

Mentorship program advocates collaboration

BY PRIYANKA SHRIJAY
MIDWAY REPORTER

Lower, middle and high school students work together in Lab's new chapter of Eye to Eye, an art based peer mentorship program. By creating art projects together, such as portraits and wooden bridges which represent overcoming challenges, students learn to self-advocate.

Eye to Eye is a national mentoring organization that pairs college and high school mentors with lower and middle school mentees who have similar learning challenges. Challenges include Attention Deficit Hyperactivity Disorder (ADHD), reading disorders and expressive and receptive language disorders. Together, pairs work on art-based projects that help mentees understand their unique way of learning. The goal of the program is to help kids with learning differences to build self-esteem and self-advocacy, according to learning coordinator Leslie Scott.

"We talk to them during the activities so it is more immersive and fun for them," sophomore Quinn Davis, a mentor, said. "We normally talk about learning disabilities and how to help with them, as well as be an all around friend and listen to how their day went and other cool things that have been happening in their lives."

Last spring, junior Bailey Litwin

and sophomore Sammy Rodman applied to become chapter leaders for the program's first year at Lab. Bailey noted that her job is to manage the Eye to Eye chapter at Lab.

Bailey explained that she and Sammy attended a conference in Rhode Island in August to learn how to manage the program. After scheduling and communication with lower and middle school students and families, they were able to coordinate partnerships between mentees and mentors.

Learning coordinators Leslie Scott and Keren Faling helped Bailey and Sammy to start and facilitate the program at Lab. Ms. Faling expressed that the Eye to Eye peer mentorship program benefits mentees greatly.

"I've seen that kids do really well when they have some self awareness of how they learn, what their strengths are, what's more challenging, and then what accommodations help them and what strategies help them learn best," Ms. Faling said. "They can self-advocate and say to a teacher, 'This is what I need.'"

Ms. Scott explained that high school mentors benefit from the program as well.

"I think it's extremely empowering for students to share in a public space their diagnosis and talk about their challenges," she said.

"I feel like it could bring tears to my eyes — seeing the power within the students themselves."

Junior Katie Stolze, an Eye to Eye mentor, finds that sharing experiences with younger kids who benefit from her advice contributes to this feeling of empowerment.

"I actually waited around with a girl after the class. She felt comfortable enough to talk about some learning differences she thought she might have that she hasn't even told her parents about," she said. "It feels amazing giving advice to someone who has the same differences as you because it makes you feel like your learning difference isn't in vain."

Junior Helena Abney-McPeck, another Eye to Eye mentor, explained that being smart and having learning differences are not connected.

"Learning disabilities can interfere with performance at school," Helena said. "Like if the school environment isn't a good learning environment for someone, then they might not get good grades."

Reiterating the idea that students with learning differences should self-advocate, Bailey enforces that students need to be able to tell teachers, "This is what I can do. This is what I can't do. This is how I need to work in order to be successful because I don't learn any worse, I just learn differently."

WAKING UP AMERICA



MIDWAY PHOTO BY PAIGE FISHMAN

EXERCISING THE RIGHT TO PROTEST. On Nov. 9, protesters gathered in downtown Chicago to protest the Nov. 8 election of Donald Trump as the 45th president-elect of the United States.

Faculty choose new plan to end quarter

BY TALIA GOERGE-KARRON
NEWS EDITOR

The new end-of-quarter schedule is meant to reduce the stress level and workload for students, according to two faculty members who supported the change.

During the week of Dec. 12, students will attend all class periods on both Monday and Tuesday with 40-minute periods.

On Wednesday through Friday, each class will meet for only one 90-minute period to take exams, turn in papers or do other end-of-the-quarter assessments. In between periods, students will have 90 minutes to study, relax and eat lunch.

Faculty Chair David Derbes, science teacher, explained that this end-of-quarter schedule may still too many tests on one day, but that it is an improvement from the old schedule.

"The pros of the new schedule are that there are a limited number of tests, papers or assessments on a given day," Mr. Derbes said.

This period will allow students with accommodations to complete their activity within the given time for that class.

This schedule allows for teach-

ers to give more time on end-of-quarter assessments such as presentations or critiques. In addition, the schedule gives students only two to three large objectives to focus on per day. The old schedule gave each department days to give final assessments, but the schedule also allowed teachers to give small assessments like homework and quizzes.

"I felt like there were always some pressures on that. First off, what do teachers do if your section does not meet on that day?" Colin Rennert-May, English Department chair, said about the old schedule. "Does that mean that you can't have anything assigned that last week? The testing schedule was only applied to major assignment such as tests, papers, and multi-day assignments, but things like quizzes were never considered major assignments."

One concern about the new testing schedule is teachers lose 50 minutes of class time. According to Mr. Derbes, the last week before break may not have been used productively with the old end-of-quarter schedule because students were more focused on upcoming assessments than learning in class.

Not all feel comfortable in new spaces

BY LEAH EMANUEL
MIDWAY REPORTER

Last year, as Connor Smith walked into the temporary cafe on Kenwood Mall, he'd quickly scan the long, rectangular blue tables until he saw his friends.

This year, Connor's walk to his friends' café table is dramatically more social. As he walks into the cafe, Connor weaves through the round tables talking to students from all different grades.

For Connor, Lab's new cafeteria has given him the opportunity to interact with kids in other grades.

Junior Megan Moran agrees. "I really see a lot of people eating lunch together that aren't in the same grade, which isn't something that I saw before," she said.

Christopher Jones, associate director of finance and operations, said there's certainly a sense that space influences culture and community, and that idea was considered when designing the additions to the school.

"You need those informal times," he said. "Certainly in a school setting, you need informal space to support the teaching and learning process. It doesn't just happen in the classroom."

While the physical expansion of the school has created new areas for students to socialize beyond grade barriers, teachers are man-

aging the positives and negatives of having their own classrooms.

Isolated on the fourth floor of Judd Hall, Spanish and French teacher Suzanne Baum feels far away from the rest of the school. She no longer frequently sees her friends in different departments, and since all the world language teachers have designated classrooms now.

Daniel Calleri, a biology teacher, agreed that with their own classrooms, the science teachers don't spend as much time in their departmental office. However, they are still a very social department, he said, and visit each other's classrooms frequently.

Since science is such a collaborative topic, it's difficult not to have a designated place where all the teachers generally are, he said.

"Science is like that," Dr. Calleri said. "You don't just do it on your own. It's not about opinion, it's about, 'Hey, what are your thoughts on this based on your expertise?'"

Though the collaborative aspects of teaching have become more difficult, both Dr. Calleri and Ms. Baum agree that since they were assigned designated classrooms, it has been a lot easier for students to come find them. Additionally, having the ability to decorate their own classrooms has

"I think the cafeteria has made it easier for the entire school to come together as a whole, and it's really awesome to see all these kids from different grades hanging out together."

— Megan Moran, junior

been helpful.

"There is that close-knit feeling, and that feeling of entering that culture because the room is inviting and decorated," Ms. Baum said. "We have a lot of natural light in these rooms and we have all the technology. Modern language teachers depend a lot on technology because we want to show you native speakers and videos and peoples of different cultures speaking those languages and play songs."

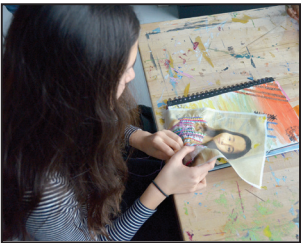
Despite the difficulties of building these new spaces, Ms. Baum said she loves to witness the strengthening in the sense of community at the school.

"I think the cafeteria has made it easier for the entire school to come together as a whole," Megan said, "and it's really awesome to see all these kids from different grades hanging out together."

INSIDE

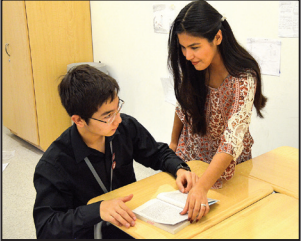
4 • ARTS

Mixed Media's popularity has increased within the last year. Students in the class use different types of media to express ideas in an open, welcoming atmosphere.



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From interpreting the AIM survey results to teachers incorporating their diversity into classrooms, safe spaces are creating (dis)comfort at U-High.



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Refugee Club plans to bring one Syrian family to Hyde Park by the end of the year through RefugeeOne, an organization that works to resettle refugees.



GO CUBS GO!



MIDWAY PHOTO BY PAIGE FISHMAN

ONLY EVERY 108 YEARS. On Oct. 4, Chicagoans came to celebrate the Cubs and their 2016 World Series win. Players Dexter Fowler and Jason Heyward wave to fans on Michigan Avenue.

Euro students experience U.S. perspective from Lab

BY JACOB POSNER
MIDWAY REPORTER

Lab students provided their German and French exchange partners with new experiences and unique perspectives as they guided their foreign counterparts through Chicago last month, forming friendships and bonding over shared adventures.

Sophomore Nicholas Merchant met his exchange student, Maxim Hoffman, for the first time in person on Oct. 15. Hosting Maxim was a bit awkward at first, Nicholas said, but there were few cultural obstacles, so things got better quickly.

Even though the German teachers made it seem like there would be a big cultural difference, Nicholas said, Maxim did not seem to have any trouble interacting with him or his family.

"He understands what we're doing, and we understand him," Nicholas said.

Of the six group trips that the exchange offered, Maxim said he enjoyed the DuSable Museum of African American History the most because it displayed a side of American history that German museums usually do not.

Maxim compared Lab students and Germans in general, believing that Lab students are much friendlier than Germans.

"The Americans always come up to you and talk to you," Maxim said. "Germans are much more introverted."

Rebekka Lepke, Rachel Zemil's German exchange partner, had a similar observation about Americans.

"When someone bumps into me, they always say, 'Oh my God I'm so sorry.' In Germany, however, people would just ignore the collision and keep walking," Rebekka said.

Before coming to Chicago, Rebekka assumed Lab would be a little bit like a stereotypical American high school movie. After she arrived, she said the assumption was immediately proved wrong.



MIDWAY PHOTO BY SOPHIE HINERFELD

EXCHANGING BAGUETTES FOR BURGERS. French exchange students Nohaila Medjane and Louane Beguad eat dinner at junior Jessica Frank's house on Oct. 30.

Upon her arrival, Rebekka found Chicago really exciting and interesting.

"I really like the huge buildings and also all the green — the parks," Rebekka said. "I don't think you can get something like that anywhere else," she said.

She said she found it somewhat hard to talk to people at first. After two days of getting to know other kids, however, Rebekka had a much easier time having normal conversations.

Both Rebekka and Maxim said they had more trouble understanding people than speaking, whereas French exchange students Nohaila Medjane and Loane Begaud claimed that it was harder to speak than understand.

Nohaila, who is shadowing Jessica Franks, said it was much more difficult to speak English all the time, as opposed to just in class.

She also noted that living with her host family could sometimes be kind of awkward, even though she really likes them.

"Sometimes I get kind of embarrassed because it's not my house," she said. She sometimes finds it hard to figure out what she's allowed to do and how to behave around them, how to treat them."

There are no extracurricular programs at Le Lycée Saint Exupéry, the school the French kids go to, according to Nohaila. She is intrigued by the theater program at Lab.

Maxim said that he also finds the arts at Lab interesting because his school does not have art teachers who are real, genuine artists.

Maxim found photography teacher Benjamin Jaffe especially intriguing.

"Mr. Jaffe is a really interesting guy," Maxim said. "He's a real artist — he's always telling the students stories about art projects he did."

Among the majority of these foreign exchange students, one thing holds true: going on an exchange like this is an amazing opportunity.

Nohaila and Loane both agreed that "America is the dream."

CLUB NEWS

Model UN wins big at Vanderbilt Conference

The Lab Model United Nations team members won best large delegation at Vanderbilt University MUN on Nov. 4-6. Twenty delegates total, including the MUN board, attended the conference, which was also the first out-of-Lab experience for freshman members.

As this was the first time that Lab MUN had participated in VU-MUN, the MUN board was unsure of what to expect. Along with a team victory, the MUN team received numerous awards for individual performance. The freshman gained skills by facing competitive committees at a college Model UN conference.

"It's really just a great experience for our freshmen, after doing LabMUNC, to get their first experience, their first real committee," Board Member Genevieve Liu, senior, said.

Beginning today, the team is at the Princeton Model United Nations Conference through Nov. 20. A total of 19 people are attending, including the MUN board and a select few juniors and sophomores.

This time the delegation is hoping to bring home the "Tiger," a bronze tiger awarded to the best delegation.

"I think that the delegation, that will be filled with sophomores, juniors and seniors, will be quite strong," Board Member Gabby Conforti, senior, said, "and 100 percent has the potential of winning the best large."

