Lab, Woodlawn students connect

New partnership fosters mutual understanding between schools

BY JACOB PODMIR

A program between the Laboratory Schools and the University of Chicago Charter School Woodlawn hosted its first event at the Logan Center on Jan. 6, featuring activities similar to those found on school retreats that examine diversity and identity. The event attracted 35 students, with about equal numbers from Lab and Woodlawn, and successfully brought students together, according to the founders of the partnership on the Lab side — Talia George-Karron, Megan Moran and Alexis Tondal.

Attendee Jacob Mazzarella, a senior, thought it went well and enjoyed the experience. "There was an atmosphere of togetherness and of humor — people who go to Lab because I feel like they know a lot better than I actually do," Mazzarella said.

The Lab-Woodlawn Partnership was founded to foster more communication between students at Lab and Woodlawn. Both schools are affiliated with the University of Chicago, separated only by a short walk, yet they have almost no interaction.

According to Alexis, the founders of the partnership hope to get rid of this divide and connect Lab and Woodlawn in the way sibling schools should be. "The idea of the idea for the partnership, inspired by the Seeds of Peace program, went to last summer. The purpose of the camp is to teach high schoolers how to lead by effectively communicating with others.

With this idea in mind, Talia approached Megan and Alexis and asked if they wanted to join her in creating this partnership. They agreed because they both found her idea to be exciting and interesting, each for different reasons.

Megan said that she was interested because she did the Internship for Civic Engagement Program at Lab over the summer with Woodlawn and other Lab students. She hoped to foster individual connections between other Lab students and Woodlawn students and Woodlawn students similar to the one she already has. Alexis said she was excited by Talia’s idea because she was interested in hearing the perspectives of Woodlawn students juxtaposed with Lab students. She wants to facilitate dialogue between the two groups of high schoolers.

“I am very interested in the types of conflicts that happen on the South Side — ones that concern race and socioeconomic status,” Alexis said. “We’re taking kids that don’t identify the same on both of those things and having them talk about their experiences.”

The leaders of the partnership plan to host other events — including an open mic, peace circles and panel events on police brutality. Megan said the first events will help Lab and Woodlawn students get to know each other, while later events will focus more on discussions and dialogue between the students.

The partnership needs more Lab students to join. More students provide more perspectives and more perspectives provide deeper discussions and more satisfying conclusions.

Contact Talia, Alexis or Megan for more information about the February meeting.

Community members give millions for scholarships

BY MICHAEL RUBIN

John Rogers and Karen Putman, two lifelong Labbies, have demonstrated their unparalleled commitment to the Lab Schools through multiple million-dollar donations toward financial aid, making it easier for students to learn. Alan Feuerriegel, interim executive director of Development and Alumni Relations, said, “John has already a scholarship fund established, and we have had some fantastic scholars able to thrive at Lab thanks to the John and Victoria Rogers Fund.”

Mr. Rogers’ recent donation is the latest of many generous gifts to the Lab Schools, which honored him with the Distinguished Alum Award in 1998. He served on the Lab Schools Board twice.

Course updates bring more choices in English, science

BY SAMBRA GLAESER-KHAN

As students submit 2017-18 course requests beginning Feb. 6, they will have new options in science, English, history and world language. Sophomores will have two options for English: Expository Writing or Literary Analysis. These options replace the uniform English 2 class. According to Assistant Principal Ava Abraham, Expository Writing will be identical to the traditional English class, while the Expository Writing curriculum is new. Students taking Expository Writing will have the opportunity to take more time to thoughtfully read literature, she said. They will practice explanatory and descriptive writing rather than argumentative writing.

Students looking to complete their third-year science credit can take Neuroscience and Behavior. The new class will focus on the human mind and will expand on the knowledge students acquired in chemistry.

“Over time, there has been a solid interest in the human behavior elective,” Ms. Abraham said, “so we wanted to offer this new course because we recognize that students are interested in science in a diverse way.”

Other new courses include "Greek 2: Spanish for Heritage Speakers, now open to all grade levels; and a three-course history elective. The history elective will cover The Bill of Rights, American history at the movies, and gender and politics in world history.

U-High Roland photo by chayon hussey

GETTING TO KNOW YOU.

Junior Megan Moran talks to student Jay Jamison, a sophomore who attended Seeds of Peace, during a get-to-know-you activity at Logan Center on Jan. 6.

Expository Writing curriculum is more traditional English class, while the Analysis will be identical to the traditional English class, while the Expository Writing curriculum is new. Students taking Expository Writing will have the opportunity to take more time to thoughtfully read literature, she said. They will practice explanatory and descriptive writing rather than argumentative writing.

Students looking to complete their third-year science credit can take Neuroscience and Behavior. The new class will focus on the human mind and will expand on the knowledge students acquired in chemistry.

“Over time, there has been a solid interest in the human behavior electiver,” Ms. Abraham said, “so we wanted to offer this new course because we recognize that students are interested in science in a diverse way.”

