jews have increasingly become targets of anti-Zionist and anti-Semitic violence, it is so sad to think that our mission is no longer meaningful to the Jewish community at the Lab Schools,” — SUSAN SHAPIRO

So out, Ms. Shapiro sent an email to all JSA-registered students detailing the risk of JSA running next year and inviting members to a meeting Feb. 28.

"In a year when Jews have increasingly become targets of anti-Zionist and anti-Semitic violence, it is so sad to think that our mission is no longer meaningful to the Jewish community at the Lab Schools,” Ms. Shapiro wrote in her email.

"If we get quarantined in our houses, our parents would also have to be quarantined in our homes, which is too much of a sacrifice for us to go to France for 4 weeks,” Andradà said.

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Experiential workshop aims to guide teachers

Advices teachers to accommodate student needs

by ELLA BEISER
NEWS EDITOR

To simulate different disabilities and provide guidance for how adults can support students in and out of the classroom, the Student with Disabilities Association held an experiential workshop for faculty and administrators.

According to Zach, club members held three workshops simulating disabilities.

“We had one where we visual simulated through a series of goggles,” he said. “We would put on these goggles that put your vision at 20/10, 20/100, 20/200 and 20/400 and we gave them resources — papers, things that you would receive small — so that teachers could see the difficulty of trying to read small print.”

According to Zach, club members also had stations where teachers could learn about dyslexia and auditory processing and simulate the in-class experience of a student with a disability. The goal was for teachers to understand the impact of their actions by experiencing what it is like to have a disability.

“It creates a better understanding that leads to people being more cooperative or more on top of things. If they realize, here are some of the difficulties involved in having a disability, they will be more on top of things.”

— ZACH SHARP

“Building Community” Juniors Zach Sharp and Sophia Woodruff discuss Students with Disabilities Association club business at a meeting March 9. The workshops the club led aimed to illustrate the experiences of certain students and stimulate discussion on how to best help each student.

BERNIE SANDERS RALLY

Connections raises $1.6 million for financial aid

Connections 2020, Lab’s biennial fundraiser, raised $1.6 million toward student financial aid and faculty professional development.

The event was held at the Field Museum on Saturday evening, Feb. 29, and had 920 attendees.

“The most outstanding differentiating factor for the event this year was the fact that we had a record number of attendees,” noted Karen Slimmon, one of the event’s student co-chairs.

The event was a sit-down dinner, a format which has not been used since 2014, according to organizers.

Diversity conference encourages respect

Students who attended the Fostering Intercultural Respect and Engagement conference at Lake Forest Academy on Feb. 25 encourage other students to embrace the opportunity next year.

Freshman Tea Tamiburo and juniors Sawyer Anderson and Zach Sharp attended the conference with Dean of Students Ana Campos and Director of Diversity, Equity and Inclusion Pronyma Rupani.

“Across schools, we are facing new challenges. More students will attend the conference in the future. He explained the value of the conference and highlighting the uniformity of Lab’s student body. While Lab’s unique environment fosters creativity and motivation that makes successful learning possible, the conference emphasized that Lab can provide all students with opportunities to learn and grow in real life.”

“Obamacare helped me make up everything in my life that got me behind, and I’m just excited to bring Medicare for All to more people, to help them out,” Kyle said.

The crowd, which was predominantly young and white, cheered every time Medicare for All was mentioned.

Zach believes that their workshop is important not only for students with disabilities but also to inform teachers.

“Many teachers may find it difficult or maybe challenging or even scary to have a student with a disability in their class like, ‘What do I do? Am I doing this right?’ I am educating them the best way possible! And this is an easy, very simple way of showing them how they can easily accommodate us.”

BUILDING COMMUNITY

According to Zach, a wide range of disabilities means that there is no formula for how to help a student with disabilities in class.

“for me, I like teachers to read everything they put on the board so that I can hear more of it rather than have to use my eyes,” Zach said. “But I know a friend I have with auditory processing likes that exact opposite. They like more things on the board than saying everything they put on the board.”

According to Zach, a student with a disability could have difficulty finding things out loud. So it can vary, and there is a wide variance and some overlap and some don’t.”

The club sent out an email to faculty, staff and administrators and filled all 24 available spots. Due to the interest, Zach said the club will run other similar workshops over the course of the year so their workshop can reach more people.

“There is a lot of demand for this,” Zach said, adding that the club would prefer to have the faculty professional development day in April.

HELPFUL TOOL

According to Zach, the success of the workshop.

“We’ve been talking about ‘portraits of our students’ for a very long time. It’s important to get out there and see the beauty in people who are outside our community,” Zach said. Zach further explained that the FBIE conference taught him about compassion through hearing stories that expanded his world view.

This year, the conference emphasized the power of understanding the importance of learning from examining other’s life experiences.