— GRACE ZHANG

Scholastic Bowl gears up for competition

With 10 freshman members and a new faculty sponsor on board, Scholastic Bowl captain Emma Mueller says the team is busy gearing up for their first competition of the year on Dec. 17.

Emma, a senior, says many of the team's new members are already familiar with the format of Scholastic Bowl competitions after participating in Lab's middle school team.

Science teacher Daniel Jones is the new sponsor. English teacher Colin Rennert-May sponsored U-High Scholastic Bowl from its founding several years ago up until last year, when science teacher David Derbes coached the team for the year.

Looking ahead, Emma hopes the team can advance to Scholastic Bowl nationals in June, where U-High has qualified for the past two years.

"With so many new kids," Emma said, "I want to make sure that we can keep that going and keep that momentum."

— LIZA EDWARDS-LEVIN

New Finance Club members learn market

By teaching new members how to invest and working on their goals as a club, the Finance Club has nearly broken even with their stocks. Last year, club members raised more than \$100,000 in donations from Lab alumni who are involved in finance, which members invested in stocks.

"We are sitting pretty even, which is a good thing," junior John Grissom, director of education for the club, said.

The club has major stocks in Chipotle that are down right now, but are expected to go up with in the next couple of years. That stock is an example of how club members are making long-term investing a main focus of the club.

Members will not invest in new

stocks until at least January because they need to teach freshmen to invest. Once the freshmen have learned enough, they will be split into groups and they will present stocks they want to invest in.

The club has a policy that it will donate 5 percent of its assets to organizations of the school. Last year it donated to the financial aid fund for scholarships.

"This year we are considering still giving a portion of it to the financial aid fund, but also potentially donating some money to charitable student clubs that are looking to raise money for a certain cause," Alec said.

Going forward in this year, the club members want to invest differently than it did last year. Instead of making large investments in only a couple of companies the club is going to make smaller investments in many different companies.

Alec said, "We only bought eight stocks last year but this year we want to have 20 — smaller amounts in each stock to increase diversification."

— MAX GARFINKEL

Think Tank continues with new leadership

Members of Think Tank, U-High's creative investment idea club, are currently working on small-group project ideas that will be pitched to the rest of the group later in the year.

For Think Tank members, the club is all about learning how to be creative with an idea and to pitch it to investors along with getting students interested in entrepreneurship.

The club began in 2012 and was re-established by Tomer Keysar last school year. Tomer decided he wanted to bring back the club with an updated curriculum.

"It will be a more detailed structure in the sense that we will have projects and discussions that will get the members to think critically about entrepreneurship," Tomer said.

Freshman Ody Nikas joined Think Tank this year.

"There weren't too many people at first and I wanted to support the club," Ody said about why he joined. "I ended up really liking it because you can contribute your own ideas and be innovative."

— ABBY SLIMMON

Debate team maintains quality performance

The debate team members have maintained their high level of performance at the University of Michigan, Oct. 28-30, with one group earning three wins and four losses and another competing in the elimination round after earning five wins and two losses.

The second group then lost two to one during the elimination round, also known as the Double Octofinals, against the second best team in the country, ending up with an overall ranking of 27th place.

According to Michael Hellie, a three-year member, the University of Michigan tournament is "one of the largest, most prestigious tournaments in the country." Over 150 teams attended the tournament.

Nov. 19-21, the team will join nearly 130 teams at the Glenbrook North Tournament.

For Ben Cifu, a novice debater, the Glenbrook North tournament will be his first tournament.

He explained that in this tournament he looks forward to "getting to learn a lot more about debating from being in a round" as well as "meeting other novices who I could be debating against for the next four years."

— IVÁN BECK

New coffee shop opens in Judd

BY KATERINA LOPEZ
MIDWAY REPORTER

The new coffee shop is located on the first floor of Judd Hall, serving Starbucks drinks as well as a few grab and go items such as pre wrapped sandwiches. All items are priced from \$1.90 to \$4.75. The shop opened Oct. 31, and is open from 7:30 a.m. until 3:30 p.m.

Although the coffee shop does not yet have a name, the idea for the students to help choose a name has been mentioned and discussed by Café Lab.

The idea for a coffee shop has been around since 2010, but was put into place when renovations were made," said Christopher Jones, associative director of finance and operations.

"This new coffee shop was part of the concept of having a welcoming center for the administrative entrance," Mr. Jones said. "That entrance is used a lot for large-group gatherings, and now has places where people can sit and talk. It made sense to have a place where people could grab a cup of coffee while they sit and relax."

Sophomore Isha Singh liked that the new shop had Starbucks drinks, but disliked the food options available at the café.

"I'm surprised they didn't have as many options for food, but I



MIDWAY PHOTO BY SOPHIE HINERFELD

GET YOUR CHOCOLATE FRAPPUCINOS FAST. Kimaya Robinson expertly prepares a caramel mocha frappuccino in the new café.

loved how they had all the Starbucks drinks," Isha said. "It's so

much more convenient that there is a coffee shop now in the school."

Beloved, long-time staff member retires

BY MICHAEL RUBIN
MIDWAY REPORTER

After 25 years of fulfilling administrative duties, responding to emails and greeting guests with warm welcomes, Diane Williams, secretary to the Dean of Students, left Lab on Nov. 8.

When Mrs. Williams and her husband decided in early October to move to Atlanta in search for better opportunities for Mr. Williams' business, Mrs. Williams had to make the difficult decision to leave Lab as well as all of the connections she made in her two-and-a-half decades of work.

As Mrs. Williams nears her move, she reflected on the opportunities she had and memories made at U-High.

"I am definitely most grateful for the culture," Mrs. Williams said. "I get a chance to see different people every day from different backgrounds and walks of life. Learning



Diane Williams

"I am definitely most grateful for the culture."
— Diane Williams

from those cultures is what I will miss most."

Through all of the payments, reimbursements and refunds, Mrs. Williams believes she has been most influential in her connections with the students.

"The most significant things I have done is that I have helped a variety of students successfully move on from Lab," she said. "I have been instrumental in helping students and I really enjoyed that."

Senior Nigel Telman worked for Mrs. Williams in the Dean's office throughout his junior year and said she had an impact on his perspective on the community.

"I used to feel as though I didn't contribute as fully as I could to our community," Nigel said. "But working with Mrs. Williams gave me a renewed purpose. Working with her, I learned to appreciate all that went on behind the scenes to make field trips, club events and many more activities throughout the school year come to life."

'We are Able' promotes discussion about disabilities

BY TALIA GOERGE-KARRON
NEWS EDITOR

On Dec. 2, the first "We are Able at Lab" day will be held to increase awareness about physical disabilities. During the day, students will adopt a physical disability for half the day in an effort to stop stigma around physical disabilities.

Seniors Ilana Emanuel and Taylor Thompson will coordinate "We are Able" at Lab. Their friend, Griffin Saul, came up with the idea after his father died from multiple sclerosis.

Lab has not traditionally been a space where dialogues about physical disabilities happen, Ilana and Taylor said. They hope to con-

tinue this discussion by bringing in speakers, teaching participants etiquette, and educating any students in Café Lab.

"There's going to be a day for people who participate before that week," Ilana said. "I think there's going to be two days when they're going to be explained disability etiquette."

After students raised concerns about the event to Ilana and Tay-



Ilana Emanuel

"We are trying to accommodate the needs of our school, but at the same time we want to carry out the program as our friend has asked us to do."

— Ilana Emanuel, senior

lor, the two leaders began working with the administration and Griffin to make sure it fits at U-High while maintaining the integrity of the program.

"We're trying to accommodate

the needs of our school, but at the same time we want to carry out the program as our friend has asked us to do," Ilana said.

In addition, Taylor explained that they do want input from students, but also want to include Griffin in their final decision.

"A little bit of dialogue has been started within our school, and a little bit on Facebook," Taylor said. "The way we



Taylor Thompson

"The way we ultimately implement this in our school will be with us, Griffin, and the school. We want to hear from the student perspective."

— Taylor Thompson, senior

ultimately implement this is in the school will be decided with us, Griffin, and the school. For the discussions within the school, we want to hear from the student perspective."

'The Hunt' ignites spirit among Sophomore Class

BY KATERINA LOPEZ
MIDWAY REPORTER

Dress up for spirit week. Take a picture with four freshman. Have a pushup contest with a teacher. The Sophomore Scavenger Hunt is a Student Council run event based on the University of Chicago version, where students complete different interesting school related tasks either on campus or on their own.

The winners of the scavenger hunt are the Squala Bears. and the team members win \$150 for receiving the most points. The Scavenger Hunt started Oct. 10 and ended Nov. 14.

The students formed into groups of three to five in order to qualify as a team who can come up with creative names to represent themselves. The money can be split up evenly between the group in the form of whatever they want, although according to school rules, cash is not allowed and gift cards are recommended. The money can also go towards one big prize for the whole group.

In order for the Student Council to know who has completed the given tasks, sophomores must take a picture of them completing it. The students will then send it to one of four sophomores on Student Council, who will then add

Scavenger Hunt Tasks

1. Put a whole bottle of mayonnaise in your hair – **85 points**
2. Jump in the lake (maybe at the point) wearing the "Maroons 2019" shirt we all got at Freshman Retreat – **120 points**
3. Make a video of you chanting your team chant – **60 points**
4. Make a music video to an old Lady Gaga song – **100 points**
5. Shove cupcakes/pies/plates of whipped cream in each others face (not at school) – **75 points**

up the total amount of points that the team has received. The scavenger hunt was created by the Sophomore Student Council at their leadership retreat.

"We really wanted to foster a greater sense of community within the grade," Cultural Union Representative Elena Liao said. "Sometimes there's a lull with Student Council events. We wanted the students to connect with the Hyde Park area and even with people from other grades. We also wanted to be sure to keep the students engaged within their school community without spending any money."

Students must adjust to strict new guidelines

BY CLYDE SCHWAB
EDITOR-IN-CHIEF

This quarter, students learned they could not take University of Chicago courses that conflicted with their U-High schedules. New administration enforcement of a scheduling policy prevented them from doing so.

Students taking University courses were previously permitted to miss parts of their U-High class with permission of the teacher of that class, but now students must choose between the two. According to Principal Stephanie Weber, the decision was a matter of adhering to pre existing policy.

"Students have never been officially allowed to skip part of their instructional time at Lab to take courses at the University," Ms. Weber said. "We went through all the forms and realized that there were several students who were looking to miss part of their Lab course to take courses at the University. I learned that some permission had been granted in the past, though not through official channels, for students to do this and this was in direct conflict with what we say as a school."

Ms. Weber pointed out that, according to the U-High Program of Studies, "the high school principal will attempt to resolve any schedule conflicts," and that "careful planning is essential for students wanting college level courses because of differing class schedules."

"Essentially, you can't be in two places at the same time. The thing is that instruction time and participation in class time is really important. Student's can't choose just to not go to class. [Taking University classes] needs to be an administrative decision."

— Stephanie Weber, principal

Additionally, the Program of Studies states that for seniors to miss Advisory to take a University of Chicago course, "requests must be made to the Principal, and will be considered on a case-by-case basis." Ms. Weber noted that "the school tried to be as flexible as possible," and make exceptions, such as in the case of Advisory.

While the new enforcement came as an unpleasant surprise to many students and teachers, Ms. Weber emphasized the importance of class time at U-High.

"Essentially, you can't be in two places at the same time," Ms. Weber said. "The thing is that instruction time and participation in class time is really important. Student's can't choose just to not go to class. In signing up for a University course that conflicts with your Lab

course, you are essentially saying you are not going to be in class for part of what is vital instruction time."

Ms. Weber also said that preventing students from missing class to take a University course under the previous system created the potential for unfairness.

"If I let you miss class to take something at the University but another student came in and said I do a sport at a high level, can I miss class, we wouldn't let them do it... I understand the good-naturedness of faculty in wanting to allow students to take classes, but when comes to saying that students can't take classes, there could be a real problem of fairness, which is why it needs to be an administrative decision."

For senior Jacob Mazzearella, who was prevented from taking a University of Chicago French class, the decision felt in many ways arbitrary, though he recognized its reasoning.

"I realize that AP French is the culmination any school would expect from a high school student," Jacob said. "I'm just genuinely sad that I can't further my education in a field that I love – a field that has deep personal significance because of my time spent going to school France. I found ways to continue with my French education, but I definitely won't be as advanced going into college as I might have been."

Getting lost in the



With self-expression encouraged, students flock to art class and find a space where they are welcomed

BY ALEX LUND
OPINION EDITOR

In three short years, Lab's Mixed Media class has exploded. Sunny Neater — an artist and full-time teacher at Lab — began teaching the course two years ago, and the class's head count has gone from a modest nine students to three full sections.