Other new courses include “Greek 2: Spanish for Heritage Speakers, now open to all grade levels; and a three-course history elective. The history elective will cover The Bill of Rights, American history at the movies, and gender and politics in world history.
Chinese exchange canceled this year

BY SONNY LEE

For the past three years, U-High students and their families have hosted students and teachers from Beijing No. 4 High School. This year would’ve been the fourth, but due to the refugee crisis, many families wishing to host, the Chinese exchange students withdrew from the program.

Frances Spaltero, world language department co-chair, explained that hosting foreign students is a big commitment, and with the Chinese Exchange Program being so small relative to the other language departments, it’s hard to find families willing to host students from abroad.

“Many host families have always been difficult. It’s always difficult even for larger programs like French and Spanish because it’s a big commitment,” Ms. Spaltero said. “It’s a time commitment, it’s a money commitment, but it’s particularly difficult in the Chinese program because it’s a much smaller program, and so the families have very little experience ever and again often after host that and becomes difficult for them.

Although this year’s program fell through, Ms. Spaltero said she is hoping to meet with administrators in the Chinese student’s office to strategize how to sustain the program. Before Beijing No. 4 High School and the exchange program.

Ms. Spaltero believes exchange programs are important because they help to provide a fully immersive learning experience for students, a culture that cannot be provided in the classroom.

“How many of the other languages serves a couple of purposes,” Ms. Spaltero explained. “The first is that you actually get to know individuals, you can create friendships with the families, because they actually use that culture and the second is there’s an opportunity for the students actually to practice a language.”

Ms. Ahmed stressed that if it is important for faculty and students to understand the objectives of the week. It is not intended to be an exam week, but a time for students to have a deeper opportunity to focus more intensely on fewer subjects per day.

Junior Jeremy Chizewer said, “The new end schedule took away a lot of the days that usually happen at the end of a quarter.” Jeremy, among many other students, thought the additional free time was helpful, and led to a more stress-free end to fall quarter.
Low approval ratings lead to difficult presidential transition

BY EMMA TRONE

After inauguration, millions of Americans were concerned with what President Trump's moves would look like. However, experts say it is hard to analyze the unusual election by comparing it to previous elections.

A poll asking about the national polls showed public approval for President Trump was at an average of 41 percent, one of the lowest ratings in contemporary history.

Steve L. Evans, former executive director of the University of Chicago Institute of Politics, explained that Donald Trump's election is the new president.

President Obama said this is Trump's lack of necessary political capital, said Mr. Edwards, which is the amount of trust and influence a politician has with the public and the government. According to Mr. Edwards, the presidential position isn't just a matter of power, but rather of what relationships Trump holds.

"This isn't just like operating a corporation or company, where the word of the CEO or board of directors matters most," Mr. Edwards said. "Among the things that will be a learning curve for him will be how political relationships and political alliances and decision making differs from that in the business world."

After low approval numbers, politically inexperienced cabinet picks and polarizing comments before President Trump's inauguration, thousands of people in the United States and across the world gathered in protest.

Dr. Mark Hansen, a professor at the University of Chicago Harris School of Public Policy, called the number of protests unusual. While there are always some protesters across from the White House, he said, organizations took advantage of the moment to work.

Despite demonstrating the level of anxiety about the presidency, Dr. Hansen said protests are only a start to change. "Standing out there and shouting slogans might make you feel good, but that doesn't really hit the people who make decisions where they live," Dr. Hansen said. "Politicists depend on voters and people who can influence the future of their political careers. If it's going to make a difference, it's going to have to be a start, not the end of it."

Both Mr. Edwards and Dr. Hansen agree that students should pursue both intangible and tangible approaches to affecting change. They suggested encouraging voter turnout, calling senators and representatives, and learning about policy. Former President Obama will try to accomplish some of these things after leaving the White House.

Dr. Edwards said he plans to stay involved in issues that are important to him, including My Brother's Keeper and a large-scale effort to promote Democrats to state-level positions across from the nation by 2018 and 2020 elections. Dr. Hansen predicted President Obama may also spend time building his presidential library and center in Chicago.

"This is a really momentous time," Mr. Edwards said. "I would encourage all young people to get involved, but not just to fight for the things they care about. Work doesn't stop after election day. In fact, the work really begins after election day, and in this country, it's imperative that people roll up their sleeves, dig in, and continue to stay involved in our democratic process."

Social Justice Week to include more faculty participation

BY EMMA TRONE

Students with an interest in social activism have until Feb. 15 to submit workshop plans for Social Justice Week, which will be held April 17-21. The annual weekend event with a goal to initiate and facilitate dialogue about current issues affecting the Lab community is built on student passion for social justice and student-run workshops.

Committee members have also reformatted Social Justice Week from last year to accommodate the lack of an extended assembly period, encourage more faculty-student collaboration.

"Our goal is to have a place where students can bring up issues important to them," Elizabeth Van Ha, Social Justice Week Organizer said.

Social Justice Week is receiving proposals for workshops as well as T-shirt design ideas through Feb. 15, and the Google Form can be found on the Facebook page for Social Justice Week and for Low Down at U-High.

During the Thursday assembly period, the Jewish Students' Association will host the Holocaust Remembrance Assembly. Social Justice Week 2016 utilized an extended Thursday assembly schedule, where students attended two mandatory workshops, which stu-

Analysis

"Looking in every direction, pink hats cover every inch of any surface. Across Americas, millions of people came together to fight back against the hate that was created during the election."