— CLARE O’CONNOR

Ryan Allen named middle school principal

Middle school Dean of Students Ryan Allen has been appointed the next Middle School Principal by a select committee, effective July 1.

Mr. Allen has been the Dean for Middle School in the middle school since 2015. He said he is excited to be able to work with people across all levels of Lab.

“(Principal) is a complicated position because we have so many different levels of people that you interact with,” Mr. Allen said. “I think that’s one of the places where I thrive, in terms of being relational.”

Mr. Allen’s top priorities include social-emotional learning, diversity, equity and inclusion, as well as the middle school’s sustainability.

“The more I learn about the bigger picture of all the schools to come together as one school is going to be particularly important,” Mr. Allen said.

Mr. Allen said he looks forward to the opportunity to expand the support of the initiatives he has worked on with the Middle School Dean of Students to all of Lab.

“If I be able to see from a broader scale how those initiatives play out and how they’re connected across schools,” Mr. Allen said.

Mr. Allen spent six years as Dean of College Guidance for Muchin College Prep.

“We’ve been talking about ‘portrait of a graduate’ and really trying to figure out on how that lives in the middle school in a way that’s developmentally appropriate,” Mr. Allen said.

— COLIN LESLIE
New club focuses on engineering

by MEENA LEE

Midway Reporter

With student interest in the Makerspace increasing, students look to form new clubs. However, due to a lack of faculty advisors and other issues, a few student activities in the Makerspace have yet to be approved as official clubs.

Chubs such as Imagined, the robotics team and LaunchUX use the Makerspace frequently.

Nathan Aldredge works in both the clean and messy rooms as Makerspace coordinator, a non-faculty advisor supervising students in activities that are not official clubs until they confirm a faculty advisor.

For example, some students work with him in the Makerspace to build and race drones. Much like a real club, students meet up Tuesday, Thursday and Friday after school to work on their drones with Mr. Alredge.

Junior Rashne Hassan is working to create a new Makerspace club focused on engineering. Once established, Rashne hopes the club will participate in F1 in Schools, a global competition where students build small aerodynamic cars and race against students from schools around the world.

This year, the new clubs will not replace existing Makerspace clubs. According to Rashne, his club will not be the same as the robotics club, an already established engineering club.

“Rashne is different,” Rashne said. “It requires more direct applications of physics and aerodynamics, which you don’t really get in other clubs.”

The model car racing requires less coding and problem solving than robotics competitions, according to Rashne.

Many high schoolers do not regard Student Council as the most storied club among high-achieving students, despite being involved in the reporting or editing of this story.

Some want Student Council to address larger school issues

by NICKY EDWARDS-LEVIN

Sports Editor

With the Student Council election in a few weeks, some students say they aren’t sure of the powers or effectiveness of the group through college admissions and making a meaningful role with leadership role. Students will vote for current 9th, 10th and 11th graders May 1.

Petitions are due April 9 and will be due on April 24 at 9 a.m.

Students in grades 9-11 will elect the All-School president and vice president as well as the Cultural Union president and vice president. Each candidate will also elect representatives, vice president and two Cultural Union representatives.

Student candidates usually begin campaigning in the weeks leading up to the election, after submitting their petitions to Dean of Students Ana Campos. To have their campaigns approved, candidates must collect at least 20 signatures and President and Vice President candidates must collect 40.

April 24: Petitions will be available to declare candidacy. To have campaigns approved, Cultural Union candidates must collect at least 20 signatures and President and Vice President candidates must collect 40.

“I do expect them to be an advocate for the student voice, but it doesn’t feel as though StudCo is advocating for increased mental health services or finding ways to support students with mental health issues.” — Franzi Wild

While Student Council is regarded by many as simply a class leader in the school’s hierarchy, U-High will soon have a new Student Council with a new title of “President” and “Vice President.”

With student interest in the Makerspace growing, Rashne added that another aspect of this club is the use of marketing strategies to raise funds for club expenses.

Because of the expense of the club and traveling that will be involved, Rashne and Mr. Alredge are still trying to get U-High to sponsor the team. Rashne hopes that when her club is fully developed, they will compete in F1 in Schools, a global competition where students build small aerodynamic cars to race.

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Librarians suggest books for spring leisure

Free of school work, spring break is the prime time to crack open a book. High school librarians recommend books available in the Pritzker-Traubert Family Library.

by LEANDER CULVER
ASSISTANT MANAGING EDITOR

Fantasy
"Call Down the Hawk" by Maggie Stiefvater (2018) - A spinoff from Stiefvater's bestsell- ing "Raven Cycle" series, "Call Down the Hawk" follows Ronan Lynch, a protagonist of that series who is a "dreamer," someone with the power to make his dreams into reality, along with dreamer and art thief Jordan Hen- nersy and Carmen Farooq-Lane, a hunter of dreamers seeking to pre- vent an apocalypse catalyzed by their powers.