"The Mixed Media class was already in place," Ms. Neater said. "I think it was very different from the way I teach it now. At Lab all the teachers are really supported in developing and creating their own curriculum, and so I was given full rein to create my own curriculum for the Mixed Media course."

With vast resources at their fingertips, students in the course have the opportunity to create just about anything and explore their creative curiosities. Perhaps the most significant change in the curriculum, though, is the philosophy behind it.

"I am really interested in the idea that kind of John Dewey put forth" Ms. Neater said. "Introduce materials to students, teach them how to use them, and support them in their way of finding their project with these materials. We look at artists for inspiration, not so much for how to do something. Like how have artists broken the rules with this media, how can you

break open this media for yourself, how can you use this media to express your own ideas — not so much to solve a design problem."

Students in Mixed Media are given outlines and inspirations for projects and then given free rein and guidance towards their full potential — with an emphasis on self expression and often, a social justice flare.

"I like the independence and element if experiment that Mixed Media allows for," junior Olivia Issa said. "We are given outlines or inspirations for projects and we can just take them and run with them, which is so much fun, especially when it comes to projects surrounding self-expression or social justice. We are also so lucky to have access to the materials and resources that we do! I am currently working on a sewing project using a sewing machine in the room to make a costume for an upcoming ballet performance, but as the year progresses, I hope to be able to incorporate circuitry and electronics, 3-D sculpture, and more sewing and fashion design."

Mixed Media is a relaxing class period where students can collect their thoughts and break away from the everyday stresses of high school — be it through meditation or the freedom that comes with creating their art.



MIDWAY PHOTO BY KARA COLEMAN

FACE TO FACE. With a needle in hand, freshman Natalie Bakwin embroiders a picture of freshman Adria Willison as part of her embrodary project in the Mixed Media class. The project allowed students to explore social issues, as well as their own families' past, while learning how to sew.

"In Mixed Media — it is a very relaxing and not stressful place where we can just work on our projects and talk," sophomore Alexis Tyndall said. "We have a meditative moment where we sit in silence for 60 seconds and just breathe. [Ms. Neater] also offers tea, which is really great because it adds to the relaxing ambiance. Occasionally, Ms. Neater shows us inspiration from Pinterest or short movies for our projects. Right now we are working on an embroidery piece where we can sew on many different things such as paper, printed pictures on cloth or just the cloth itself."

Ms. Neater says that the idea that her classroom will be a safe space is a "fallacy [she] can guarantee," because each class consists

of a room of individuals. Instead, she works towards cultivating her classroom as a "brave space."

"What I want to encourage is the creation of a brave space," Ms. Neater said, "where people will feel encouraged to be courageous and kind and, you know, reveal your vulnerabilities as much as one can possibly do that in the hot house of high school. But also to, if you are hurt in a discussion, or if someone has offended you in a discussion, to have the courage to just be like 'Hey, that wasn't cool what you said. Was that your intent?' Have the courage to confront some wrongdoing, whether it's intentional or not. I don't know that all those things are possible, but I would like to create the environment where they could be, and

then the people in the environment make those things possible."

In a world where young people face constant pressure from societal standards and from one another, Mixed Media provides an escape.

With winter approaching, relaxing vibes are also accompanied by tea and hot chocolate, when possible.

"I love to, just while we're working, have different conversations," Ms. Neater said, "and have a more communal vibe versus a competitive vibe. I think it's an amazing thing with the visual arts in particular is you don't have to compete against each other. No one is going to try and make the exact same thing and be better or worse than one another."

Arts department gets to show their creations

BY MICHAEL RUBIN
MIDWAY REPORTER

When the Fine Arts Faculty Exhibition opened on Oct. 4, teachers in the Fine Arts Department showed the Lab community that in addition to full time teaching, each teacher is devoted to creating work outside of class, learning new techniques and experimenting with different materials just like their students.

Gina Alicea, Fine Arts Department chair, developed the idea for the Fine Arts Faculty Exhibition, open through Dec. 16, and proposed her plan to the Gallery and Arts Committee, stressing the importance of showcasing teachers' art.

"We are practicing artists and we are teachers, but we spend most of our time teaching," Ms. Alicea said. "I thought it would be a wonderful opportunity for the faculty to share what they do in their own art practice and show how they create their artwork."

After working commercially as an artist throughout the 1980s and 1990s, Ms. Alicea transitioned into teaching, which means often having to prioritize student's work over her own.

- Arts Specialty
- Gina Alicea

Oil and cold wax on Wood
- Allison Beaulie

Intaglio prints
- Emily Forrest-Matfield

Digital Video
- Mirentxu Ganzarain

Mixed media, encaustic, stoneware
- Benjamin Jaffe

Blacklit film digital prints, inkjet on canvas
- Illia Mazurek

Gouache, mixed media
- Sunny Neater

Mixed media, iPhoneography
- Ana Romero

Digital Video
- Brain Wildeman

Mixed media



PHILIP MATSIKAS
"Martha and George"

"Students' work comes first September through June," Ms. Alicea said. "July and August is all about me."

Ms. Alicea spends her summers attending workshops and artist retreats, as well as traveling to destinations that inspire her. She said these endeavors prepare her to share her inspiration with her students during the school year while keeping her creative spark alive.

After transitioning from working as a



BENJAMIN JAFFE "What will grow crooked can not be made straight"

commercial photographer to a full-time teacher, Sunny Neater, a visual arts teacher, has found a way to continue producing original art while balancing the busy schedule of teaching and parenting.

"I have developed a program on my phone and iPad that replicates the aesthetic of antiquated processes," Ms. Neater said about her art. "I can make it while I am doing other things such as standing in line at the post office."



PHILIP MATSIKAS
"The Rake"

Ms. Neater believes it is important to show her students that she can utilize her skills and techniques to produce art outside of class, recognizing the unique opportunity of showcasing her work in the gallery.

"I love to show that we are artists as well as teachers," Ms. Neater said. "I am really honored to have my work in the gallery, and I love seeing my work in a space with my colleagues' work. It's a really fantastic opportunity."

Students find stress relief through ballet

BY NATALIE GLICK
ARTS EDITOR

Tying the ribbon of her pointe shoes around her ankle, Madison Christmas stretches her legs out in front of her, warming her muscles for the long practice ahead. Lifting her leg high to rest on the bar, and moving her body over her leg, the sophomore revels in her love for dance. In another room, sophomore Henry Cassel stretches his arm across his body in preparation for his lifts. Madison and Henry are one of many U-High student who, every day after school for three hours, go to master their art form at the Hyde Park School of Dance.

"I find that fulfillment in performing," Madison said. "I think transforming into a character, or portraying a mood is a lot of fun. Also, it's very rewarding to have an audience of people clapping for you after performing. It makes it all worth it."

Stress is a part of many students' lives, and extra-curriculars can add stress and time pressure to already busy lives, but many students find relief and are rejuvenated by participating in an out-of-school activity they love.

"There are days when I wish I never started, but then there are also days when I can't imagine

what I'd do without it," Madison said. "It can be nice to use it as an escape, but sometimes a lot of stress can come from it. I know some nights when I have a lot and homework and projects I can feel overwhelmed and sometimes going to class and rehearsal can serve as a break and refresher."

Ballet is both a physically and mentally demanding sport, and causes the dancer to have to take extra precautions when it comes to care.

"One big challenge that I face as a dancer is self critiquing. You are constantly comparing yourself to other dancers which can be very unhealthy mentally," Madison said. "Physically dance is challenging because it requires a lot of flexibility and strength, therefore it is very important to take care of your body after classes and rehearsals through stretching, soaking and icing, in order to avoid injuries. After practice I try to ice and apply heat if I am in pain."

While ballet and classical dance are generally considered a girls' art form, many boys find a love of dance when they are young. Sophomore Henry Cassel shares Madison's love of dancing.

"Of course there are all sorts of teasers, but those generally come

from my guy friends at school and they're kinda fun," Henry said. "The difficult part is that because I'm not in at a fully professional dance company, I'm more or less the only guy. It's pretty much me and 20 girls, so even though we're good friends I sometimes feel a little alone."

While Henry feels alone at dance, he is given unique opportunities that come with being a male dancer.

"I can do parts that none of them can, and sometimes I'll have more strong and masculine variations of exercises we do," Henry said. "That can be really exhilarating to be the one person who can do something in the room."

While dance can be very difficult and time demanding, Henry is thankful for all of the skills he learned through dance.

"Sometimes doing hard physical activity that takes all your concentration can really help academic stress. Dance also helps you to budget your time very well, since it's a pretty large time-commitment," Henry said. "Dance has only made me very confident with presenting myself to other people, and so it's definitely taught me to handle stress for performances and castings and auditions."



COURTESY OF MADISON CHRISTMAS

ON POINTE. Last year during a performace of "Nutcracker," sophomore Madison Christmas played the role of Clara. Madison and her fellow dancers, including Henry Cassel, go to the Hyde Park of School of Dance after school every day and on the weekends to master their art.

'Moonlight' gives face to black manhood in America

Views face the whirlwind of growing up

BY MARISSA MARTINEZ
EDITOR IN CHIEF

In an age where black manhood is constantly questioned and redefined comes

"Moonlight," a beautifully sensory film that prompts important dialogue about these issues.

In the movie, selectively released in Chicago Oct. 28, viewers follow Chiron through a set of three acts as he comes of age in Miami during the "War on Drugs" era in a two-hour slice of life.

Based on Tarell Alvin McCraney's play "In Moonlight Black Boys Look Blue," the film tackles drug abuse, homophobia, violence, poverty and what it means to be a man. Chiron, who is played by a different actor at each of three stages (Alex Hibbert, Ashton Sand-



A24,USED WITH PERMISSION

GROWING UP. "Moonlight" shares the story of Chiron, as he goes through many ups and downs of being a black male.

ers, Trevante Rhodes), struggles to define himself over several years in a dysfunctional world that seems eternally against him. Every scene is carefully thought out, down to

the repeated lines, images and symbols.

All three acts are beautifully cohesive and showcase a well-rounded cast of characters. Chiron and his best friend, Kevin, age incredibly well over the span of three actors each. They portray the same mannerisms and sense of self, down to Kevin's darting eyes and Chiron's hunched back. Viewers track their relationship over decades, and the universality of their interactions is not lost.

The secondary characters also complete the movie. Chiron's mother Paula (Naomie Harris) haunts the audience with her mood swings from drug-addled shouts to hazed professions of love to her son. Mahershala Ali and Janelle Monae play dope-dealers Juan and Teresa, who show the compassion often hidden in other narratives about drug culture.

To say the actors and script are enhanced by the surrounding details is an understatement. Director Barry Jenkins sets up the movie

as a sensory poem that doesn't skimp on any details that other films often miss.

The contemporary music and sweeping classical suites give a sense of urgency and action to an essentially plotless movie. Even slight electronic hums and beeps add to the grander musical landscape.

James Laxton's cinematography adds incredible depth. Blue lighting (an homage to the original play's title) is contrasted with explosive Miami neon pinks. Grand camera movements and creative angles place the audience next to Chiron.

We learn how to swim for the first time, receive our first kiss and revisit our past lives with him. We travel to completely different worlds — the sterile, bigot-filled high school and Juan and Teresa's comforting, hidden home.

"Moonlight" could not come at a more pressing time. The film was released only months after the shooting of 49 people at an Orlan-

do nightclub, many of whom were LGBTQ people of color, which was an unfortunate reminder that queer manhood is still marginalized and misunderstood in the black community and American society at large.

Yet, the movie opened with an astonishing per-screen average: \$103,675 in four New York and Los Angeles theaters, and gained top reviews across the nation. The film's success gives hope that important and complex themes will be discussed more openly than in the past.

"Moonlight" is a movie that defies basic expectations of soundtrack, cinematography and plot. To try and view it from a simple lense of summary only gets you so far. It is worth seeing, not for the extraordinary plot, but for the messages about today's people and the universality of one boy's experience. It will leave you saddened, pensive, laughing — but most importantly, filled with hope.

Diverse 'Hamilton' cast attracts many avid theatergoers

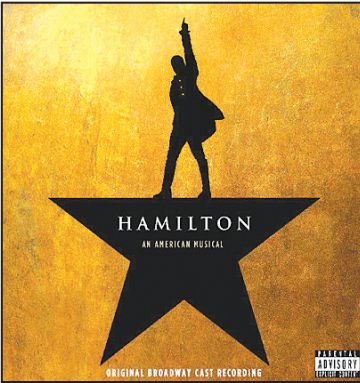
BY EMMA TRONE
MIDWAY REPORTER

U-High "Hamilton" fans hold one truth to be self evident: Don't throw away your shot to see the hit musical in Chicago.