The Women's March protesters hold signs around them, we hold our signs, high, filled with pride. We are not scared of bikers. We stand proud and tall defending freedom. One of the Trump supporters threw a punch, so my group left before we exit the dark.

"Our goal is to have a place where students can bring up issues important to them." - Elizabeth Van Ha, Social Justice Week Organizer

United in protest, huge crowds take to streets demanding to be heard

BY NATALIE GICK

Pink cat hats cover nearly every head in the train car on the way into Washington, D.C., while the sound of women and men yelling, "Fire up, ready to go," fill the small space of the car. Getting off the train, the trail of pink hats moves up the small steps on the escalator. As we exit the dark subway station and move into the blue sky, the pink hats grow larger and larger in numbers. The crowd from the subway flows onto the streets. Thousands of men, women, kids — people of all ages — flooded the streets, and walk carrying signs.

One sign caught my eye the most, it was a coat hanger saying "Our rights we won't go back. Surrounding most, it was a coat hanger saying "Our rights we won't go back."

"Our goal is to have a place where students can bring up issues important to them." — Elizabeth Van Ha, Social Justice Week Organizer

"Looking in every direction, pink hats cover every inch of any surface. Across Americas, millions of people came together to fight back against the hate that was created during the election."

The Women's March protesters hold signs around them, we hold our signs, high, filled with pride. We are not scared of bikers. We stand proud and tall defending freedom. One of the Trump supporters threw a punch, so my group left before we exit the dark.

"Our goal is to have a place where students can bring up issues important to them." - Elizabeth Van Ha, Social Justice Week Organizer

United in protest, huge crowds take to streets demanding to be heard

BY NATALIE GICK

Pink cat hats cover nearly every head in the train car on the way into Washington, D.C., while the sound of women and men yelling, "Fire up, ready to go," fill the small space of the car. Getting off the train, the trail of pink hats moves up the small steps on the escalator. As we exit the dark subway station and move into the blue sky, the pink hats grow larger and larger in numbers. The crowd from the subway flows onto the streets. Thousands of men, women, kids — people of all ages — flooded the streets, and walk carrying signs.

One sign caught my eye the most, it was a coat hanger saying "Our rights we won't go back. Surrounding most, it was a coat hanger saying "Our rights we won't go back."

"Our goal is to have a place where students can bring up issues important to them." - Elizabeth Van Ha, Social Justice Week Organizer
Nickelodean and greedy aspects of Turner, Angel, brings out the manipulative and financially stable himself. Toya even though he is not always financially takes care of Angel, signer who one day hopes to dress a broke nightclub singer who was tension in Harlem, New York. Angel is one of moon cakes I bought that track, “Hit That,” singles on SoundCloud has dropped three singles on SoundCloud. His first track, “Him That,” proved to be most popular with more than 2,000 plays.

The plot reveals that Guy of practically receives a letter from her. After sending Josephine Baker a dream, Guy moves closer to his. Meanwhile, Delia chases her dreams, and that he still dreams of starting a family. and that he still dreams of starting a clinic. and that he still dreams of starting a family. As Angel and Leland’s relation develops, he reveals that Angel can become a secretary. An gel rejects this idea, preferring to develop her romantic relationship with Leland. It is set during the end of the Harlem Renaissance through pro-duction is fire. It was unique.”

GarageBand and Finale Notepad. Sounds from his childhood are particularly inspirational to his creative process. “There’s all that stuff about being classically trained,” Chauson said, “but if some of you remember, around the mid-2000s there was like this whole ring tone era, like sounds that were really popular for ring tones for flip phones. Examples include “Party Like A Rock Star,” “Crank That,” “Walk It Out” — all that kind of stuff. I had to hear that basically anytime I walked through my school’s cafeteria back then.” Since releasing the two singles with his collective, Chauson’s music has captured the attention of Lab students across grade levels. Dem Son is currently working on a full mixtape with his collective. “I was in a hotel in the cafeteria and the manager went over and saw Chauson on his computer,” senior Sam Adelman said, “so I pull up and and was excitedly telling me all about the work he’s been doing on this new song called “Thanksgiving Dinner.” I was curious so I let him show me, and it was surprisingly lit. You wouldn’t expect him to have bars but he kinda does have bars, and it was cool seeing him making something he clearly really loves doing. His production is fire. It was unique.”
Art reveals beauty that came from horror

1980s HIV/AIDS epidemic fueled artists to create works that could heal, protest

By Natalie Gluck

The HIV and AIDS epidemic, one of which swept through the American gay community in the 1980s and 90s, caused millions to live in fear. Initially, medical experts and the public did not know how the virus was transmitted, let alone cure. Being diagnosed with HIV or AIDS was essentially a death sentence.

During the time of the epidemic, the art community used their art to give a voice to the voiceless. Much of the art created was a call to help, from the community and to the government. Art was also used to show the effects that HIV/AIDS had on the human body, effects that can still be seen on some bodies today. While medical treatment has improved, HIV/AIDS is still incurable, and tens of thousands of people continue to contract it annually.