• "The Fifth Season" by N.K. Jemisin (2015) - The Fifth Season is set in the continent of Stillness, a land pe- riodically ravaged by massive tec- hnological catastrophes.

Mystery
"Spin" by Lamar Giles (2019) - When young, up-and-coming DJ Paris Secord is murdered, her childhood friend Jya and her big- gest fan Muse both suspect each other of her murder, until ev- idence comes to light that a third party may have been responsible and the two must join forces to find the real killer.

• "Two Can Keep a Secret" by Karen M. McManus (2019) - Twins Ellery and Ezra Corcoran are sent to live with their grand- mother in a small town in Vermont known for its many disappear- ances of teen girls. Ellery, a true- crime aficionado, knows the history of the town, in- cluding the murder of a homecoming queen five years prior to the events of the story. When Ellery is nominat- ed for homecoming queen herself, she and the other nominees be- gin receiving threats, and the kill- er must be found before history re- pents itself.

• "My Sister, the Serial Killer" by Oyinkan Braithwaite (2018) - Korede lives in the shadow of her beautiful, tal- ented sister Ayi- la, who has al- so grown used to cleaning up her sister’s messes. Ayiila is likely a sociopath and has killed her last three boyfriends, and Korede is the one who keeps the world from finding out. When the handsome Dr. Tade Obama, the only bright spot in Korede’s life, falls under her sister’s spell, she makes the decision to commit a crime.

Non-fiction
- "Evocations Fifteen Myths that Explain Our World!" by Oren Harman (2018) - Harman writes a technically ac- curate story of the world, from the Big Bang to modern day, in the style of folk- tales and myths, using unconven- tional narrators and fluid prose for a humorous and fun- riedtion of the story discovered by modern science.

- "Fashionopolis: The Price of Fast Fashion and the Future of Clothes" by Dana Thomas (2019) - Thomas is the New York Times bestseller "Deluxe," Dana Thom- as guides readers through the un- known and hid- den consequences of the global "fast fashion" in- dustry, such as labor exploita- tion and environ- mental damage. She also exam- ines the answers to both, the trend, from the emerging "slow fashion" move- ment to automation and technolo- gies that reduce environmental im- pact.

Spring break: endless options

Attend a dance, theater or music performance for just $5. Consider visiting the National Museum of Mexican Art, watching a movie or checking out a recommended book.
Modern activism, historical art

Contemporary artists connect to heritage through Mexican textiles

by JULIAN INGERSOLL

On the far side of the gallery, a wall of woven cloth — even shown dangling from metal structures about eight feet high — helps the viewer develop an appreciation for the craft. Among the main goals for some artists was creation of traditional pieces but with modern materials to relate their piece to modern society.

The information text at the beginning of the exhibit explains these pieces are utilitarian but possess beauty and represent tradition. “They pay tribute to cosmology, cultural identity, social, cultural, economic and political existence,” Mikaela said. 

Teen Arts Pass opens new, cheap entertainment avenues for students

Teen Arts Pass is an initiative by Urban TAP members that the classic ’80s teen rom-coms clichés are chipped or undone. While 1 disagree, there’s no denying that more recent films of the same genre are just as fun to watch and provide a modern perspective. “Mid90s” expands upon your movie knowledge and check out these 11 underrated coming-of-age comedies from different streaming platforms.

For the nostalgia

“Mid90s” on Amazon Prime

Women artists displayed by Jonah Hill, “Mid90s” is perfectly nostalgic, beautiful, and heart-breaking. The story deals with the essence of, well, the mid-90s skate culture of Los Angeles. Aesthetically, it’s a joy to watch, and even if you aren’t a skateboarding 13-year-old boy from California, “Mid90s” speaks to the universal tribulations of growing up.

For the relatability

“Booksmart” is the Gen Z, high school movie you’ve been waiting for and is bound to be relatable for any Lab student.

When two high school seniors (Kaitlyn Dever and Beanie Feldstein) who have avoided partying in favor of studying in order to get into their chosen colleges, discuss that their most important classmate is at the prom, they go top school-wide to make sure it’s good to go.

For the music

“Scott Pilgrim vs. the World” is a unique film, even with its nudge video game references, an exciting watch. In addition to Cera, the cast consists of many recognizable faces, including Chris Evans, Michael Cera, Brie Larson, Anna Kendrick and Aubrey Plaza.

For the comedy

“Scott Pilgrim vs. the World” on Netflix

This 2010 cult favorite, based on the “Scott Pilgrim” graphic novel series, is a live-action comic book, where 22-year-old Scott Pilgrim (Michael Cera) must face off against love-interest Ramona Flowers’ seven evil exes before the two can date. Superhero, high-stakes, tense, clever dialogue, a great soundtrack, editing and a unique sense of self-awareness makes this movie, even with its nudge video game references, an exciting watch. In addition to Cera, the cast consists of many recognizable faces, including Chris Evans, Michael Cera, Brie Larson, Anna Kendrick and Aubrey Plaza.