The hip-hop and R&B infused show was helmed by Tony Award-winning actor, writer and composer Lin-Manuel Miranda on Broadway. The production received widespread acclaim and recognition for not only outstanding directing, acting, choreography and unique score, but also its casting of actors of color in the roles of Alexander Hamilton and his contemporaries. The success of the show in New York led to the opening of a Chicago production on Oct. 19 at The PrivateBank Theatre.

For U-High fans yet to see the musical, the accessibility of the soundtrack on platforms like iTunes and Spotify helped build interest.

"I think that since it's on iTunes it's really accessible to people, and all the advertisements on TV and



HAMILTON, USED WITH PERMISSION

RISE UP. 'Hamilton' an international hit, came to Chicago in October and sold out right away.

a lot of people are talking about it so there's a lot of hype around it," sophomore Noa Rebollo Baum, who plans to see the show in January, said. "And it connects to a really wide audience since it's really true to the history but also with modern music styles, so it's really

relatable."

Broadway enthusiast Izzy Knowles, who plans to see the show in March, agrees the musical style and presentation add to the musical's appeal.

"It appeals to a wide variety of tastes in music, because it's a Broadway show, so it appeals to a specific group of people who are into theater and all that, but in a whole different style that's new on Broadway," Izzy said. "It's one of those musicals that tells the story in the songs, so you don't need to see the musical to understand the story. It's really cool to listen to it all the way through on Spotify."

Beside the music, the cast diversity is also a draw.

According to fan Haley Wanner, who saw the Broadway production and plans to see the Chicago show, the diversity helps make the history more accessible.

"At one point in the musical, Hamilton says 'the have-nots are going to win this' and at the time, it was a word for people in poverty,"

"It was exciting as a person who loves theatre to see some playing around with casting and I hope that's a trend that Broadway will continue to play around with — with gender and race and everything — that will really push characters to not just look one certain way."

— Naadia Owens, history teacher

Haley said. "So it's a more relatable story of liberty, because a lot of the times when you hear 'the Revolution' you hear about the Founding Fathers, and they're all old, white dudes who owned slaves."

Tickets in Chicago for a normal performance range from \$65-\$180 at face value. The first six months of tickets sold in out within days in June. Theatergoers also have the

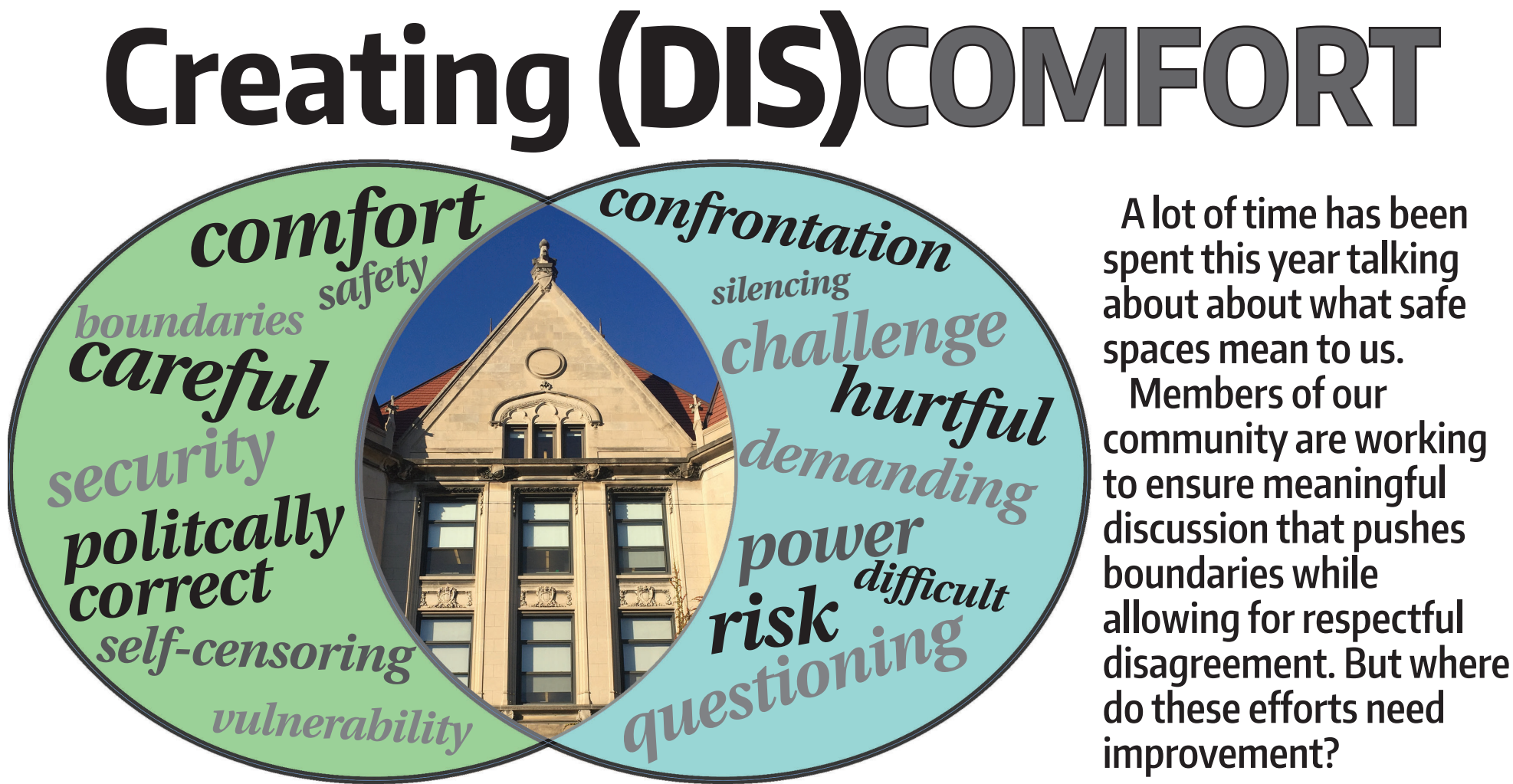
option of entering a daily online lottery, which distributes 44 tickets for just \$10 apiece.

History teacher Naadia Owens was a winner of the ticket lottery. Similarly, she sees the diverse casting as a cause for hope.

"It was exciting as a person who loves theatre to see some playing around with casting and I hope that's a trend that Broadway will continue to play around with — with gender and race and everything — that will really push characters to not just look one certain way," Ms. Owens said.

Junior Mizan Raoul is the niece of Reneé Elise Goldsberry, who won a Tony Award for her portrayal of Angelica Schuyler on Broadway. For Mizan, the inclusion of people of color is cause for excitement.

"It's amazing, because usually it's the opposite, with white people coming in for roles that are made for people of color and I think that making sure it's really the opposite for the play is so cool," Mizan said. "It really just makes me happy."



AIM survey shows need for multicultural help

Lab administrative report showcases good and bad ratings from community

BY PRIYANKA SHRIYAY
MIDWAY REPORTER

For the most part, according to results of a recent survey members of the Lab community hold high regard for the school and feel that overall morale is excellent, but they believe the school's approach to inclusivity and multiculturalism needs improvement.

Faculty, staff, parents and students associated with Lab expressed their opinions regarding the school's environment in April when they took the Assessment of Inclusivity and Multiculturalism Climate Survey. The AIM survey was created with the intent of gauging the impressions of members from all facets of the Lab community.

Opinions regarding Lab's inclusivity, multiculturalism and morale according to each constituent group were compiled and com-

pared to those of other schools.

The results indicate that the Lab community is somewhat dissatisfied with the school's climate and approach to inclusivity and multiculturalism in comparison to the feelings of other similar school communities.

High priority concerns include students' lack of respect for those who learn differently, diversity in faculty/staff, and integration of multiculturalism into every aspect of curriculum. Although the AIM results reflect some dissatisfaction with the school's climate, the survey revealed that Lab's community takes pride in being associated with the institution and believes that moving toward integrating changes will be welcome.

More than 50 percent of students, trustees, administration, and faculty/staff who were invited to take the survey did so for each of their groups. Only 22 percent of parents/

guardians took the survey.

While the AIM survey indicates that the Lab community is not as satisfied with the institution's climate as other schools are with theirs, Lab's responses were generally more positive than negative.

The leading response to overall school morale is that it is excellent. The leading response to satisfaction with multiculturalism is that the Lab community agrees somewhat with regard to its integration — as was the response with satisfaction with inclusiveness.

Those who took the survey generally feel proud of being associated with Lab, recognize the importance of diversity to the community, and feel that the school has a caring community environment as well as a commitment to ethical values and character development. Students also feel they have an equal opportunity for success regardless of their gender identity.

There is no PDF copy of the survey available, but there are three copies that are available for in-library perusal.

According to Ken Garcia-Gonzales, director of diversity, equity and inclusion,

“One of our challenges as a high-profile school is making sure that our information is not taken out of context.”

He explained that if one were to look through the long report and notice a few negative responses, it would be easy for them to paint an inaccurate picture of Lab's environment.

“We're not ashamed of this. It gives us a snapshot of who we are,” he said, “but we also don't want this being spun in a different kind of way beyond the intention of the summary report.” Because of these concerns, a PDF copy of the report will not be made or distributed.

Now that the AIM results have come in, addressing negative responses to Lab's environment is an ongoing conversation accord-

A lot of time has been spent this year talking about about what safe spaces mean to us.

Members of our community are working to ensure meaningful discussion that pushes boundaries while allowing for respectful disagreement. But where do these efforts need improvement?



Ken Garcia-Gonzales

“We're not ashamed of this. It gives us a snapshot of who we are but we don't want this being spun in a different kind of way beyond the intention of the summary report.”

— Ken Garcia-Gonzales, director of diversity, equity and inclusion

ing to Mr. Garcia-Gonzales. Principals, faculty chairs, the Parents' Association, admissions, and hiring department hope to work toward broadening Lab's diversity and inclusion. Such plans were considered by Interim Director Beth Harris in her letter to students that discussed the survey.

Mr. Garcia-Gonzales is optimistic about addressing the results of the AIM Climate Survey.

“As an institution we are always trying to be at the top of our game, and so we embrace the challenges,” he said. “Whether that is academic, whether that is sports, whether that is diversity and multiculturalism.”

Facebook dicussions have become new normal for students

BY SAMIRA GLAESER-KHAN
MIDWAY REPORTER

Lecturers preach the developmental harms of social media addiction to students. The news reports cases of people driven to suicide by cyberbullying. Teachers tell stories of students who lost their spot at Harvard due to an inappropriate social media post.

In face of all this, do platforms such as Facebook and Twitter contribute positively to society in any way at all?

U-High students and teachers seem to think so. Two recent online discussions involving Facebook groups organized by U-High students have shown the often-overlooked benefit of the platform to discuss and raise awareness about social issues. While most students and teachers here are wary of Facebook's risks, they now also appreciate the social benefit of Facebook discussions.

Last month, senior Ilana Emanuel posted a suggestion on Facebook to have U-High students take on a disability for half a day so they could gain understanding of what having that disability is like.

Her post prompted comments from multiple students both agreeing and disagreeing with her suggestion and voicing their own ideas about how to properly honor people with disabilities.

A similar incident occurred this past June when a student posted a picture of his friend wearing a bandana. A different student commented that the boy in the picture looked like a “Latino gang-banger.”

Immediately, Latina seniors Mica Pachicano and Andrea Benitez commented on the post, speaking out against stereotypes of the Latino community. Their post sparked other U-High students to take to Facebook in order to voice their opinions on racism.

Mica and Andrea think that a discussion about stereotypes of the Latino community would not have started in school, so they are glad that they were able to raise awareness about the issue through Facebook.

“These conversations are just not happening anywhere else,” Mica said. “Whenever we do bring up these discussions in school, it's either mandatory and no one talks, or it's optional and very few people come.”

“If someone would have said, ‘You're looking like a Latino gang-banger’ in school, people would have thought, oh that's problematic, but then they just would have continued with their day.”

Ben Lindau, a senior, agrees that discussions begin more easily on Facebook than in school.

“On Facebook, if someone posts something controversial or offensive, everyone sees it. Whereas in school, these things go more unnoticed. If you say something stupid then you will be held accountable,” he said.

Black Lives Matter activist DeRay Mckesson thinks that this extra attention each social media post receives makes for stronger, more productive conversations. Mr. Mckesson is known for his advocacy through social media platforms,

J. Dewey

Having discussions on Facebook is really helpful! You can spread your message to a variety of people instantly and get different opinions that people might not be able to say otherwise.

