

Students disagree about hate speech

Fewer students here than nationally would protect unpopular opinions

BY SAMIRA GLAESER-KHAN
ASSISTANT EDITOR

Whether about Milo Yian-nopoulos, Kanye West or YouTube star PewDiePie, a hot debate on campuses across America is whether controversial speech is hate speech that should incur repercussions, or if it is protected under the First Amendment.

A recent study conducted by the Knight Foundation on the extent of acceptable free speech shows young people in America value the First Amendment more than in previous years, but just 45 percent support the right to express hateful or discriminatory opinions. The survey included nearly 12,000 high school students and 750 teachers.

Meanwhile at U-High, a Midway survey of 80 students representing all grades showed just 29 percent supported the right to express hateful or discriminatory opinions.

Some U-High students who support this right think members of the community have a blurred definition of a hateful opinion, confusing it with an unpopular one. Others who don't support this right think U-High students are quick to call an opinion hateful and prioritize protecting everyone's feelings.

Shaunak Puri, a senior who supports a person's right to express any opinion, attributes the discrepancy between the U-High and national polls to a general unwillingness at Lab to listen to differing political opinions. He says people too easily call out an unpopular opinion for being "offensive."

"Because Lab is such an elite school with many very smart people, many of us are so confident in our opinions that we think that we can't possibly be wrong," Shaunak said. "So any person who might speak out against our general

opinion is more easily considered to have a 'hateful' opinion."

Shaunak said that this problem was recently apparent at the No Ban No Wall discussion hosted by Refugee Club, Muslim Students' Association and Latinos Unidos after President Trump's immigration ban.

"That wasn't really a discussion at all," Shaunak said. "It was just a whole bunch of people rallying against the ban. So basically anyone with a different opinion was shunned out of coming because they knew their opinion would be shut down."

Isabella Light, a junior who also supports broad freedom speech, agrees with Shaunak and speaks from personal experience. Isabella said her views differ from those of most at Lab, which has affected the way she views the First Amendment's guarantee of free speech.

"I am pro-life because I'm Catholic, and I also have other opinions that many people here don't agree with," she said. "I don't usually feel very free to talk about politics because I know that my views won't

"I am pro-life because I'm Catholic, and I also have other opinions that many people here don't agree with. I don't usually feel very free to talk about politics because I know my views won't be accepted."

— Isabella Light, junior

First Amendment:

Survey was done by random sampling of two advisories for each grade, and answers are out of 80 students.

Do you support the First Amendment? 100%
Do you support freedom to express unpopular opinions? 100%
Do you support freedom to express hateful opinions? 29%

sophomore who supports limits on expressing speech, thinks that the low support at Lab for the right to express hateful opinions is not necessarily due to a lack of diversity, but rather to a general willingness to protect others.

"I think people at Lab are very willing and not afraid to call out an opinion for being offensive," Alex said. "That's because when someone says something hateful, more opinions than only that one persons are crushed. Making sure that people don't feel attacked by someone's opinions is a priority."

2 social justice events in April

Workshops, assembly shown within context of current events

BY IVÁN BECK
MIDWAY REPORTER

This year, both Social Justice Week and the Holocaust Remembrance Assembly will work to approach and discuss the new president and the policies that have come with his term thus far. In addition, both events fall on the same week, April 17-20, changing the usual schedule.

Social Justice Week has a limited amount of time because it overlaps with the biennial Holocaust Remembrance Assembly. Therefore, all workshops will be voluntary throughout the week. Students can also attend several student-run workshops during the lunch period on April 20 and faculty-run events throughout the week.

Similar to last year, the Social Justice Week committee is working to pair students and teachers with similar interests and issue stances. These pairs will set up workshops to discuss and in other ways work through these subjects.

Several workshops and events will have a focus of the effects of recent political change, mainly the presidential election and the policies that have come with it.

Of the workshops that will be presented this year, many will "give students a chance to respond to open-ended questions relating to a specific topic (like race, gender, etc.) so in that sense, students

themselves will have the chance to steer conversations towards current events that are on their minds," explained Elizabeth Van Ha, one of the leaders of Social Justice week.

Refugee Club and Latinos Unidos will run a workshop to approach and discuss the opinions citizens have of immigrants and refugees in this country

Finally, Lab will partner with two University of Chicago writing professors to bring their project "Migration Stories" to Lab." Students will submit stories of migration they have experienced or witnessed.