For coming-of-age

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For coming-of-age

“The Spectacular Now” on Netflix

I’m known to recommend another film by A24, but they just do this type of movie so well (e.g. “Lady Bird,” “The Farewell,” “ Eighth Grade,” and “Moonlight”).

After getting dumped by his girlfriend, Cassi, who happens to be played by Brie Larson, the ex-girlfriend in “Scott Pilgrim vs. the World,” party animal and skateboarder Trey (Miles Teller) meets phone-smart-girl Aimee (Shailene Woodley), and love ensues.

A morose Sutter struggles with finding his way in the world, caught between trying to live in the now and planning for the future. As he and Aimee grow closer, their relationship is a means to examine the complex social and power dynamics of high school.

Settle into spring break with a movie on any platform

If you’re looking for a live performance to keep you entertained over spring break, a local organization could get you a lot of options for not much money.

Teen Arts Pass gives young people ages 13 to 19 to professional performances at the 27 partner organizations. Tickets are typically $5 for TAP members.
Two months ago, the Black Students’ Association read an open letter at the annual Martin Luther King Jr. assembly. This helped to expose and spark discussion about the experiences of black students at Lab.

Curriculum evolves and BSA demands

brought to the table
Student experiences insensitive, racist jokes, N-word

by ANANDA CARSEL

The Black Students’ Association called for more diverse student voices to be included across the curriculum in their open letter, delivered at the Martin Luther King Jr. assembly on Jan. 16. Ms. Neater said the letter was an effort to push the administration to reflect on their curriculum.

Along with a step in the video, the art, music, history and English departments have recently been making large and small curricular changes to make way for diverse voices that reflect the identities of students. Ms. Neater said the changes have been happening for over the last several years.

“Curriculum should be constantly flowing and changing to meet the needs of the students who are here,” history department chair Nadia Owens said.

Fine arts department chair Stoney Nixie emphasized the importance of introducing new and diverse culture into the classroom.

“Curriculum is the way we reflect our student body and make sure we are representing artists and people of color rather than just a place of privilege,” Mr. Nixie said.

Speaking OUTSIDE, sophomore Brent Pennington and senior Lauren Smith participate in the round table discussion hosted by the journalism suite March 5. Senior Sydney Rogers and freshman Jordan Jones joined Brent and Lauren in discussing as experiences as black students at Lab over the years.

SPEAKING OUTSIDE, sophomore Brent Pennington and senior Lauren Smith participate in the round table discussion hosted by the journalism suite March 5. Senior Sydney Rogers and freshman Jordan Jones joined Brent and Lauren in discussing as experiences as black students at Lab over the years.

In the last two years, the curriculum has two new courses: Comparative Politics and Global Religions and Modern World Religions. The history department has also been making large and small changes to the class to reflect students’ voices. Ms. Neater said the history department also started asking about class demographics to help future course planning.

“Curriculum is important because it reflects a lot of the things that students see and the people they are,” history professor Emily Toto said.

According to Ms. Owens, during sit-downs on the university’s campus, black students called for a different, more diverse curriculum. According to Ms. Owens, during sit-downs on the university’s campus, black students called for a different, more diverse curriculum. Ms. Neater said she tried to help students get more involved with the committee, saying “I really think that the younger grades know that it’s not an accident, and I think that it really helps you go in conversations about where we want to go and what’re we doing to get there.”

“one time, a student was like, ‘ok, you’re black. so your life is that an incident that happened?” Jordyn said. “Oh, like, the little things where you’re talking about slavery, and then it’s like, ‘can you or the teacher actually say that something because you’re black?’”

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Three-year diversity action plan enters final stage

Diversity advisory committee puts action to school’s stated mission

by ANANDA CARSEL

The Diversity Advisory Committee, which has worked to create a plan for the school’s stated mission, was given a final draft of the plan by George Kinsler, a U-High senior on the committee, said the tried to get feedback from the student body.

This includes the promotion of harmony and respect, and the promotion of the positive community and the policies that need to be in place in the community.

Infrastructure highlights what needs to be in place in the campus, including a questionnaire to understand what the students want to see in their community.

This questionnaire is being used to help understand what the students want to see in their community.

Three-year action plan is a combination of historical data and student feedback.

The plan is divided into four different stages: institution, structure, teaching and learning.

The first stage is institution.

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Relocated
Revamped
Reignited

Like a phoenix from the ashes, the Chicago Fire Football Club has rebranded itself with a new logo, new players and a new stadium

by CHRISTIAN GLUTH
ASSISTANT EDITOR

A

fter

a
term home

for

a

$100 million soccer-specific stadium,

struck a deal with the Village of Bridgeview in 1998 for its

first time in nearly two decades, rebranded as Chicago Fire FC.