Like · Comment · 15 minutes ago · 🗨️

👍 6 people like this.

Tara Bridges Yes!!!! Thanks for saying that. It's really hard for me to form my thoughts in face-to-face discussions. It's a lot easier to process if I write out what I want to say.
13 minutes ago · Like · 🗨️ 3

Marc Chapel Yeah, it's better on FB than talking in class.
12 minutes ago · Like · 🗨️ 2

Carlos Wynne That's really stupid. Facebook is not the place for these types of discussions. If you have a problem with someone, take it up with them IN PERSON.
10 minutes ago · Like · 🗨️ 8

Nicole Roy-Chang ^^ ur so dumb you literally just said that on facebook
9 minutes ago · Like · 🗨️ 12

Write a comment ...

especially Twitter, and is a Fall 2016 Fellow at the University of Chicago Institute of Politics.

“I think that protest is the act of telling the truth in public. It's important that these conversations are happening in public so many more people are able to participate in them and grow and learn from them,” Mr. Mckesson said. “I can't talk to 300 people, face to face, in-depth about these issues every day, but I can be exposed to 300, 400 people's ideas in a minute on Twitter.”

According to senior Taylor Thompson, Facebook discussions also attract participants who might feel uncomfortable sharing their opinion in face-to-face conversations.

“Just in terms of confidence or nervousness, it's a lot easier to say things in writing than in person,” she said.

More students feel comfortable

sharing their views without adults present, science teacher Daniel Jones said. Teachers are normally present or close by whenever students are at school, which can sometimes cause students to feel unfree to voice their opinion, he said.

In contrast, teachers are not able to view discussions in Facebook groups because they are not allowed to friend students.

English teacher Ian Taylor said that using Facebook for discussions can also lead to a more thoughtful dialogue than having a discussion in person.

“You could go through your life for a while thinking about what someone said and then respond to their comment after reflecting for a while, but that's not possible face to face,” he said. “It's just a whole different dynamic.”

Additional reporting by Marissa Martinez.

Teachers bring unique perspectives to class

Shaped by diverse backgrounds, Chicago natives inspire students beyond typical Lab curriculum

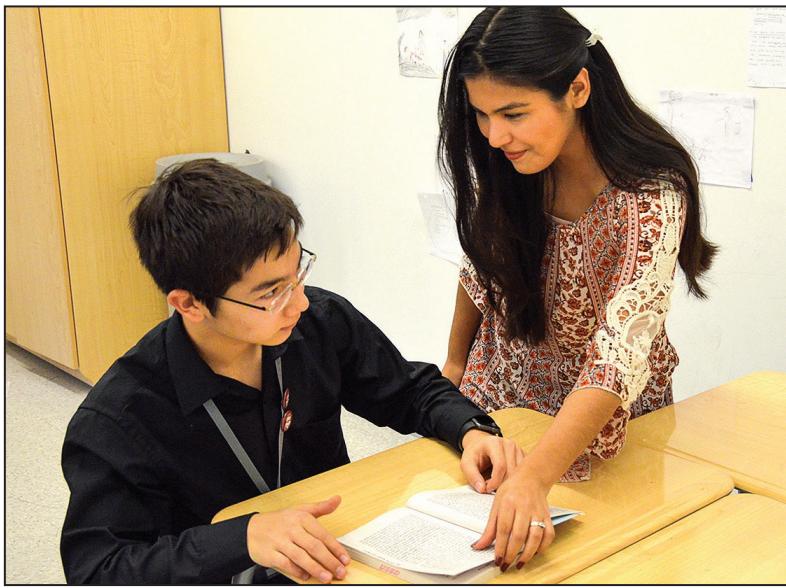
BY DHEVEN UNNI
SPORTS EDITOR

At first glance, English teacher Sari Hernandez and history teacher Naadia Owens don't have much in common. With a closer look, similarities abound: Northwestern alumnae, Chicago natives — even cat owners.

Most importantly, both are young teachers new to U-High, who are learning how to bring their unique identities into the classroom. But neither is yet sure the extent to which they should. As Ms. Hernandez and Ms. Owens are in the early part of their careers, each is still figuring out how to approach teaching here.

Ms. Owens's approach is shaped in part by experiences teaching in Chicago Public Schools and a Baltimore private school.

“A large part of my teacher identity revolves around being who I am and who I want to be as a teacher, but also allowing my students to have ownership over the space and community,” Ms. Owens said. “I talk a lot about community — we set norms in the beginning of the year — and having that community space is very much part



MIDWAY PHOTO BY BENJI WITTENBRINK

IDENTITY IN THE CLASSROOM. English teacher Sari Hernandez helps freshman Kepler Boonstra to understand a reading in English I. She has brought her strong Latina background to the classroom with additional readings significant to her culture.

of my identity.”

Ms. Hernandez said she finds inspiration for lessons from her childhood, where, as the first woman in her family to attend college, education took on a special role.

“There was this notion of education as a privilege based on the fact that my cousins in Mexico didn't have access to the same types of education I did,” Ms. Hernandez said. “There was always the reality of education not being accessible to everyone. When I was growing up, I had to test into all of my educational institutions since I was six years old. If your grades dropped, you would get kicked out. That upbringing,

where education was always a competition, and seeing how people who stayed in the programs attended more prestigious programs, made me view education as a source of empowerment and equality.”

While Lab is a very different environment than their previous schools, some similarities remain. As Ms. Hernandez always been the only Latina in her English department, she's learned ways to incorporate her identity into the classroom. In her freshmen classes, this has already happened through stories.

“Before we started, we talked about the earliest stories we

remember hearing or being read,” Ms. Hernandez said. “I shared the first story I ever heard, which was the story of ‘La Llorona,’ the crying woman. It's very famous in Mexican culture, and kind of horrifying. My parents used it to teach me not to stray from them. My other students shared stories from their cultures. That's where my Latina identity becomes relevant.”

Ms. Owens's identity is also highly relevant, especially as the AT African-American History teacher. Since she is a new teacher at U-High, Ms. Owens feels she can bring new ideas to a department where most teachers have been at Lab for years.

“New perspectives are very important,” Ms. Owens said. “For a long time, in many schools across this country, children were taught a very one-sided history. I think all children have a desire for history to be nuanced and reflect the story of their ancestors.”

Her view of education as a source of empowerment motivates her to focus classes on discussion and student engagement. Calling education a “two-way street,” she refrains from lecturing at her students. Turning students into activists is the end goal of her discussions.

“My main goal is for them, at least once, to consider how their narrative affects others and the change that they can enact,” said Ms. Hernandez. “It sounds corny, but I want them to be the change they want to see in the world. Ignorance is the way that oppression continues, so it's important to use your knowledge to make a difference.”

Conference attendees gain new diversity insights

BY EMMA TRONE
MIDWAY REPORTER

Six U-High students will attend the Student Diversity Leadership Conference to discuss their experience with diversity with students from across the country in Atlanta from Dec. 8-10.

At SDLC, an annual multicultural conference of high school students, participants develop cross-cultural communication skills and learn how to enact social justice. Ayaan Asthana, Christian Brookens, Madison Christmas, Stephanie Miller, Saige Porter and Taylor Thompson were all selected to represent Lab at this year's conference, after submitting applications in late April.

Narrowing the applicant pool was not easy, according to Dean of Students Ana Campos. It has been a difficult selection process because of the number of highly motivated students.

Taylor, a senior, said her interest in the conference and drive for diversity stems from personal experience and acceptance.

“Being a woman of color, definitely in my day-to-day life I encounter certain small things that set me apart from others,” Taylor said. “I think that when I was younger, a lot of the times I wanted to assimilate and not

“I think that when I was younger, a lot of the times I wanted to assimilate and not stick out. But in the last couple of years, I've really found the beauty in difference.”

— Taylor Thompson, senior

the most beneficial for everyone despite their race, ethnicity, sexual orientation is so incredibly important to me,” she said.

For many former attendees of the SDLC, Diversity Initiative and Collaborative Efforts is a way to bring their experiences back to Lab. According to senior Janine Liu, a 2014 SDLC participant, DICE plans to facilitate panels with faculty members for students to discuss diversity and coordinate with other cultural clubs.

DICE President Olivia Cheng, a 2015 SDLC attendee, acknowledges the limited impact of discussion, and the need for alternative ways to engage with diversity.

“Diversity is a thing that is very vague,” Olivia said, “and I get the feeling that people are getting tired of just talking about it because we say we want diversity, we talk about diversity, but what does that really mean? How does that affect people? And so what we're trying to do with DICE is show how diversity can affect people and how that can be a positive force. That's the idea behind the cultural club food festivals. We're showing a different kind of diversity, where we don't just talk about really vague topics like safe spaces. We're trying to show what diversity looks like in action.”

BY SONNY LEE
FEATURES EDITOR

Last year, junior Ayaan Asthana's French 4A class participated in an exchange of written plays with a school in Morocco.

“Their play dealt with issues of mental illness, bullying, and it ultimately also talked a lot about suicide,” Ayaan said. “So our teacher did a very good job of making sure that everybody was comfortable with the topic, and she also gave us the opportunity to discuss the issue within the play from the perspective of high school students in America, but also in Morocco.”

According to Ayaan, treasurer of DICE, a club committed to bringing students from diverse backgrounds together to learn from each other, students at Lab haven't experi-



Ayaan Asthana

enced explicit trigger warnings or had clearly marked safe spaces in their classrooms, but students were still warned or given the option to opt out before being exposed to uncomfortable material.

The attention on the safe spaces and trigger warnings increased after the University of Chicago sent a letter to incoming freshmen discussing the university's policy on safe spaces and trigger warnings. On Oct. 6 DICE held a discussion about the letter and also opened the floor to broader topics including safe spaces, trigger warnings and academic freedom.

The consensus of the discussion among students was that teachers at Lab do an adequate job of warning students before being exposed to uncomfortable materials, but there can always be room for improvement.

Olivia Cheng, DICE president, explained that students and teachers should strive to make discussions about the facts and readings, instead of “winning” a discussion.

“We could just set out general

guidelines for classroom discussion as many teachers do,” Olivia said, “and we make sure discussion stays on the issue, is backed up by facts and readings, is not personal and most importantly, discussion is not an argument that you're trying to win. And I think that responsibility falls a lot on teachers, but after the teachers make clear that those are the goals to the students, the responsibility then falls on the students.”

For English teacher Kirstin Williams, a safe space is where students will not stray away from complex, difficult, vulnerable and perhaps uncomfortable conversations, but feel supported and encouraged to lean into and engage in such conversation.

“Safe spaces only help the learning environment when all students feel their voice is valid and valued,” Ms. Williams said in an email. “If students don't feel like they can share their opinions and learn from each other without being shut down or stifled or disrespected, then something is wrong.”

“If students don't feel like they can share their opinions and learn from each other without being shut down or stifled or disrespected, then something is wrong.”

— Kirstin Williams, English teacher

Creating safe spaces can mean creating classroom norms on how students should interact with each other and the diverse ideas present in discussions. Ms. Williams explained the way that she has established safe spaces in her classrooms was through understanding and engagement.

“I'm not sure if it's my personality, classroom dynamics or a combination of both,” Ms. Williams explained. “I think safe spaces form when there are clear expectations and classroom norms that allow for each individual to bring their entire selves to the classroom, but mostly students have to buy in

As the Midway sees it...

AIM exposes community's discontent

While multiculturalism and inclusivity are alive at U-High, the results of a recent survey reveal many weaknesses. Lab School administrators took a step in the right direction last year when they conducted the Assessment of Inclusivity and Multiculturalism (AIM). With these results, members of the Lab community have the responsibility to help work toward a more inclusive, respectful environment for all students.

Since the release of the AIM results, Principal Stephanie Weber has hosted a series of student discussions about diversity and inclusion — a positive first step towards making improvements on these issues around the school. Giving students and administrators the opportunity to listen to each other, as well as the platform to share their ideas on how to move forward, will add insight and different perspectives.

The future open discussions have to be broad and include as many student perspectives as possible. We need to hear from a new sets of students — beyond the Student Council or groups that have a close connection to the school. The administration needs to target, reach and invite a variety of students who may have valuable opinions and perspectives but



ARTWORK BY NEENA DHANOA

might be less visible. Similarly, students, this is your chance to speak up and to be heard, and you should use this time to share your concerns. The administration is listening, and we need to take ad-

vantage of that.

In order to make constructive contributions to discussions, students need substantive information. With only three copies behind a desk in the library students had limited access to the AIM results, which made it challenging for students to be informed. Making the results more accessible would be a very easy way for the administration to help continue the growth around the school.