Organizers plan to present the project as part of the culminating event of Social Justice Week, although they have not confirmed the time or the venue, the Stony Island Arts Bank.

This project is connected to the Social Justice Week's theme of "Crossroads," an exploration of the interconnectedness of several different aspects of society. This theme includes how aspects of one's identity are related, the connection of the issues the country is currently discussing and the interaction between communities.

The Holocaust Remembrance Assembly will also be different from previous years due to the recent national election, and will explore how national events have some relationship to the Holocaust.

The 2017 theme is "Never Again?"

"I think it's really important," Susan Shapiro, Jewish Students' Association adviser, said, "in a year when we are seeing the ugly side of

Social Justice Week

From April 17-20, optional workshops led by both students and faculty will be held during lunch. The week's theme is "Crossroads," and will focus on the connections between communities and the greater society.

Holocaust Remembrance Assembly

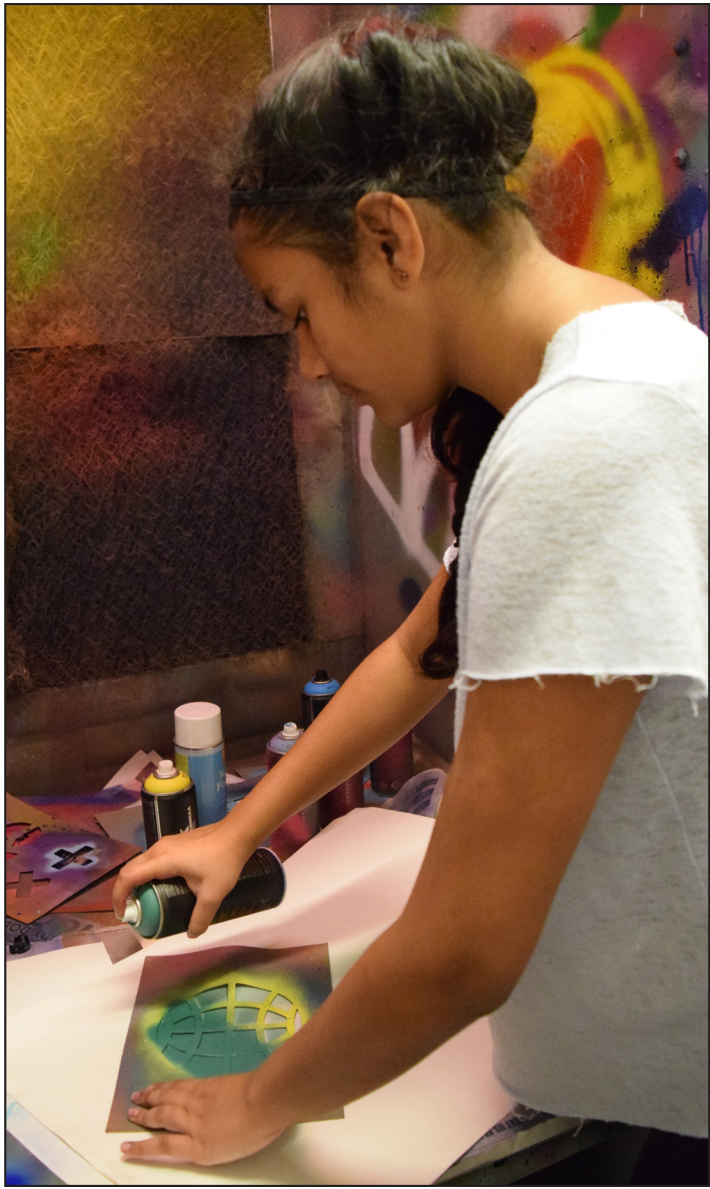
Sponsored by the Jewish Students' Association, the assembly will be held during an extended assembly period April 20. It will use a theme of "Never Again?" to explore relations between recent political events and the Holocaust.

human prejudice coming out from under the rocks where it's been hidden for the last four decades. Where even the American government seems to be supporting a kind of ethnic prejudice that has virtually no foundation in fact and certainly not in this country."

The readings, commentary, poems and explanations of the assembly will connect the elements that led to the Holocaust with a comparison to the actions President Donald Trump has taken so far in his administration, which some people have seen as prejudiced.

Ms. Shapiro also is collaborating with Social Justice Week to run a workshop about "The Road to Genocide," in which she plans to compare and contrast events that gave rise to events of mass murder, and by doing so hopes to allow students more deeply to examine the state of the country.