“Art AIDS America,” which opened Dec. 1, World AIDS Day, uses art to take its viewers on a journey through loss and hope at the Alphawood Gallery.

The exhibit showcases art by artists who were affected in some way by the HIV/AIDS epidemic. Many of their stories demonstrate the hardships that came with having HIV/AIDS, expressed by a community that was denied the right to love and loss throughout the epidemic.

These pieces represent a coping mechanism for the artist to protest to the lack of support from the government and the society at the time it was needed.

To enter the gallery’s main room, the viewer must pass through strands of beads hanging from the ceiling. At first glance, they appear simply decorative. However, this symbolizes the act of cleansing oneself after touching the wall in glass cases, surrounded from all around the world. The display is courtesy of Adam Swogger of the Redbud Foundation.

Hours: 10 a.m. - 5 p.m. Cost: Additional $18 for adults, $11 for kids. Location: 5700 Lake Shore Dr. Free. Getting timed tickets in advance is recommended. Available at www.alphawoodfoundation.org

Exhibit Information Location: 5700 Lake Shore Dr. Cost: Museum admission plus an additional $18 for adults, $11 for kids. Hours: 9:30 a.m. - 4 p.m. Open: Feb. 28

PLAY ON! A model of the Pyramids of Giza is on display at the “Brick by Brick” exhibit at the Museum of Science and Industry. This model took 50 hours to design and 45 hours to build. The exhibit closes Feb. 28.

Legos of every shape and size. Visitors are encouraged to replicate the models, or go on a new track and build something completely of their own. If someone thinks their creation is particularly good, they can place it in a small alcove under the glass cases. After walking through a ball full of the gorgeous Lego sculptures, it’s undeniably fun to turn any inspiration into a project.

This area ends the exhibit on a high note, but it doesn’t change the fact that “Brick by Brick” appeals to a narrow audience. Legos are fun, but the visitors that get their money’s worth will be the architecture and building Lego fanatics.

There’s certainly a lot for anyone who is interested in buildings, and anyone who loves playing with Legos will have a field day with all of the bricks. For a student who isn’t particularly fascinated by architecture and the possibility of building with Legos, one of the Museum’s other exhibits might be a better place to check out. Anyone that is interested in either topic, however, is sure to have a great time at Brick by Brick.

For a student who isn’t particularly fascinated by architecture and is no longer interested in Legos, one of the Museum’s other exhibits might be a better place to check out. Anyone that is interested in either topic, however, is sure to have a great time at Brick by Brick.

BARE BONES. “Peach Light,” created by Roger Bown in 1983, is one of the many paintings in the “Art AIDS America” exhibit. The exhibit traveled from New York and Washington state before it came to Chicago in December for World AIDS Day.

The bright, white neon words “Si-ence = Death” sit below a large pink neon triangle, titled “Let the Record Show.” The piece was originally displayed in the window of The New Museum in Manhattan. It draws the viewer into the parallel levels of the Holocaust and the AIDS epidemic. The pink triangle is the same symbol that gay people were forced to wear in Nazi Germany. Six quotes underneath the triangle, from U.S. Sen. Jesse Helms AIDS Commission President Cory, Servias, an anonymus songwriter, and other artists who were affected in some way by the epidemic, show the lack of respect and rudeness, that many people had toward anyone infected with HIV/AIDS.

While there were artists who were in the crowds fighting and using their art to show their anger, there were also artists who were fighting death. Larry Stanton was one of the many who ultimately lost the battle of HIV/AIDS. Stanton was born in 1947 and died in 1984.

A pair of drawings created by Mr. Stanton sit on top of ancollection of work this powerful anyon. The exhibit's themes of beauty, sex, loss, courage and politics come across very clearly to the viewer. According to Anthony Hirschel, director of exhibitions for the Alphawood Foundation, the hope is to start a conversation.

“I would be very happy if people walked in and started talking about AIDS and HIV,” said Mr. Hirschel. “These diseases still exist, people still die from them. People live, but they die. However, Conversations about the diseases is the ultimate goal.”

“Art AIDS America” gives the opportunity to have these conversations and to gain a new understanding of the HIV/AIDS epidemic fueled by the Alphawood Foundation. The foundation has worked with community organizations across Chicago to facilitate discussions about HIV and AIDS.

The foundation has also worked with the Alphawood Foundation to provide free HIV testing at the gallery space. The exhibit’s themes of beauty and loss throughout the 1980s, and how it could happen again.

The Alphawood Foundation has worked with community organizing to bring together Chicago to facilitate discussions about HIV and AIDS. The foundation has also worked with the Alphawood Foundation to provide free HIV testing at the gallery space.

The exhibit shows art by artists who were affected in some way by the HIV/AIDS epidemic. Many of those artists demonstrate the hardships that came with having HIV/AIDS, expressed by a community that was denied the right to love and loss throughout the epidemic.
SHANNY SARIVANOS finds her new home at Lab

EMERSON WRIGHT. During his freshman year at the California Institute of Technology, Emerson worked in a research lab, researching with his former professor, and has since gone on to excellence in his studies.

EMERSON WRIGHT

in the California Institute of Technology. Emerson, a sophomore, smiles and jokes with friends.