More than 15 years ago, when the Fire struck a deal with the Village of Bridgeview for a $100 million soccer-specific stadium, the idea was to create a permanent home for a club which jumped around from place to place for the majority of its existence but was gaining reasonable success for their relatively young lifetime. Bridgeview hoped to become a new popular leisure destination.

At the time, playing in a venue dedicated to soccer was uncommon. Only the Columbus Crew and LA Galaxy held matches in them, a relatively new standard in American soccer. What was unforeseen was the rapid growth that has made Major League Soccer as large as it is now.

Back in 2006, when SeatGeek Stadium broke ground in Bridgeview, the average attendance in the MLS was about 15,000 among 11 professional clubs, with the highest average attendance of any team peaking at just above 20,000. By 2019, an attendance of 20,000 was below average among the 26 professional clubs. The Chicago Fire deftly held the lowest average attendance of any team and also its lowest average attendance in club history at an unimpressive 12,324.

The club has undergone a drastic re-establishment, including a change in ownership, relocation and rebranding. The team’s Bridgeview lease originally ran through 2036, but the club agreed to pay the Village of Bridgeview $65.5 million to cut it 16 years short, and instead will put money towards a “multisport recreation and entertainment center” in Bridgeview, according to the Chicago Tribune.

According to the Fire, the mural will stay up for at least three years.

The artist, Max Sansing, sought to “represent Chicago youth” with his artwork. The mural is a tribute to the Roosevelt Collection, which higher quality talent, more clubs and more fans has defined as one of the fastest-growing sports leagues in the country.

FACTS ON FIRE

12

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1998

12,324

minutes from Lab to Soldier Field
Seasons since the Fire has played at Soldier Field
Last year the Chicago Fire won the MLS Cup
Average attendance at SeatGeek Stadium
Average price of tickets at SeatGeek Stadium in 2019
Home games at Soldier Field this season
Ranking of average attendance in the last season — the league’s lowest.
Number of tickets sold for the home opener at Soldier Field

U-HIGH MIDWAY • UNIVERSITY HIGH SCHOOL, CHICAGO

THURSDAY, MARCH 12, 2020

SPORTS

Quick Q

What are your opinions on the changes to the Chicago Fire soccer team?

COLIN CLAFFY:
“Toyota Park was the original Chicago Fire stadium, so I must admit, I do feel a bit of nostalgia for the move. But at the same time this is probably the better thing to do, considering the fact that Soldier Field is closer to the center of the city.”

OLIVIA POSTON:
“My family has season tickets — we are excited because we won’t have to drive all the way to Bridgeview, and it will be fun to be in Soldier Field.”

AIDEN GRANT:
“I liked the old logo, but I also like the new location. Being at Soldier Field there are going to be far more people attending games and therefore a better fan environment. I get tickets because I play for the Chicago Fire juniors. I get discounts and stuff, and we go as a team sometimes. It’s fun.”

12 U-High Midway • University High School, Chicago

80-foot tall mural looms over the British International School soccer field in the South Loop on the back of the Roosevelt Collection. The artist, Max Sansing, sought to "represent Chicago youth” with his artwork.

The most impactful change of this relocation is the team’s return to its roots in downtown Chicago. Soldier Field, a venue that stands out for looking like an alien spaceship landed on top of a Roman colosseum, plays host to Chicago’s finest concerts, events and the heavily-followed Chicago Bears American football team.

The move to the urban area and rebranding is intended to revamp attendance numbers to establish themselves as part of the new era of Major League Soccer — an era in which higher quality talent, more clubs and more fans has defined as one of the fastest-growing sports leagues in the country.

The Chicago Fire have established a new club identity along with this move, brandishing themselves with a downtown mural, club imagery that stands for the “founding legend of Chicago” and a motto that reads, “Stand for Chicago.”

The club has renamed themselves “Chica-go FC”, from “Chicago Fire Soccer Club”, changing their main crest and redesigned their uniforms, notably adding yellow as a new primary color.

Owner Joe Mansueto hired a new head coach and general manager, and traded away a majority of signature players for capacity to reload their roster.

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Refereeing done right

Student, teacher collaborate over calling signals

by MADELINE WELCH
OPINION EDITOR

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— STELLA HEON

“Welcome Big Papa to the floor! She’ll put you out of your misery,” the announcer read.

During the season, which starts later this spring, the players and their parents are the main event. Stars and legends of roller derby, from retired to active, attend each game to cheer on the skaters. During halftime, past skaters are introduced, and this year’s guest star was the legendary and beloved Fish-Nasty.

“Welcome Big Papa to the floor! She’ll put you out of your misery,” the announcer read. During the season, which starts later this spring, the players and their parents are the main event. Stars and legends of roller derby, from retired to active, attend each game to cheer on the skaters. During halftime, past skaters are introduced, and this year’s guest star was the legendary and beloved Fish-Nasty.