ARTSFEST



MIDWAY PHOTO BY ELENA LIAO

PAINTING WORLDS. Bouncing to the beat, Ananya Asthana, a freshman, created spray paint art in "Spray Painting and Beats" at an Artsfest workshop led by Ellen Ma. The closing ceremonies ended with a speech from the choreographer of "Hamilton" Chicago, Michael Balderrama.

INSIDE

3 • NEWS

Say goodbye to Mike Cephus for the last time. Mike, an adored mentor, friend, security guard and, sometimes, therapist leaves Lab after 16 years at the front entrance.



6-7 • IN-DEPTH

Marijuana is at the forefront of the nation's politics, but it also matters at Lab. From changing opinions to the dangers of using, how does the drug affect us?



9 • FEATURES

Immerse yourself in Bridgeport, a mixture of old and new. The neighborhood is now home to immigrants and artists, which has created a fusion of cultures.



French visit despite post-election fears

BY LEAH EMANUEL
MIDWAY REPORTER

Despite concerns about Donald Trump's presidency and the violence in Chicago, French students from Lycée Saint-Exupéry in are staying with Lab families.

On Feb. 11, 10 French students from the city of La Rochelle in Charente-Maritime, France, arrived in Chicago to stay with U-High students through Feb. 25.

Junior Briana Garcia said that when she went to meet her French exchange student, Louise Dry, at the airport, she saw people at the international terminal holding signs asking if travelers had been questioned about their race or religion.

Briana felt that for students already worried about coming to a foreign country, this was not a welcoming sight.

Freshman Macy Beal's exchange student, Charles Belloin, said he was worried his host family would support Donald Trump.

Charles said, "In France all the media has this image of him, which is really bad and mean... We only have the bad image of Trump. We don't have have the great image you may have in the U.S."

French student Louise Dry said that she has heard a lot about Trump in France that made her worried to come to the United States.

However, rather than nerves about Trump, Louise's family was more worried about her coming to Chicago.

"My mother was more nervous because of how Chicago is seen as

"In France all the media has this image of him, which is really bad and mean... We only have the bad image of Trump."

—Charles Belloin,
exchange student

one of the most dangerous places here."

Louise explained how her father travels to the U.S. a lot and pushed her to come because he loves Chicago, but having never been here her mother worried about the violence.

However, regardless of their initial fears, all of the exchange students are enjoying their time in Chicago. Through visits to Michigan Avenue, Navy Pier, the Willis Tower, and museums across the city, the exchange students are learning that there is more to Chicago than the violence.

The exchange students also observed many differences between Lab and their school in France.

Charles said, "Your school is great and huge and the whole campus is really nice. I live in a really small city, and it feels great to be here."

Louise said her favorite thing about Lab is the people. She loves how friendly and open everyone is, and she thinks it is great that everyone is friends.

Macy said Charles already wants to buy U-High merchandise.

She said, "So I think that's a pretty good sign."



MIDWAY PHOTO BY ELENA LIAO

LANCER LA BALLE. French exchange student Valentin Rabaud lines up a shot while playing basketball with Lab student Eli Hinerfeld at Eli's home. The French exchange students were in Chicago from Feb. 11-Feb. 28.

Assembly showcases student achievements

BY KATERINA LOPEZ
MIDWAY REPORTER

At the Winter Student Recognition Assembly, students and faculty came together Feb. 16 to recognize and appreciate the hard work students have done.

CERTAMEN

Senior Hazel Martello and juniors Chloe Schneewind and Hayward Melton took first place in the region for Certamen, the quiz-bowl style competition for Latin.

Additionally, Hazel received the MVP award for her level and region.

The Certamen team went to three competitions over the course of the year and took first place at each of them, Hazel said.

REFUGEE CLUB

The Refugee Club helped a family from Aleppo move into their new home in Hyde Park last week. The family previously lived in a refugee camp for about two years.

The club raised over \$1,000 through meetings and fundraisers to help house another family. "My neighbor, Dorothy Pytel, a Lab mom, first came up with the idea of a group in Hyde Park sponsoring a refugee family's relocation to Hyde Park," Olivia said.

She started talking to representatives from the relocation organization, RefugeeOne, in early 2016, but nothing got started until November.

MUSIC

Junior Nicole Horio was chosen for the all-state choir. She auditioned in the fall for the district choir, made it to the District 1 choir, and from there made it to the All-State choir.