EMERSON WRIGHT is a confident and driven young man who excels in his academic pursuits. He is also an active member of the community, participating in various extracurricular activities and volunteer work.

SHANNY SARIVANOS

SHANNY SARIVANOS, a new student who overcame a challenging early education, has been accepted into a new community, attending the Lab community high school.

Before she arrived at Lab, she struggled with learning disabilities and had difficulty keeping up with her classmates. When she arrived, she immediately felt welcomed and encouraged to succeed. She has been working hard to improve her grades and is now thriving academically.

The Lab school community has been instrumental in helping her achieve her goals. The school provides a supportive and inclusive environment that allows students to feel comfortable and valued.

Every day, she sees the smiling faces of her classmates, and it’s easy to miss many of the struggles behind them. Every person deals with “stuff,” but some people have dealt with exceptional struggle and come out the other side. The stories here show any student that perseverance is possible and they aren’t alone.

SHANNY SARIVANOS

SHANNY SARIVANOS, a new student who overcame a challenging early education, has been accepted into a new community, attending the Lab community high school.

Before she arrived at Lab, she struggled with learning disabilities and had difficulty keeping up with her classmates. When she arrived, she immediately felt welcomed and encouraged to succeed. She has been working hard to improve her grades and is now thriving academically.

The Lab school community has been instrumental in helping her achieve her goals. The school provides a supportive and inclusive environment that allows students to feel comfortable and valued.

Every day, she sees the smiling faces of her classmates, and it’s easy to miss many of the struggles behind them. Every person deals with “stuff,” but some people have dealt with exceptional struggle and come out the other side. The stories here show any student that perseverance is possible and they aren’t alone.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.

Bailey Litwin, at right, helps a middle schooler during an Eye to Eye meeting, where she helps students advocate for themselves in spite of learning disabilities.
The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly.

Attention to student needs is a top priority for teachers. The concept of high school, as they managed to be relaxed, was never present in my curricular lessons, exams and projects the week before finals to make space for possible activities during the end-of-quarter schedule. Because the periods were more spread out, classes met less frequently and many teachers felt the need to cram lessons, exams and projects the week before finals to make space for possible activities during the end-of-quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.

The last week of any quarter can bring alarming amounts of stress onto students. As teachers cram for tests, teenagers may relax at the end of the quarter schedule. To avoid this issue, it may just take a couple tries for teachers to get accustomed to the schedule and learn how to plan accordingly. Attention to student needs is a top priority for teachers.
Freshman doodle draws up brand, business

BY CLYDE SHWAB

It all started with a doodle in Latin.
Freshman Miles Rochester is the head of LMNT (Less Money No Time). Starting as a student brand selling T-shirts and sweatshirts with Miles's designs which have few drawings in class.

"I was just playing around with some drawings I made in art class, and using this app on my phone called Snappee, I saw what they would look like on a T-shirt," Miles said. He explained that when his media art teacher, Sunny Neater Dubow, saw them, she offered to help.

The brand, while only a few months old, has already sold more than 30 T-shirts and sweatshirts, though Miles noted that all profit made had been reinvested into the business despite the quick pop-up nature of the designs. Noah List, the freshman in charge of overseeing the production of the clothing itself, noted that it started simple.

"Miles just wanted to make them for himself at first," Noah said, chuckling. "People saw the first designs and liked them and offered to buy them, and I was one of the first to do so. Miles told me that he wanted to make a business out of this, so I started to help him and do the dirty work like ordering supplies and helping to make shirts. It all happened in the span of two days."

After an initial investment of about $400 from Miles's and Noah's respective parents and the help of Ms. Neater Dubow to press the shirts, Miles began informally selling shirts and sweatshirts to classmates, communicating through word of mouth and social media.

Miles, alongside business partners Eli List, Quinn Davis, Ben Wolf and Noah List, has begun to expand the business.

LESS MONEY NO TIME. the brand that began with freshman Miles Rochester's class doodles, has sold over 30 T-Shirts and sweatshirts. Although a thriving business right now, Miles doesn't want it to be temporary. He explained that the goal was not to make money but to learn and inspire.

For the last few years, the Unis-nia Cookies on 55th Street and Cemina Pueblas on 57th among other establishments, 2016 was a productive year for Hyde Park in terms of commercial growth. Now, 2017 is continuing the trend with popular chains Roti Modern Medi-terranean and Nando's both open on 53rd Street.

"What's the most difficult part of your job while also checking in and out of laptops and answering questions?" Miles wanted to know. "I do a lot of art — that has become my side hobby, I make art and stained glass panels. Art is something I enjoy, so I spend some time with it. I also enjoy printmaking. It takes my mind off the chaos and now and converts it into something that is visually mine.

What's one piece of advice you have for students our age?" Miles asked.

"Stay motivated. I know it feels like you're up that mountain now, but you'll get to your peak."

Changing dishes in Hyde Park

New South African, Portuguese, Mediterranean flavors in Hyde Park

BY PRIYANKA SHIRAIY

With the opening of Insom-nia Cookies on 55th Street and Cemina Pueblas on 57th among other establishments, 2016 was a productive year for Hyde Park in terms of commercial growth. Now, 2017 is continuing the trend with popular chains Roti Modern Medi-terranean and Nando's both open on 53rd Street.