Find updated winter and spring sports scores at uhighmidway.com
Identity clubs need our help to thrive

As the Midway sees it... 

Remove standardized tests from college admissions

by Grace Hollee

I continued to be blown away by the amount of identity clubs on University High School’s campus but their phone eras are hidden, or at least not easily found. This is a problem, especially after the recent discourse surrounding diversity, equity and inclusion issues. For students in marginalized groups, it is important to have a safe environment to find community. If any community is to be productive, it must be safe, and this is especially the case for identity clubs in a classroom, leaving students potentially isolated. Identity clubs allow for each student to join a community that is more welcoming and inclusive than most classrooms can be. It is difficult to allow identity clubs to fade, we will not only lose inclusive spaces for students but also crucial representation by and for voices of marginalized communities. The collective community that identity clubs create do not just contribute to an individual, student-centered campus, but also on a larger, more administrative level.

In January, the Black Students Association-College School letter received attention from faculty, staff, administration and the greater Chicago community, with coverage from numerous local media outlets. This letter, which represents an experience shared among many black students at U-High, sparked genuine conversations and actions that would not have been possible without the power of this identity club. Moreover, the JSA-led biannual Holocaust assembly has been so powerful that students have advocated for it to occur on a yearly basis. It is also important to recognize that it is not a necessity require—

“Learning is more than a multiple-choice sheet and a pencil, but schools are turning into test centers.”

In 2019, in students with extended time on average scored 18.7 on the ACT, while students with disabilities scored an average of 21.1. There is no clear way to make schools fair to all students because everybody learns differently. Students with fewer financial resources are severely disadvantaged in the testing world. People with disabilities are often excluded from private tutors, and pay to take the test as many times as they want, as the school districts cannot accommodate them. Students. Without these resources, it is difficult to tell colleges about preparation and training, so schools can look at students’ scores with equal caution value, even though they may have been earned with varied ways of preparation. In 2015, Inside Higher Ed found that in every section of the SAT, students from families who made less than $20,000 had the lowest average scores, while the highest averages stemmed from families who made more than $200,000.

Furthermore, standardized tests measure only a small portion of what makes education purposeful. Learning is more than a multiple-choice sheet and a pencil, but schools are turning into test centers. 62% of school districts increased the amount of time spent in elementary schools on subjects that are included in standardized tests, while 44% of districts cut time on those that are not, according to the Center on Education Policy in 2007. These tests promote the idea that human intelligence can be measured and condensed into a subjective multiple-choice test, which rewards students who are good test takers and penalizes those who think creatively. It is also important to recognize that student success and intelligence, standardized tests must be taken out of the college admissions process.

More than 700 colleges are “test optional,” when an applicant doesn’t need to submit test scores to be considered for admission. It is clear we are ready to move past these biased tests. I urge you to apply to these schools and not let the equate success to a two- or four-digit number one receives after a four Tuesday morning.
I want people to know that before they're dismissive of their horoscope, they should check more than just their sun sign and also that their horoscope isn't going to tell them exactly what's going to happen in their life every day," Kira said. "It's more of a guide for what you should expect to come your way."

For most horoscope users at U-High, there is one constant: Co-Star, an astrology app that brands itself like a social media platform, where sharing your horoscopes with friends is highly encouraged. Run partly through artificial intelligence, the app has obtained a large following over its hird two years — more than 5 million active users.

Kira uses the app for its social functionality and popularity but also for its organization and structure.

In Co-Star, they tell you which areas you have power, pressure, and trouble in each day according to your birth chart," Kira said. "I like to see which parts of my life I should be putting more energy into."

Astrology is an ancient practice with a lot of strong spiritual roots. More than 2,000 years old, astrology can be traced to the ancient Babylonians. The practice of astrology has become mainstream due to mass-media such as newspapers and online horoscopes.

"I probably check my horoscope once a month when my friends start talking about what's on them," senior Anjali Prachand said. "The app usually disagrees between times when I check. I don't check my horoscope regularly because I don't think it affects me. I think people tend to read their horoscope and interpret it to relate to themselves because they are written so generally."

But Anjali believes everyone should check their horoscopes.

She said, "I'd just want people to know that any opinion on astrology is totally valid, whether you believe in it or not and that it can be super fun if you want to get into it!"

### LEARNING BY SPEAKING

Eliza Doss works with 2010 U-High graduate Ryan Lee in a Korean class at the University of Chicago. Students attend the class five days a week to learn their heritage language.

"I'm Korean, and I've always wanted to learn Korean. I thought it was really cool that there was even a chance for me to take it," Eliza said.

To take a class at the university, high school students must first complete the language requirement at U-High. In middle school and high school, Eliza took Spanish.