"It was a great experience where I got to work with some of the best singers in the state who are as passionate about singing as I am," Nicole said.

Junior Helena Abney-McPeck won first place in the University



PHOTO PROVIDED BY BRIAN WILDEMAN

HERE COMES THE SONNY. Spray paint artwork featuring junior Sonny Lee, entitled "Sunnys," by junior James Woodruff won him a \$1,000 scholarship to the New Hampshire College of Art.

of Tulsa's Bela Rosza composition competition for high school students for composing a brass quintet piece Mathew Ferraro was chosen for the All-State honors Jazz Band.

FINE ARTS

Tomohiro Sawada, silver key and honorable mention for painting; Harrison Shapiro, honorable mention for design; Jasmine Wang, silver key for drawings; Sophia Kouri, two silver keys for photography; Tia Polite, two silver keys for painting and one for drawing; Rachel Schoenbaum and Kelly Simon, gold key for fashion; Charlie Grimm, honorable mention for portrait and honorable mention

for painting; Tiboo Metha, three gold keys and four silver keys for photography; Paige Fishman, gold key for photography; Janine Liu, silver key for drawing, honorable mention and two gold keys for digital art.

At the Illinois High School Art Exhibition, freshman Marcelo Gutierrez-Miranda won third place in design, which includes a monetary prize and a scholarship to the University of Michigan's summer pre-college program for 3D modeling.

Junior James Woodruff won a \$1,000 scholarship to the New Hampshire College of Art and Design's summer pre-college program for his spray painting skills.

Debate pair earns bid after Harvard tourney

BY MAX GARFINKEL
MIDWAY REPORTER

Just in time for the end of the season, a debate duo has earned a bid to the Tournament of Champions at the 43rd Annual Harvard National Forensics Tournament Feb. 18 before making it to quarterfinals at the Kanellis Tournament in Iowa.

At Harvard, Michael Hellie and Alex Blocker went 5-2 in pre-elimination rounds, made it to quarterfinals and earned a bid to the Tournament of Champions.

Michael and Alex lost to the eventual champions of the Harvard tournament.

"We've had real bad luck in quarterfinals," Michael said. "I don't know if you can tell. It's the fifth or sixth time we've lost in quarterfinals to the team who has ended up winning the tournament."

The season is over, but Michael and Alex still have a chance to debate at the Tournament of Champions. They are trying to get an at-large bid by applying with letters of recommendation and their record from this year as an explanation for why they should get the bid.

Their record this year has been one of the best in the nation, as they have been in seven bid rounds despite only winning one. With that record, they have a good chance of getting the bid.

Midway editor wins state-level journalism honor

BY GRACE ZHANG
MIDWAY REPORTER

Marissa Martinez, an editor-in-chief of the U-High Midway, has been named runner-up for Illinois Journalist of the Year.

Limited to high school seniors who plan to study journalism in college, the Illinois Journalism Education Association hosts the IJOY competition and encourages contestants to create online portfolios to showcase their winning works. Illinois contestants are judged in 11 categories, including writing, leadership, multimedia and design. Finalists chosen from each state compete on a national level.

The Illinois winner is Abigail Murphy from Downers Grove North High School.

"It was really validating since I want to go into journalism," Marissa said, "so it was really nice to see an outside organization recognize my work as being valuable and good."

Among many works that Marissa submitted, she said she is most proud of her spread, "Beyond the Bubble" in the December 2016 issue, and a story about a Black Lives Matter rally in Evanston which she wrote for a workshop she attended last summer.

In "Beyond the Bubble" Midway reporters interviewed high school students across the nation who supported President Donald Trump. Marissa and some friends worked together to write and get their Black Lives Matter story published onto the Evanston Now Website.

"I love journalism because you can explore society and humanity by writing people's stories down," Marissa said, "It's a raw way of telling the truth and making people's experiences relevant."



Marissa
Martinez

FINAL HIGH FIVES

Beloved security guard Mike Cephus retires after 16 years

BY SONNY LEE
FEATURES EDITOR

It's 7:45 a.m. and students rush to get to school on time. Some prepared for the long school day ahead of them, while others still wipe toothpaste from their cheek. As they file in through the lobby, their mood seems to change. Students' faces grow brighter as almost everyone is greeted individually, by name, by one of the most recognizable voices and faces of almost every student's morning here at U-High.