SAUCED. Senior Will 2ich intently stares at his food as he digs into Nando's chicken. Alongside Nando's, Roti has been the sec-ond new restaurant recently added to 53rd Street, Roti offers assem-ble-line-styled service with Mediterranean flavors. Nando's offers South African and Portuguese peri peri chicken.

Behind the scenes Ranjana Patnaik

BY KATERINA LOPEZ

Checking out a book seems like an easy process: pick a book and get it scanned by a library assis-tant. But for Ranjana Patnaik, an assistant in the high school's Pritz-ker Frankfort Family Library, a lot more goes on behind the scenes.

"It is difficult keeping track of lots of things that are happening simultaneously but need to be performed seamlessly. The library performs so many functions, the ones that are seen and the ones that aren't," Ms. Patnaik said.

Besides checking out books, the library assistants do lots of jobs that one might not think of. All of the books have to be entered into a book record-keeping system. In order to do this, there has to be a barcode and a spine label which are individually made.

What do you wish people under-standing your position/depart-ment? That we're always happy to help, and we'd love anyone to stop by anytime — faculty, staff, students. Everyone is welcome here.

What's your favorite part of your job? In my years I feel like this desk is a very favorable spot. It often seems like it's not noticed, because you're not using it. But when peo-ple come to check out a book I feel like they appreciate the work I do.

What's the most difficult part of your job? I push myself to maybe finish the face like a runner would. If someone wants a book that isn't available, I'll see if I can do that job while also checking in and out of books and laptops and answering questions.

What's one thing you do in your free time? I do a lot of art — that has become my side hobby, I make art and stained glass panels. Art is something I enjoy, so I spend some time with it. I also enjoy printmaking. It takes my mind off the chaos and now and converts it into something that is visually mine.

What's one piece of advice you have for students our age? Stay motivated. I know it feels sometimes like it's never going to end, but it will. You're just climbing up that mountain now, but you'll get to your peak.

Mediterranean flavors in Hyde Park

The reputed flame-grilled peri- peri chicken is fresh and cooked per order. Their sides, such as their Portuguese rice, offer compli-ments to the meals that blend the Portuguese and South African cul-tures beautifully.
Turning video game play into school work

Players increase friendships and learn engineering skills through online games

BY JACOB POSNER

Many people believe that video games are terrible — that they destroy the brain, fray the mental bonds of the player to violence. A group of U-High students would vehemently disagree. These students believe playing video games is a way to learn new skills, find new interests and delve into a new strategy, creating an immensely satisfying, recreationally rewarding experience.

After living in the United States for about a year and a half, seventh-grade Wanqi Zhu discovered "League of Legends," a MOBA — multiplayer online battle arena — video game created by Riot Games. Wanqi, now a senior, has always liked board games and card games, but in the United States all of the games were strange and different, so he decided to try out video games because they were so convenient — all they required were a computer and an internet connection.

"League" was the first game he tried and it stuck with him because it was largely based on strategic thinking as opposed to reaction time, and because he said could lose himself in its world.

"I play video games not purely for recreation, but also so that something I can invest time in," Wanqi said. ""League" is not really a story-based game, but nevertheless I feel somewhat invested because I play so many different in-game interests.

During middle school, Wanqi did not do many school-affiliated activities, so he used video games to connect with people he did not normally see at school.

"I got to meet people, especially people not in my friend group. I wouldn’t normally interact with," he said. "‘League’ offers a shared interest, a platform where everyone can immerse themselves in the game and forget about whatever’s going on in their life."

He has made friends online while competing in amateur tournaments because "League" requires so much communication, another aspect of the game Wanqi said he really enjoys. He feels that communication adds to the overall experience because it allows for more depth of strategy. Playing with friends does not only provide better strategies, according to Wanqi, it also creates shared memories, which strengthens friendships.

"Every now and then you get really memorable moments — if someone makes a really good play or something funny happens — and these memories are very valuable, and I really appreciate them."

Sophomore Lukas Blume plays "Counter Strike: Global Offensive," a first-person shooter, and has competed on amateur teams as well.

Most of the time he plays the role of in-game leader, which means he must communicate with his teammates to execute strategies.

Lukas said he finds himself drawn to "League" because "it’s a thing to do to take the stress out of life. It’s a way to wind down. It’s a way to be competitive — I don’t really do sports, so it’s my way of being competitive."

He also likes the fact that each game is different. Even though he has played 2,783 games, he still finds each game exciting — every new opponent presents a new challenge.

Lukas finds that his interest in computer science and technology stems from his interest in video games.

"I played on this really crappy laptop and it was really slow. Because of it, I wanted to play in a more immersive way — that’s what got me into computer technology," he said.

"I built my own PC because I play video games."

Outside of school, Lukas built a computer to play video games, he believes that the beauty of PC-building lies in its incredible versatility.

"You can make this really sick gaming tower, or, if you only want to do schoolwork, you can make a really cheap computer that does what you need it to do and nothing more.

Lukas advises that it is easy to run into space issues when building a computer, as parts from different companies do not always fit together perfectly. He also recommends the YouTube channel LinusTechTips for advice on how to select parts for and then build a PC.