As the years passed she felt she had come to a standstill in her Spanish career and was interested in the opportunities presented by the university.

Similarly to Eliza, junior Sanaa Imami also became interested in learning her heritage language in high school.

"I was interested in the language and culture mainly because of my religious background but also because I'd like to study abroad or live in the Middle East in the coming years," said Sanaa, who is taking the elementary-beginning Arabic at the University of Chicago.

She studied French at U-High and was very interested in the opportunities presented by the university.

For Eliza and Sanaa, learning the Korean language is valuable source of guidance.

"It's very easy, five days a week for 50 minutes. The class is hard," Eliza said. "It's a lot more than when you come from Spanish at Lab to taking Korean at the University, but I was ready for the work load."

Though the classes meet every day, Sanaa said that since the classes are so small, she gets even more practice with the language, which enhances a closer relationship with her professor.

Sophomore Alina Sasan is one of the students who speak foreign languages at home fluently but also included to better their understanding of their heritage language. She has grown up speaking Italian and Turkish at home but has yet taken a high school or university class in those languages.

"I feel it would be pretty helpful and cool because I'm fluent in speaking, but I struggle sometimes with grammar and spelling," Alina said.

Her only concern was that if she took the class on a language she mostly already knew, she would find the class boring because the classes are tailored for those who have no connection to the culture.

Language is a way to connect with people all over the world, and with the help of the University of Chicago, students at U-High are able to seize the opportunity to learn a new language — regardless of their cultural background.
Senior builds rocket engine independently
by GRACE ERADY

A humdinger, model rockets, and the Physics Machine Shop at University of Chicago — while they are all things one U-High senior has spent hours figuring out or in his own words, "messing with." Whether the project is as complex as a rocket engine or as simple as a timer, a power button, Paul Stadley enjoys finding solutions to problems in ways that the average rocket engine is not just "simple" forms but also lead to interesting, complex projects. His latest build, a rocket engine, is his most ambitious yet.

Paul spends his time building machines and trying to figure out how things work. For him, fun comes in discovering new solutions, and his rocket engine is the perfect way to combine his love for building with his creative thought process. When discussing how he came across this idea, he said, "I had a bunch of model rockets you know, from when I was young. So I was looking at those and I thought, 'Those are super cool. Why don't I, you know, see how difficult it is to actually make this something.'"

While Paul has built multiple complexes involving his 3D printers, the construction of his rocket engine has proved to be the most challenging, time-consuming build. Paul has said he had to do extensive research due to the unique construction.

He said, "I'm used to, you know, just to look at things and there's someone who's probably done it and you can find it on YouTube. "

"I think it definitely applies — actually if you're in a position where you're looking for a project and you get a kick out of making decisions about the airplane," he said. "You need to have a really strong engineering background and this kind of thing. Actually, like, kind of thinking outside of the box, a creativity perspective. So I can imagine it would be helpful for him."

Mr. Saez, Paul's physics teacher from last year, said he thinks Paul would always play with anything, "and, you know, he would always play with anything," Mr. Saez said, "and, you know, he would always play with things that I had around just to make something happen. So it's a little bit unconventional in the way he thinks."

Mr. Saez also expressed hope in Paul's rocket engine projects, saying he is sure it will be wonderful in the end.

Paul works on as much of the rocket as he can at his house, while the more complex hardware pieces remain at the Physics Lab at the University of Chicago. After discussing it with his father, who works at the university, Paul visited the Physics Lab. Now, components of his rocket engine are being constructed by machines designed by his projects like this.

In other projects, Paul has been able to find instructions online, the engine has taught Paul different methods of constructing.

"The only places where people are actually describing how to build a rocket engine are like declassified things from like 50 years ago and like random people who clearly don't know exactly what they're doing," Paul said. "So that's been really interesting — actually having to, like, purchase books and spend and like, how to actually make this through them."

Paul not only felt inspired by his interest in finding out how things work, but also for his plans for a possible future career as a test pilot.

"I could write a piece of tape over it, it would have done — it'd probably work even better," he said, "but the point is I just start messing with things if I have them, and eventually, sometimes like this, it turns into something bigger."

IT'S ROCKET SCIENCE: Merging solutions in his home, senior Paul Stadley works on an ambitious new build, a rocket engine. For him, the process has been a perfect synthesis of everything he most enjoys: research, construction and trying to find new solutions to difficult problems.

"If you need to go into it understanding you literally know nothing about it and have no idea what the problems are going to be... the mindset is even different from just like building something where you've got instructions, like, you need to be with fact that you're going to make massive mistakes."

— PAUL STADLEY, SENIOR

For the past 50 years, the McDonald's Shamrock Shake has been a St. Patrick's day cult classic. The seasonal shake's continued popularity is no surprise; the drink is sweet enough to satisfy even the most raging sweet tooth, with the perfect creamy consistency that doesn't need to be forced upon you through a straw, and with its shocking green color and cool snap of mint, more enticing than a chocolate or vanilla milkshake.