As the discussions about race, gender and sexual orientation continue, we need to focus not only on these topics, but on other important issues from the survey such as abilities, socio-economic status and have respect for each others' differences. But not one issue is more important than any other — we just need to make sure we discuss all the problems.

The survey results demonstrate the points of strength in the Lab community, but also highlight the challenging areas where we as a school need to improve. We don't need to hide these results. Transparency and active participation is necessary for all of us to move toward a better school environment and to create a school where we are all proud and feel comfortable.

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

Despite changes, Lab's core is still the same

BY SUSAN SHAPIRO
GUEST COLUMNIST

The task before me is to describe how U-High is different today from the U-High of my first years here. Things change. I remember the smell of mimeograph fluid dominating our office and how the 2nd Floor Landing — where the Middle School is now — was the official school hang-out. We had paper attendance sheets that Frankie Newcom ran all over the school to collect, and nobody owned a cellphone, let alone a computer. Seniors were “slaved by the [Mr.] Bell” and the Tennessee twang of Monsieur Fowler sent fear into the hearts of unprepared AP French students, but elicited sweet giggles from his 3rd graders. I have missed double lunch and genuine late-start Mondays. I remember when creative pranks were interesting and caused no harm (the VW Beetle in the 2nd Floor Landing). I also remember cigarette smoking in department offices. UGH. I loved having the Halloween Parade come through the High School hallways and the fabulous costumes of Vanya Wang and Philip Matsikas. I remember the faculty picketing in front of Blaine



Susan Shapiro

for a change in our contract and I remember fondly the first time I worked with Karen Putman in contract negotiations. I generally try not to think about some of the less pleasant moments in my story here. I tend to be the optimist, the five-year planner who believes deeply in the fundamental goodness of this institution and all that it encompasses.

Thus, I think it more valuable to comment on what about U-High is the same. Fortunately, my classroom is pretty much the same, except for assorted technology and the ever-growing book collection. It still feels like the living room of the 1st floor and still sits squarely in the middle of freshman lockers (of questionable benefit to both of us).

Most important, I still have the world's best students. They are different people, but they have the same drive and energy that defined a Lab kid when I first arrived. They are smart and iconoclastic. They ponder big questions and argue important topics. They are multi-talented and will continue to reflect the wonderful breadth of what we call “diversity.” This is a place where Epsteins and Khalidis can be best friends, where the Gold Coast studies with Woodlawn, where Barrington meets Indiana. We are not “colorblind;” we don't care where you come from, only what you can bring to the dialogue. Great scholars, concert mu-

sicians, potential Nobel laureates, writers, actors, historians, cowpokes (!), doctors and, perhaps most importantly, new teachers, have walked these halls. And they all seem to continue the call to service. Graduates of Lab care deeply about the welfare of our community, our country and our world. While the Community Learning program is relatively new in my history, our students have always tended towards social welfare. It is part of the “Labbie” identity.

In addition, my colleagues remain among the best-educated and most conscientious pedagogues in the secondary world. I have lived in awe of Hal Hoffenkamp, Phil Montag, David Derbes, Darlene McCampbell, and Earl Bell. Shirley Volk is Win Poole in a dress when it comes to state-of-the-art support in our Library. Dan Wheadon is the same commander of the computer room as Alan Haskell, but without the classical music playing in the background. Logan Aimone is a somewhat calmer Wayne Brasler, but just as demanding and just as able to produce outstanding journalists. Francisco Dean has preserved the amazing heritage of jazz creation begun by Dom Pianne. We continue to be more mentor than teacher, more guide than instructor. They, of course, continue to make us look good.

The influence of the University of Chicago continues to drive us,

as well. We are not only the “home to the youngest members of the University community,” we are the direct sufferers and beneficiaries of all that the UoC is. The University in its pride and support of Lab, has often failed to understand what “pre-collegiate” means when confronted with developmental needs of students and faculty, but has always provided intellectual and financial benefits to us. That translates into partnerships with faculty and staff at the Medical Center and science labs, guest speakers and panelists for classes and assemblies, entrance to the renowned collections on campus, and the all-important access to the resources of the University library system. I don't think any Labbie can graduate without spending time in the Reg, for which she pines when she goes to a college with a lesser library.

So, here you see the core of my love for Lab. Each September, I hurry back from my summerhouse in anticipation of the first day. I grumble through Planning Week until the kids arrive and happily slide into the year with a new crop of freshmen. The names and faces may be different, but the enthusiasm and desire to learn are the same, and I can't wait to be with them. I seldom lament the losses of the past; I look forward to the promises of the new in the realm of the constant.

Mrs. Shapiro teaches history.

‘Gluten-free’ is a lifestyle, not just a novelty

BY CLARA DANDY
GUEST COLUMNIST

I went gluten-free five years ago and have since had to navigate what I can and can't eat pretty closely.

Being unable to eat gluten due to celiac disease definitely has its downsides — primarily in the form of Advisory donuts, flaky croissants and California Pizza Kitchen's Mac and Cheese. Besides not being able to eat anything that's breaded or

doughy, whenever I go out I always have to interrogate the waiter with questions about the menu and am often forced to bring my own food unlike everyone else.

The host of questions people ask me when they find out I'm gluten free is unwavering.

The number one question people ask, though, is whether I'm gluten free because I actually need to be or because I choose to be. In the past few years being gluten

free has become largely associated with health fanatics and hipsters, so when I am asked this question I make clear that it's not by choice.

Although being gluten-free is hip these days, I've been gluten-free since 2011 — when it wasn't quite as popular. Luckily though, a lot of people are gluten-free, so it's pretty easy to deal with most of the time. I've learned that you can go into any grocery store and see that it's very likely there will be gluten-free

substitutes for what you would normally want. If there is ever trouble at a restaurant, salad is your friend!

Being gluten free also has its pros. My diet is consequently pretty healthy and I've tried other foods I normally wouldn't have been so eager to have before. After five years of this lifestyle, however, I would definitely choose Medici bakery over dry, crumbly, gluten free substitutes any day.

Clara is a junior.

U-HIGH MIDWAY

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

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University High School
Printed by FGS, Broadview, Illinois

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* *Members of the Editorial Board include the editors-in-chief, news editor, opinion editor, features editor, arts editor and sports editor.*

CORRECTIONS • ISSUE 2, OCT. 13, 2016:

• Freshman Emily He is pictured on page 10, not Donna Tong.
• Mat Atassi's name was misspelled, and he is a junior.

QUICK Q

What do you think the administration can do to foster a greater sense of inclusivity at Lab?

TAMERA SHAW, SENIOR:
“I don't think inclusion will ever exist at Lab. We try to pretend that we don't see color, or that there's no difference between one person and the next, but there is. We can't have inclusion until we all acknowledge that.”

ELIZABETH MEYER, JUNIOR:
“Making teachers and students aware that it is all right to struggle at times and providing more resources for students to turn to when they feel overwhelmed and making them aware that they are not alone.”

ANANYA ASTHANA, FRESHMAN:
“Fostering inclusivity is a complex issue with a multi-faceted and constantly changing solutions. The root of finding what the administration can actively do lies in finding ways to actively listen and learn about the idiosyncrasies and inherent nature of other people.”

MATTHEW KAPLAN, FRESHMAN:
“Students at Lab don't discriminate based on race — more so on social things. You can't change everyone's minds. I don't know if there's anything the school can do about it, but the kids are already aware of what they do.”

— COMPILED BY ALEX LUND

Club provides platform to inform, learn and help

Junior educates students about refugee crisis

BY SONNY LEE
FEATURES AND LIFESTYLE EDITOR

Shacks selling Pepsi and cigarettes, dirt paths and small homes with backyards clumped with fruit trees and vines. This was the scene that junior Olivia Issa saw almost every day when she walked up the mountains to visit her great-grandmother in Maad, a small village in Lebanon, during the summer of 2015.

Hidden behind her great-grandmother's fig trees, Olivia spotted a blue tarp, which made her curious. She later learned the tarp was a shelter for Syrian refugees who had fled their homes to Maad, about 25-30 miles from the Syrian border.

Olivia had just read about the refugee crisis in Syria, including the story of Alan Kurdi, the Syrian boy who drowned while fleeing Syria and whose body washed ashore in Greece in 2015. Though she didn't know much of the crisis before this point, she knew they weren't just numbers in an article. She knew she wanted to learn as much as she could to understand why refugees were going through such traumatic experiences.

"I did a lot of trying to put feelings behind numbers," Olivia said, "because I think there are a lot of numbers out there. And because this is the biggest humanitarian crisis of our generation, it was sort of easy to just let those big numbers go over your head a little bit. But if I attached feelings and sort of stories to them, that's when it



MIDWAY PHOTO BY JANIE INGRASSIA

BREAKING BARRIERS. Pointing at a map of ISIL-occupied Syria and Iraq, junior Olivia Issa explains how ISIL is trying to take down the borders between Syria and Iraq. She led the presentation in Refugee Club on Nov. 8.

meant more to me, so I looked at a lot of stories and things like that."

Her commitment to a space where she and others could learn more prompted Olivia to form the Refugee Club last year at U-High. Refugee Club meets Tuesdays at lunch and educates students on the refugee crisis, hosts discussions and provides a platform where students can learn more and get involved with the crisis.

And now, the club members are helping to publicize a fundraising project to raise expenses that will resettle four refugees in Hyde Park through RefugeeOne, an organization that creates opportunity for refugees fleeing war, terror, and

persecution to build new lives of safety, dignity and self-reliance, according to the organization's Facebook page.

"I think she's looking at how to inform students and make students more aware of the issue so that they can try to attack the problem from the root causes versus just covering it up and supplying aid," Hannah Evans Roche, faculty sponsor, said.

Last year's fundraising sent 13 hygiene kits to Syrian refugees in Greece. Through RefugeeOne, Olivia connected in January with a different Syrian family resettled in Chicago, and tutored them in English and on American social

norms.

The family members weren't the only ones who learned. Spending time with the family going on trips to the aquarium, museum and parks, Olivia also learned a valuable lesson about refugees.

"Three of the daughters love to play with Barbies," Olivia explained, "and I used to love playing with Barbies, even past an acceptable age. There was just one day where I stopped for a second and I looked and I was, like, 'Wow, they could be any three little girls in the country playing with these dolls. They're just like the rest of any of us. Why would anyone want to keep them out?' And that just

Refugee relocation project:
What donating will do: Help relocate a Syrian refugee family to Hyde Park by mid-December
How to donate: Go to RefugeeOne's website: <http://www.refugeeone.org/hydeparkrefugeeproject.html>
Who to contact: Email Olivia Issa at oissa@ucls.uchicago.edu

didn't make sense to me because I saw how similar we all are."

Olivia explained that Americans have so many opportunities and such an excellent economy to make work, whereas people in other countries they have very little movement in terms of making opportunities due to strict caste systems.

"As a piece of this excellent system, it's our duty and responsibility to share all of that," Olivia said.

Working with organizations like RefugeeOne, Syrian community network and Medical Teams International, Olivia has devoted a lot of her time and effort into a cause that means so much to her. Olivia wants U-High students, Americans and others outside the crisis to understand that refugees are more than just people being displaced.

"They're people," Olivia said. "They're people just like you and me, they probably worry about the same little, insignificant things that you do, and they want similar things in life. They aren't defined by their experiences, and I don't think they should be classified by the politics and all of the stigmas that have surrounded them in recent years."

Get your Greek on

West Loop neighborhood offers rich history, exposure to Greek culture

BY SAMIRA GLAESER-KHAN
MIDWAY REPORTER

A family of five waits beside the silky fabric flowers adorning the entrance to the Greek Islands restaurant, excitedly chatting with one another in a mixture of Greek and English. They inhale the scent of freshly seasoned gyros and salty spanakopita while their children chase each other with squeals of delight. As Kostas, a waiter, leads them to their table, they admire the mosaic of rustic stones lining the doorway.

You can enjoy an evening in Chicago's lively Greektown, too. Try visiting the National Hellenic Museum's special exhibition on the history of Greek-owned sweet shops before eating the Greek Islands' hot gyros or flaky spanakopita for dinner.

The National Hellenic Museum's exhibition on sweet shops will be open through Dec. 31. It features black-and-white photographs that illustrate Greek sweet-shop owners' contributions to the emergence of famous candy brands such as Dove Bars, Frango Mints and Tootsie Rolls. You can also enjoy a short documentary and attend candy-making workshops.