"Basically you just pick out parts — like a CPU and a motherboard — and just put them together," Lukas said. "It’s not that difficult, but it’s not for everyone. A lot of people get caught up in the adult legos.

Wanqi and Lukas have different reasons for playing video games, but they both love them because video games provide them with two rare qualities in life’s environment: recreation and competition. They have found something to immerse themselves in and block out the stressors of the day — if only for one game.

Midway rink combines warm memories, cold ice

From childhood to high school, rink serves as meetup spot, stress relief

BY CLYDE SCHMID

Whether racing down the ice or enjoying a hot chocolate or nachos inside the adjacent warming house, U-High students can find a fun, nostalgic winter activity at the Midway Plazaissance Park ice rink alongside families and neighborhood residents.

Located at 1130 Midway Plazaissance, just west of University Avenue, the rink is just a short walk from U-High. Admission to the rink is free, and rental skates are just $6, making it perfect for a low-budget after-school hangout for students. It is open for open skating Monday through Friday between noon and 9 p.m., Saturday from 2:30 p.m. to 11 p.m. and Sunday 1-6 p.m.

The rink is used at other times by a Hyde Park favorite. During middle school, Tosya Khodarkovsky, the Midway ice rink means more than just a fun place to hang out with friends — it brings back to a childhood spent learning how to skate, spending time with family and being part of her community.

"I’ve been going to the rink since I was three," Tosya said. "It started out with baby glide shoes and slowly worked my way up. Later on I occasionally began to play hockey with friends and sons on the week-ends. The rink provided me with a great community atmosphere, whether skating or playing hockey, and I still go there today."

U-High freshman Nolan Issa visited the rink at the beginning of winter break and said he enjoyed it.

"I had a big snowball fight with my friends, and it was a great way to start the break for me," Nolan said. "Because I’m older now, I don’t do as many holiday activities, but that day really got me into the holiday spirit. I went with a big group of my friends, and we had an awesome time. Also, afterward, me and my friends went inside to drink some hot chocolate and talk."

Sophomore Jacob Reiser said it’s a Hyde Park favorite.

"The Midway ice rink is wonderful because it’s a great place to meet up with friends. You can skate around the rink for hours without getting tired and then have a massive snowball fight afterwards," Jacob said. In his free time, he enjoys playing video games, especially "CS:GO" because "it’s a thing to do to take the stress out of life. It’s a way to wind down. It’s a way to be competitive — I don’t really do sports, so it’s my way of being competitive."

He also likes the fact that each game is different. Even though he has played 2,783 hours, he still finds each game exciting — every new opponent presents a new challenge.

Lukas finds that his interest in computer science and technology stems from his interest in video games.

"I played on this really crappy laptop and it was really slow. Because of it, I wanted to play in a more immersive way — that’s what got me into computer technology," he said.

"I built my own PC because I play video games.

Outside of school, Lukas built a computer to play video games, he believes that the beauty of PC-building lies in its incredible versatility.

"You can make this really sick gaming tower, or, if you only want to do schoolwork, you can make a really cheap computer that does what you need it to do and nothing more.

Lukas advises that it is easy to run into space issues when building a computer, as parts from different companies do not always fit together perfectly. He also recommends the YouTube channel LinusTechTips for advice on how to select parts for and then build a PC.

"Basically you just pick out parts — like a CPU and a motherboard — and just put them together," Lukas said. "It’s not that difficult, but it’s not for everyone. A lot of people get caught up in the adult legos.

Wanqi and Lukas have different reasons for playing video games, but they both love them because video games provide them with two rare qualities in life’s environment: recreation and competition. They have found something to immerse themselves in and block out the stressors of the day — if only for one game.
## TEAMS RESULTS

### BOYS BASKETBALL, VARSITY
Notable: The boys varsity basketball team has been virtually undefeated this season, yet only one loss in conference season. The team's next game is against Northside College Prep on Feb. 1 in Kovler Gym. Record: 11-2.

---

### BOYS BASKETBALL, JUNIOR VARSITY
Notable: The boys junior varsity team proved victorious after a close game against Francis W. Parker School on Jan. 20. This win reflects an overall strong season of both competition and dedication. Record: 3-4.

---

### GIRLS BASKETBALL, VARSITY
Notables: According to the team captain Roxanne Nesbitt, the freshmen players on the team have improved their skills in recent games, with freshmen contributing about half of the team.

---

### GIRLS BASKETBALL, JUNIOR VARSITY

---

## FENCING

### RAINDROP DROP-SHOT.
Lunging to reach the ball, junior John Grissom prepares for a drop-shot opportunity to win a ladder match. During practices, John encourages players to practice short shots and drop-shots to improve dexterity and coordination before moving on to advanced shots.

---

## TAKE A BREATHE.
Junior Clemente Figueroa discusses strategies and gets advice from assistant coach Igor Kholopov between matches at a varsity dual meet on Jan. 7 hosted at U-High.

---

## TAKING THE BREATHE.
Junior Clemente Figueroa discusses strategies and getting advice from assistant coach Igor Kholopov between matches at a varsity dual meet on Jan. 7 at U-High.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## TAKE A BREATHE.
Junior Clemente Figueroa discusses strategies and gets advice from assistant coach Igor Kholopov between matches at a varsity dual meet on Jan. 7 hosted at U-High.