Anyone interested in a Shamrock Shake should probably try what they can; after March 24 you won't see them again until next year. Because they're such a hit, these shakes are difficult to get. The shamrock shake is the cheapest of all the green drinks, and easy to access given McDonald's almost scary high distribution of stores.

Toppings are key to a good milkshake, and while I received a hearty dollop of whipped cream on my shake, my inner child was disappointed by the lack of the cherry that has colored the Shamrock Shakes of years past. Though not quite as heavy as the green smoothie, the shamrock shake is dense enough to leave you feeling a bit gassy. In my opinion, that icy feeling is completely worth the feeling of accomplishing something that comes with finishing off the whipped cream left at the bottom of the cup. I would recommend this shake alongside some of McDonald's salted caramel shakes to people with the appetite to finish it, and finish it quickly before it melts.

Paul has advice for anyone looking to do something similar.

"You need to go into it understanding you literally know nothing about it and have no idea what the problems are going to be..."

he said. "The mindset is even different from just like, building something where you've got instructions — like, you need to live with the fact that you're going to make massive mistakes."

Ultimally, Paul hopes to finish this rocket by the end of the school year.

Paul said even small things can consume his time, like a power button on his humidifier that he noticed did not work correctly.

"I could have put a piece of tape over it, it would have done — it'd probably work even better," he said, "but the point is I just start messing with things if I have them, and eventually, sometimes like this, it turns into something bigger."

THURSDAY, MARCH 12, 2020
12• FEATURES

IT'S SHAMROCK TIME: Shamrock shakes have been a St. Patrick’s day cult classic. The seasonal shake’s continued popularity is no surprise; the drink is sweet enough to satisfy even the most raging sweet tooth, with the perfect creamy consistency that doesn’t need to be forced upon you through a straw, and with its shocking green color and cool snap of mint, more enticing than a chocolate or vanilla milkshake.

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St. Patrick’s Day is just around the corner, so get your green on and try some unique shamrock-colored drinks this March

by CAROLINE HOENHER

For those who need both hack and a kick of caffeine try True North’s matcha latte.

The latte is the most aesthetically pleasing of the three drinks, a pale green and topped with a cute foam heart. While I was originally hesitant to try this drink, it being an unusual color for a latte, I am now being unfamil- iar with the taste of matcha, I was surprised to find my- self enjoying it.

A sip of this latte is warm, but not scalding. The drink texture is perfect — it is made with lots of foam, which comes to life with a few puffs of air from the unique matcha taste. The matcha powder, which built up along the edges of my glass, gave the drink an unpleasant grainy aftertaste. For those avoiding dairy, the drink can be customized to be made with soy or almond milk.

Unlike the Real Good Juice Co. smoothie and McDonald’s Shamrock Shake, the matcha latte sat light in my stomach, leaving me warm and content rather than full and heavy.

I would recommend getting this drink up close. True North has plenty of tabs to study at and serves a wide variety of flavors, and the blue ceramic mugs, which complement the already-colorful matcha latte, are so visually pleasing they have the time to sit down. True North’s quick service and digital payment option make this drink a quick, “to- go” option as well. With True North just blocks away from U-High, I recommend taking the short walk over to try this shamrock-toned tea.

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For those avoiding dairy, the drink can be customized to be made with soy or al- mond milk. For those with allergies to dairy, milk, or chocolate, the Real Good Juice Co. smoothie and McDonald’s Shamrock Shake are perfect alternatives.

Paul is keen on the product’s unique flavors which include the minty shake as well, due to the addition of banana and almond butter.

"The "Kal E. Kopolowski Smoothie" proves that looks can be deceiving. This clever green drink gets its color from kale (a food which I typically avoid like the plague), but you’d never know it from the taste, which is as savory and nutty as a banana-nut milk shake. The smoothie shares the consistency of a milk shake as well, due to the additions of banana and almonds.

The “Kal E. Kopolowski” smoothie comes in a simple plastic cup downed with a minimalist logo and an environmentally friendly paper straw consistent with the juice store’s hip and modern vibes. While many locations of Real Good Juice Co. are located inside grocery stores, others are cozy, well-lit spaces to study with friends, with comfy seating and even some fun card games to play like the late-night classic “Cards Against Humanity.”

While a smoothie packed with superfoods sounded inviting, I found that the reality of this smoothie is a drink so dense it fills you up before you finish even half of it. While I was slow- ly sipping on my smoothie, I was also disappoint- ed to find that the drink, which had started off thick and frothy, began to melt and now left my mouth feeling a bit like I had just drunk chalk. Given its great taste and original consistency, I would only recommend this smoothie to people with the appetite to finish it, and finish it quickly before it melts.