The National Hellenic Museum preserves Greektown's founding history. The first Greeks arrived in Chicago as ship captains during the 1840s. They earned their living by operating small food stands, which eventually lead them to open restaurants serving traditional Greek dishes. The Greek restaurants were originally located

Destinations:

Greek Islands
Address: 200 S. Halsted St.
Phone: (312) 782-9855
Hours: Sun-Thurs: 11 a.m. -12 a.m.
Fri-Sat: 11 a.m. - 1 a.m.
no reservation needed

National Hellenic Museum
Address: 333 S. Halsted St.
Phone: (312) 655-1234
Hours: Mon: closed
Tues-Wed: 11a.m.-5p.m.
Thurs: 11a.m-8p.m.
Fri-Sun: 11a.m.-5 p. m.

Prices: adults: \$10
seniors: \$8
students: \$8
child:\$7

around the Harrison, Blue Island and Halsted area. However, when the University of Illinois at Chicago and the Eisenhower Expressway were built, the Greeks had to move their businesses a few blocks north, to Greektown's current location.

After visiting the museum, the Greek Islands restaurant offers delectable Greek food in a charming atmosphere of traditional themes such as layered stories and rustic stone flooring. Gyros, seasoned beef and lamb in warm pita bread, are a delicious choice for a more filling dinner. Spanakopita, spinach and feta cheese wrapped in flaky filo dough, make for another flavorful dinner choice.

Besides enjoying the restaurants and museum in the area, visitors



MIDWAY PHOTO BY FLORENCE ALMEDA

ADVENTURES IN GREEK-TOWN. Junior James Woodruff and Mahalia Dalmage, a senior at Whitney Young Magnet High School, examine historical artifacts at the National Hellenic Museum. Other exhibits at the museum include sweet shops and Greektown's founding history. Students can wander over to Greek Islands for a Greek-style meal which includes, Greek salad, flaming safanaki cheese, gyros, grilled octopus and pita bread.-

will also likely hear many people speaking Greek with one another. "Most of the people living here are from Greece," Kostas says. "My favorite part of working here is the liveliness." He advises visitors to look at the modern statues recently added to the pavilions and



TRIP ADVISOR USER CRISA50

temples peppered throughout the neighborhood.

As he leads the family of five to the entrance, Kostas chats with them as if he were already their old friend. Their spirited conversation is barely audible with all the

noise of the restaurant, but their theatrical hand gestures and facial expressions are enough to express the emotion behind their words.

"Yeah, I definitely like the liveliness," Kostas says as he waves goodbye.

Boys volleyball planned to start spring quarter

Originally planned for winter, addition delayed to include more participants

BY CLYDE SCHWAB
EDITOR-IN-CHIEF

This spring, boys volleyball is coming to U-High. Started by senior Danny Rubin, boys volleyball will be added to Lab's roster as a club sport. Ryan Sautkus will serve as the team's coach. He is currently an assistant coach for the girls volleyball team.

The idea emerged after Danny and a group of seniors on the boys basketball team began playing volleyball with the girls team during the summer after their senior college workshop.

"While watching the Olympics this summer with some other kids on the basketball team, and after playing with the girls team a lot, we saw the possibility of a boys team," Danny said. "We started playing during the college writing workshop, and we were pretty good, and we realized that we could actually do this."

After researching what it would take to start a team and talking to Athletic Director David Ribbens, Danny filled out the necessary paperwork, including an expressed interest form with 8 people agreeing to participate and 35 people who thought it was a good idea.

After completing the forms, their idea became a reality. Danny noted that because it would be a spring sport, the basketball players that make up much of the team will have significantly more free time, which is important to help the team.

"If I can get some of the basketball kids over," Mr. Sautkus said, "that would be huge because it's recognition from another sport, saying this is a really good thing and can help my basketball or soccer skills. My expectation is to get people from all areas and all skill levels."

After talking to Mr. Ribbens, Danny asked Mr. Sautkus if he would coach the team. Mr. Sautkus began playing volleyball in high school and was introduced to the world of coaching after starting a club team while at Eastern Illinois University.

"In college, I started playing with guys at the rec center every night, and so we started a club team," Mr. Sautkus said. "We started practicing a few times a week. There was a bunch of talent, and I never realized how much talent never ends up getting found. I started taking classes about coaching, and ended up here now."

As a result of his past experience, Mr. Sautkus jumped at the chance to coach a boys team when Danny asked.

"In the middle of the girls season, we had plenty of boys come up to the games," Mr. Sautkus said, "but one of the girls, Averie Miller, told me some girls were interested in starting a boys team. When Danny came to me with the idea, I said absolutely."

He expressed excitement for the team and described a few of his goals, most important of which is making sure there will be a team in the future. In order to make sure that the team lasts for years to come, he wants to make sure that everyone is working hard and that he isn't setting impossible standards.

"You gotta have reality," Mr. Sautkus said. "When I asked some of the boys about their experience, and they had little to none, just some PE experience. I do this with all the camps I run and even with the girls team this year – the very fundamental skills. Day one, we set the expectations low and just start working. My only expectation is that when you come out, you need to be prepared to work."

Mr. Sautkus also said that while he recognized many viewed volleyball as a traditionally female sport, many boys would actually enjoy it if they gave the activity a chance, especially as it's extremely intense.

"When you teach PE, even in fifth grade, you get boys huffing and puffing about how it's a girl sport," Mr. Sautkus said. "All I ask is that you come to a practice and I'll show you how fast paced it is. It's bang-bang-bang-bang. If you don't have your head on a swivel it'll get taken off. I encourage people to come out and see the effort it takes."

Danny's goals for the team are very much in alignment with Mr. Sautkus's, as he wants to expand the range of sports that Lab has.

"I'm really interested in seeing what the environment of different sports is like since I've only played basketball," Danny said. "Our goal isn't just for us to have fun, it's to set up a boys volleyball team so people can keep playing in the future."

In the meantime, the team will begin by playing varsity and junior varsity teams from around the city. According to Danny, there are 61 varsity boys volleyball teams in Chicago alone.

"It won't be a varsity team, it will be a club team," Danny said. "We will play JV schools from around the city. I hope there will be a strong level of commitment but I'm not really sure yet. I know a lot of people are really interested in doing this."



MIDWAY PHOTO BY KARA COLEMAN

SERVING UP SUCCESS. Senior Danny Rubin practices bumping in Upper Kovler Gym in anticipation of the spring season. As team founder, Danny worked with the administration to create it after being inspired over the summer. While it was originally planned to take place during winter, the start date was delayed to accommodate members of the boys basketball team, who make up most of the team.

QUICK Q

What are your goals for the winter season?

As athletic teams expand, students aim for success

BY LEAH EMANUEL
MIDWAY REPORTER

As they prepare for the upcoming winter season, student athletes are getting excited. Ready to work hard as a team, the athletes are training for the best results. With almost every team seeing an expansion of some sort, one challenge that captains and coaches will face is how to best manage a larger group.

Despite this, the athletes are planning on overcoming any challenges they might face and doing their best. While many teams have lost many of their seniors, they've also gained a lot of freshmen. Through team bonding, they hope to stay as tight-knit as last year.

SQUASH, JOHN GRISSOM:

"We have 35 kids playing now from Lab, which is awesome. It kind of imposes a new set

of challenges this year as well where we don't really have enough courts for everyone, so I've been talking with Dave Ribbens and our coach trying just to brainstorm some different things, like have some people practice Monday, Wednesday, Friday, and have another group practice Tuesday, Thursday, Saturday, something like that. With only five courts and 35 kids — especially when everyone's a beginner—it's really difficult to spend time improving everyone's game individually."

FENCING, CLEMENTE FIGUEROA:

"The team has changed this year. There's five new freshmen and two sophomores that joined. A lot of the kids competing for different schools last year left, so it'll be a whole new group, but every weekend is a tournament in the season. Every Saturday we all take a three-hour bus ride, so there's a lot of bonding time."

GIRLS BASKETBALL, TIA POLITE:

"This year our team is working hard to change the image of girls



John Grissom

basketball at Lab. In the past the team has not been taken very seriously, and our coaches, as well as the team, are trying to change that. We have two new coaches this year who are intent on us working as hard as possible to improve individually and as a team."

BOYS BASKETBALL, JAMEEL ALAUSA:

"We're looking forward to winning a lot of games. We have a pretty competitive schedule, so just trying to win as soon as possible, and just gelling as a team, and, you know, getting ready for playoffs. I feel like all the guys like each other. Everybody wants to



Clemente Figueroa



Tia Polite

work hard. We run on the beach on Friday as a team bonding activity, and conditioning too. We do conditioning three times a week, like running, and we play a lot together. We're like a family, so we've already really had that connection throughout the year and it's kind of easy as we start the season."

SWIMMING, EAMONN KEENAN:

"I think the thing that I'm looking forward to is really pushing the younger guys, like the freshman and sophomore classes. The junior class is already stepping up big time to kind of fill those roles and keep our spot up in the placings in terms of sectionals



Eamonn Keenan

and state."

DANCE TROUPE, ALEXIS PORTER:

"This season we're really looking forward to expanding the program. One thing we're really trying to do is get more girls. There's a lot of freshmen this year, and we're hoping to really utilize them as well as getting more dances in, and getting more combinations. We're also really interested in making our role more involved with the basketball team by being active in the JV game, hopefully, and being more active in the varsity games — not just sitting on the sidelines."

School teams cheered on by core student fans

Student group attends games to support friends, relieve stress

BY KATERINA LOPEZ
MIDWAY REPORTER

Cheering in the crowd during every sports game, a select group of super fans always shows up to support the Maroons. For this core group, games are a way not only to watch their teams, but also to get away from the stress of school.



Tia Polite

Usually, super fans choose to go to games that they know other students will attend, which are usually games of teams with the highest winning rates. It also lets them have fun with their classmates and support their team.

Athletic director David Ribbens has witnessed this firsthand, expressing support for the fans.

"Many students cannot make it to the game for transportation reasons," Mr. Ribbens said, "but I've definitely noticed a group of students who are core fans. They show up at almost every game."

One such student is junior James Woodruff, who often can be found cheering on the Maroons

after school.

"I've been going to games consistently since freshman year, just because the vibe and excitement of the games relieves lots of the stress from school," James said. "Going to the games helps me temporarily take my mind off of my school work and spend time with my friends. It's one of my favorite ways to spend my time after school, when I'm not busy with homework."

Junior Tia Polite attends games to give the team motivation and support. Speaking from personal experience, Tia believes bringing her friends can help the team make good plays and score goals.

"Most importantly, my friends and I go to games to give the players motivation," Tia said. "I know what it is like to have nobody watching your games and sometimes it is really hard to keep energy up in that situation, which is why I try to go to as many games as I can. In the fall I have a lot of free time since I am not in season, so ever since high school started I have been going to a lot of the fall games to support my team mates and have fun with my friends."

James also prefers to bring friends to the events, as he believes



MIDWAY PHOTO BY AVERIE MILLER

ROOTING FOR THE HOME TEAM. Senior Immi Foster cheers on the boys basketball team during the Maroon v. White Game Nov. 11 with her friends. Students flocked to Upper Kovler to support their friends, finding time for fun before the weekend. While many use the games to relieve stress from their schoolwork, they also go to boost morale for the team as a whole.

it can help boost morale for the team in general.

"My favorite games to attend have to be soccer games or basket-

ball games, simply because they have really high attendance rates and it's super fun to get hyped up with the crowd and my boys,"

James said. "I go to basketball games to support my friends on the team as well as those who attend as spectators."

After the season ends, athletes hit the gym to stay fit

BY DHEVEN UNNI
SPORTS EDITOR

As they try to constantly improve their game, one group of students push themselves to keep training through the off-season to stay fit.

One such student is Josh Ulane, who plays soccer for Lab in addition to his year-round club team. Deciding to commit more to soccer, Josh started going to the gym to lift weights and run, which he says has been extremely beneficial.

"I'd say that the biggest thing is that I haven't been injured," Josh said. "Working out can help a lot with injury prevention, so it's been really helpful to stay on the field. I definitely feel stronger, which is

also important."

Josh is new to his group, as he just began to work out with them recently.

"We have a group of kids that go, but anyone who wants to is welcome to come. I actually just started this past week, so I'm really just getting into it. I plan to keep going for the rest of the year."

Soccer is worth the workout for Josh, as he wants to play after high school as well.

"I'm pretty committed to soccer. It's the sport that I've played my whole life and I'm hoping to play it in college. Everything I'm doing now is working towards that. It's about building on what I've done in the previous days and years so I can get better every day."

EYES ON THE PRIZE. Junior James Woodruff lifts weights in Upper Sunny. While James runs track in the winter and spring, he trains year-round to make sure that he stays fit for the season. As well as general fitness, exercising can also help stave off injuries. Students generally go to both lift weights and run on the treadmills for cardio exercise. Although many athletes have just ended or begun their season, they feel it's well worth it for the health benefits and improvements.