---

## TAKING THE BREATHE.
Junior Clemente Figueroa discusses strategies and getting advice from assistant coach Igor Kholopov between matches at a varsity dual meet on Jan. 7 at U-High.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.

---

## FENCING

---

## BOYS SWIMMING
Notables: The boys swim team will compete at Maine South High School tomorrow at 5 p.m.

---

## GYMNASTICS
Notables: The girls basketball team executes a drill at practice in Sunnyvale Gymnasium. The girls basketball team will play Matfer High School tomorrow at 5 p.m.
A CALL FOR UNITY

Speaker urges audience actively to fight injustice

BY JACOB POSNER
FEATURE EDITOR

Young people were integral to the Civil Rights Movement in the 1950s and '60s, and young people can continue to make a difference today, according to Thomas C. Holt, the featured speaker at the annual Martin Luther King Jr. assembly on Jan. 12.

Keeping with the theme of "Be the People," the assembly included multiple musical pieces and spoken word performances from a range of U-High students in the Assembly Hall of Gordon Parks Arts Hall. Five affinity clubs performed at the assembly: Muslim Students Association, Jewish Students Association, Asian Students Association, Latinos Unidos and Spectrum.

MSA members spoke about what they aspired to do in life — go to graduate school, for example — sometimes one would speak alone, while to highlight a point they chanted in unison. MSA member Jamal Nimer felt that the purpose of the performance was to bridge the gap between the audience and Muslim members of the Lab community. "I felt that our presentation provided insights into the similarities between and the audience and us. I hoped that by conveying my own hopes and aspirations, I would demonstrate to the audience the individual behind the label of 'Muslim.'"

Six JSA members stood onstage and spoke about what Judaism meant to each of them. They touched on the point that being part of the Jewish community does not require one to believe in God, or subscribe to the Bible.

From Latinos Unidos, Andrea Besitzer and Mica Pachicano recited the poem "Yo Soy Joaquín" by Rodolfo Gonzales. The poem discusses the history of Latino exploitation, though the poem culminates on a more hopeful note — that anyone can protest against injustice.

Members of Spectrum told the stories of anonymous LGBTQ+ members of the Lab community. The stories covered topics that included memories about being LGBTQ+ — coming out to parents or friends, for example — actions allies and members of the LGBTQ+ community can take, and intersectionality.

U-High musicians displayed their abilities in four solo and ensemble performances. Singers included the Bel Canto choir, Alex du Buclet, Bryce Palmer and Alex Lund — who composed her own music. In an exciting twist, a student, Nigel Telman, conducted the Jazz Ensemble's performance of "Nellie's new Crepuscule," by Thelonious Monk, with Asha Futterman, who recited an original poem based on Monk's life during the performance.

Nigel said being on stage was nerve-inducing. "There was the fear of messing up," he said, "but I was calmed by the fact that I couldn't be criticized too harshly since it was my first time."

This assembly also included four quote recitations from student and faculty members, a new addition this year.

"As we've seen in 2016, there are things that build up and get worse and become more extreme, so by identifying the smaller things first, you raise awareness to a problem that could potentially be addressed."

— Elizabeth Van Ha

ASA film showcases racism

BY SONNY LEE
FEATURE EDITOR

The Asian Students' Association presented a video instead of a typical performance at the Martin Luther King Jr. assembly. Inspired by a New York Times video called "Racist in 2016," where Asian-Americans talked about their encounters with racist moments, ASA members presented a similar video featuring U-High Asian students sharing moments when their race had affected their lives in unforeseen ways.

ASA President Elizabeth Van Ha explained that the purpose of the video was to bring attention to the types of interactions that students sometimes face daily and how these students are affected by their race. "These things happen to the 'model minority' but people don't really talk about it," Elizabeth said, "so the video was really to raise awareness that these things exist and I think if you raise awareness and people know how it affects certain people who it's targeted towards, it helps."

Elizabeth thought that the video was successful in showing students' encounters and bringing attention to racist moments that happen every day similar to the ones in the video. "There aren't drastic things necessarily happening," Elizabeth said, "but there are just little things. As we've seen in 2016, there are things that build up and get worse and become more extreme, so by identifying the smaller things first I think you raise awareness to a problem that could be addressed sooner."

Although not featured in the video, Elizabeth said she related to almost every story that students told in the film. She said, "just having that and understanding that you're not the only person going through these things and also from an outsider's perspective to understand that these things don't seem that bad, actually affect people in the way they act and talk to other people on a daily basis was really important to us."

WE GOT THE BEAT

Senior Nigel Telman conducts the U-High Jazz Band, which also included senior Asha Futterman reciting an accompanying poem. Nigel explained that the night before the performance, he listened to the original recording over and over again to get the sound in his ear.

"A CHANGE IS GONNA COME" OPENING

Opening this year's celebration, senior Alex du Buclet captivates audience members as she belts "A Change Is Gonna Come," by Sam Cooke. The song became an anthem for the Civil Rights Movement after its release in 1964.