MIDWAY PHOTO BY LILLIAN NEMETH



RECENT RESULTS



MIDWAY PHOTO BY BENJI WITTENBRINK

SENIOR SUCCESS. At the girls senior night Nov. 1, senior Taylor Thompson competes against St. Francis High School in the Gerald Ratner Athletic Center. U-High won the competition 135-32, ending the last home meet with a victory. The team is now focused on IHSA Championships, for which they broke seven school records at Sectionals over the weekend.

BOYS CROSS COUNTRY

Recent Results: One runner (Abraham Zelchenko) placed 114th at IHSA 2A State Cross-Country Championships Nov. 5; placed 6th at IHSA 2A Cross-Country Sectional Championships Oct. 29; placed 1st at IHSA 2A Regional Cross-Country Championships Oct. 22; placed 3rd at ISL Cross-Country Championships Oct. 13.

GIRLS CROSS COUNTRY

Recent Results: Two runners (Elsa Erling placed 75th and Liza Edwards-Levin placed 111th) placed at IHSA 2A State Cross-Country Championships Nov. 5; placed 8th at IHSA 2A Cross-Country Sectional Championships Oct. 29; placed 2nd at IHSA 2A Regional Cross-Country Championships Oct. 22; placed 2nd at ISL Cross-Country Championships Oct. 13.

GOLF

Recent Results: Competed at IHSA Golf State Championships Oct. 14, score unavailable.

SAILING

Recent Results: Placed 17th at MISSA Great Lakes Championships Nov. 5-6; placed 9th at the Halloween Spectacular Oct. 29-30; placed 3rd at Banks Blackwell Oct. 15-16.

SOCCER

Recent Results: lost in IHSA Regionals Oct. 15, 2-3; beat Chicago Air Force Academy Oct. 13, 7-0.

SWIMMING

Recent Results: Placed 1st at IHSA Sectionals Nov. 12, 261-239; placed 4th at the University High Bloomington Invitational Nov. 5; beat St. Francis High School Nov. 1, 135-32; beat Jones College Prep Oct. 27, score unavailable; lost to Illinois Math and Science Oct. 25, 65-115; placed 1st at Latin School of Chicago Oct. 22, 218 points; lost to St. Ignatius Oct. 18, 56-114.

TENNIS

Recent Results: Placed 6th at IHSA Class A State Oct. 20; placed 1st at IHSA Sectionals Final Oct. 14-15.

VOLLEYBALL, VARSITY

Recent Results: lost to Reed-Custer High School Nov. 1, 12-25, 19-25; beat Southland College Prep Oct. 27, 25-11, 25-11; beat Air Force Academy Oct. 25, 25-11, 25-14; lost to Walter Payton College Prep Oct. 21, 12-25, 12-25; beat Agricultural Science Oct. 18, 25-20, 25-23; beat Cristo Rey Jesuit Oct. 14, 25-19, 25-17; beat Elgin Academy Oct. 13, 25-15, 27-25;

VOLLEYBALL, JUNIOR VARSITY

Recent Results: played Walter Payton College Prep Oct. 21, score unavailable; beat Huth Middle School, Oct. 19, 25-23, 25-21; loss at Upper Kovler Oct. 18, 8-25, 19-25; win at Upper Kovler Oct. 14, 25-10, 25-20.

VOLLEYBALL, FROSH/SOPH

Recent Results: lost to Walter Payton College Prep Oct. 21, 9-25, 18-25; lost to Southland College Prep Oct. 19, 16-25, 10-25; beat Agricultural Science Oct. 18, 25-11, 25-21; beat Uno Garcia Oct. 13, 25-11, 25-8.

— COMPILED BY JACOB POSNER AND DHEVEN UNNI

DISUNITED STATES OF AMERICA



WIKIMEDIA: GAGE ASKIDMORE



U.S. DEPARTMENT OF STATE

Projected Electoral College votes as of Nov. 14:

290 228

ELECTORAL VOTES FOR TRUMP

ELECTORAL VOTES FOR CLINTON

Projected popular vote as of Nov. 14:

60.37 61.04

MILLION VOTES CAST FOR TRUMP

MILLION VOTES CAST FOR CLINTON

Trump's controversial victory, by the numbers

BY CLYDE SCHWAB
EDITOR-IN-CHIEF

New York Times: 15 percent. Huffington Post: 2 percent. Princeton Election Consortium: <1 percent. Famous statistician and analyst Nate Silver's FiveThirtyEight: 29 percent, or about the odds of a Cubs comeback to a World Series victory.

These were the odds of Donald Trump's victory over Hillary Clinton on the eve of the Nov. 8 election, a win which defied polls, multiple scandals and the generally accepted political norms in modern American election history.

Trump received at least 290 electoral votes compared to Hillary Clinton's 228. As of press time, Michigan and New Hampshire had not yet reported official results to due to vote recounts. Clinton led Trump in the popular vote by more than 700,000.

The election results came as a major upset historically, in terms of the election of the first candidate with no politi-

cal or military experience, alongside his polarizing rhetoric and behavior. Statistically, Trump also defied the predictions of news networks, major media outlets and political analysts alike.

According to Silver's analysis, "Why FiveThirtyEight Gave Trump A Better Chance Than Almost Anyone Else," the predictions that heavily favored Clinton failed to anticipate the uncertainty implicit in election polling.

Historically, since 1972, national polling averages in the final week of the campaign have missed the actual outcome by 2 percent, making this year's 2 percent miss in polling reasonable.

However, the polls that did miss the mark often missed for similar reasons or in similar demographics, meaning that the large amount of polling data in favor of Clinton didn't eliminate uncertainty.

According to election data and expert analysis from The New York Times, Washington Post and FiveThirtyEight, Trump won based off enormous support

from white, working class voters.

Clinton failed to substantially win white women, with, according to Edison Research polls, only 43 percent going to Clinton compared to 53 percent for Trump. Trump also managed to get the votes 29 percent of Latino voters, beating 2012 Republican nominee Mitt Romney by 2 percent.

Much of Trump's support came from gaining significant margins in counties in the Midwest in which non-college-educated, older whites were a majority.

Clinton's critical failure came from the collapse of support from the Midwest, an area always at risk given her weak polling there.

Despite a narrow lead in the polls just before the election, Clinton lost critical swing states such as Florida, Ohio, Pennsylvania, Wisconsin and Michigan.

This election cycle was also unique in the number of people who voted for third party candidates, 6.9 million this year compared to 2.4 million in 2012.

What was your reaction to Donald Trump's election?

BRIANA GARCIA, JUNIOR:



"I think not just for me, but for many people, it was devastating. I personally thought that the majority of Americans had

better judgment of right and wrong. The fact that Donald Trump is now president is scary, but I think we shouldn't really be scared. He hasn't done anything yet, we don't know what he'll do, but it's better to hope that he will do something good for every American citizen."

WILL CURRY, SENIOR:



"I wasn't really surprised. I think that in the world we live in we don't tend to see other parts of America. I think that Chicago is one of the

only cities that has a real concept of diversity and race. While it is hard to wake up the next day and not feel like someone has died, the more I think about it the less surprised I am."

JOHN GRISSOM, JUNIOR:



"I don't mind Trump as president. I think he has the potential to do great things. I liked his acceptance speech. He sounded much more mature and sincere. I think he will only become more refined as he gains experience. However, I'm extremely worried about his complete lack of environmental concern."

THOMAS SMITH, SOPHOMORE:



"With Trump's political policies, I'm not sure how it's going to affect me over the next four years, but for me, just thinking that

Donald Trump is our president, with the things that he's said and done, it's scary to have a president that has that past. That's what's frightening to me, that America would elect a president such as that."

— COMPILED BY MICHAEL RUBIN
AND EMMA TRONE



MIDWAY PHOTO BY PAIGE FISHMAN

FIGHTING BACK. Poster-carrying protestors outside the Trump Tower in downtown Chicago on Nov. 9 voice their anger regarding the election of Donald J. Trump and a range of his controversial views, including those regarding immigration and reproductive rights, as well as his often divisive opinions.

Other election results

Duckworth unseats Kirk

Tammy Duckworth (Democrat), a Thai-American Iraq war veteran, unseated Mark Kirk (Republican) in the race for Illinois Senate.

We(ed) the People

California, Nevada, Massachusetts and Maine legalized the cultivation, possession, sale and recreational use of Marijuana on Tuesday. Of California voters, 55% voted for the bill; Nevada, 64%; Massachusetts, 53%; and Maine, 51%.

California, Nebraska, Oklahoma vote "yes" on capital punishment.

Nebraska voters reinstated the death penalty after state lawmakers abolished it last summer. Oklahoma citizens approved a bill that upheld capital punishment and specifically guaranteed the state government the right to determine its execution methods. California also approved amendments to make the process of capital punishment faster.

Cook County chooses Clinton

In Cook County, voters favored Hillary Clinton over Donald Trump 78% to 22%. An additional ten Illinois counties, out of 102, also chose Clinton over Trump.

Trump's victory sends powerful and problematic message to girls

BY TALIA GOERGE-KARRON
MIDWAY REPORTER

When I was young, I was told women could do anything. I knew that I wanted a woman in the White House. I imagined how the long series of men who have been president would be followed by woman. I used to say that I would be the first female president. This election cycle, I hoped that I might have the privilege to see the United States' first female president. Now I know that America is not ready for a female president.

I stared at the CNN election projections with a pit in my stomach and numbness throughout my body. As a woman and a feminist, I was completely appalled by the country's decision to elect Donald Trump to the presidency.

I am fully behind a Clinton presidency and I was stunned to see Mr. Trump win. He has been accused of sexual assault over 20 times. He has called his current wife a gold digger. He has rated women he wanted to have sex with, called breastfeeding disgusting and said he believes women who had abortions should face a punishment. That is the man that future generations will look to for guidance.

I sincerely hope that the things Mr. Trump has said about women's minds and bodies

in the past does not affect the way he carries out the office of president.

Every woman should have access to health care services including safe abortions, both of which Mr. Trump has spoken against. He supports defunding Planned Parenthood and repealing Roe v. Wade. As an American, I have the same civil rights as Donald Trump, but as president, he has the ability to use his power to limit my rights. As a woman, I am scared of how he will obstruct the rights of my fellow citizens and inhabitants of the United States.

We are telling young girls that, for the time being, the idea of a woman president is fictional. It may seem impossible now, but Mrs. Clinton knows that the glass ceiling will be shattered. In her concession speech Nov. 9, Clinton told supporters that the glass ceiling will be shattered, "Someday, someone will, and hopefully sooner than we might think right now."

For now, I have no choice, but to live with the fact that Mr. Trump is the United States president-elect. Nonetheless, I will fight his policies if they marginalize any person in the United States. sexism, racism, homophobia, xenophobia, and other discriminations. Someday a woman will defy the odds and become president.

For POC, election a matter of safety

BY MARISSA MARTINEZ
EDITOR-IN-CHIEF

Last Tuesday at 9:30 p.m., I sat in shock in my home office, video chatting with my black friends from a summer journalism program. The four of us each had The New York Times "chance of winning" meter open on our screens. We watched in collective horror as the dial for Donald Trump's chance of winning moved from 62 percent to an eventual 95 percent likelihood within an hour.

Because of the anxiety I faced, Tuesday night will go down as the worst eight hours of my life. That night was like a slow-motion train wreck: It made me sick to my stomach, but I couldn't look away or do anything to help.

My household is made up of descendants of immigrants from all over the world. My mom is a first-generation Korean and my dad has direct Mexican and enslaved African lineage. Even my younger sister is adopted from Colombia. This mix of cultures has composed my core identity ever since I was little.

Trump as the president-elect goes against those cultures, and therefore, my identity.

It astounds me that someone who calls Mexican immigrants "rapists" and "criminals," who patronizes black citizens, who suggests prospective citizens should be

banned from entering the country, will replace the first black president. Because of these sentiments, Trump decisively and acutely condemns my identity, which is horrifying to know as an 18-year-old.

Just as terrifying is the level of intense bigotry that has resulted from his ascent to power. Friends across the country have shared how they've been verbally and physically attacked by Trump supporters. A high school near me was closed Friday because of racist threats. My family is afraid to walk on the street in a neighborhood that we've lived in for 35 years.

These people have always existed, but as of Tuesday, they have a new empowerment to spew their hatred. By electing Trump, America has said that those bigoted voices are valid and acceptable in our society. As a result, I now fear for my safety more than ever before. People may not realize the danger of saying, "We've survived presidents like this before. Just wait until 2020." The consequences of this election are important and urgent to communities of color right now, just as they have been for the past two hundred years.

Since I was young, I have been taught to be wary of my surroundings in order to live in this country. Now that people of color have been put into a drastic survival mode, it will be that much harder (and important) to thrive.