Michael Cephus, or Mike as almost everyone called him, worked as one of Lab's favorite security guards — but his job went beyond a single title. Mike was an unofficial counselor to students, a mentor and, most importantly, a friend.

"If I ever looked stressed or tired — and I wouldn't do this intentionally — he would notice and ask how my day was going," junior Megan Moran said. "I would talk to him about what I was nervous about or what I was stressed about and he'd say, 'You're going to make it through the day. You got it,' and it would always help me to talk it out with him."

Working as an unofficial counselor with the high school lobby as his "office," many students would go to Mike to talk their problems out.

"The thing with me — I would just listen," Mike said. "And a lot of times, kids just wanted to vent, and I was just there for that ear, and if there was anything that I could inject, it would be something that I would tell my own kids, and something that I have told my own kids. It comes from wisdom, something that I didn't learn in the books. It was always by experience."

Junior Cecile Ngo explained that Mike taught her some valuable lessons, just through the way he interacted with other people.

"It's hard to explain what Mike was to me," Cecile said. "I guess in many ways he was a teacher, he taught me about respect and compassion in the amount of care he showed everyone around him. He showed me how the little things you do can change a person's day. Mike would ask me about someone's name and after two or three times, he knew exactly who they were. He was definitely the constant in this school when everyone was distracted by other things."

Despite constantly interacting with students on a daily basis, students breezed by late to class or just said hi and many didn't know much of Mike's life beyond his friendly wave.

Mike began working at the University of Chicago Law School around 1997, after being well received by many students and professors at the school while working a temporary shift.

One of the familiar faces at the time was Barack Obama, then a lecturer and state senator, who would often play pick-up games of basketball with Mike. Mr. Obama referred Mike to an open position at Lab. Mike worked both at the Law School and the Lab School from 2000-2010, when he worked only the Lab school job through his retirement in December 2016.



MIDWAY PHOTO BY ELENA LIAO

SAYING GOODBYE FOR NOW. Carol Arrington, high school office secretary, embraces Mike Cephus, retired security guard, at a celebration in Mike's honor on March 2. Students, staff and faculty all crowded around Mike, who retired at the end of fall quarter but returned to say goodbye and give out hugs and high fives to hundreds of well-wishers.

"I will miss the faculty, staff, student. I'll miss the environment. I totally feel like I'm a member of that community."

— Mike Cephus

During his double-shift years, Mike would work at Lab until 4 p.m., and make his way over to the Law School where he would work until midnight, and often until 2 a.m. Even with the long hours, Mike's good mood was never phased.

"Mike works the longest hours and he works through the summer and on some of the days that we have off," Megan said, "But he was always in a good mood and I can't believe that he did that and was still able to make everyone around him so happy."

With retirement opening precious time with family and friends, Mike has plans to reconnect and spend time with his wife,

children and grandchildren. In his free time, Mike enjoys playing tennis, basketball and going on family outings to places like Wisconsin Dells, amusement parks and dinner — especially the Weber Grill restaurant downtown.

"I will miss the faculty, staff, students. I'll miss the environment. I totally feel like I'm a member of that community," Mike said.

With Mike's retirement, mornings may seem a little more dull as students will no longer be welcomed by the warmth and energy of Mike. But his lessons in life and kindness have left a lasting impression on students.

"Everybody who comes in contact with him loves him," Elaine Robison, high school secretary, said. "When I come in, I saw that he made the kids feel good about coming in. Even sometimes when the kids were walking in with their sad faces he would say, 'Hey, what's going on buddy? You the man! You can do this!' Just lifting their spirits, just making them feel like a part of Lab."

Fourth counselor to be hired

BY ABBY SLIMMON
MIDWAY REPORTER

More than 100 people applied to be the new U-High counselor and the department has been sorting through applications since January.

The learning and counseling department will hire a fourth high school guidance counselor to support the growth of the school.

The job was posted at the beginning 2017 year and has received multiple applicants, according to Tracy Graham, learning and counseling department chair.

The interview committee members just finished a second round of Skype interviews and are preparing to invite finalists to campus to meet with the administration, members of the department and students.

"Our goal was initially by spring break," Ms. Graham said, "but because we have had so many applicants, I don't think that will be possible."

Even with the minor set back, the department predicts to have the new counselor selected by the end of April.

The department will have to start the process over again when counselor Ronald Tunis retires after the 2017-18 school year. They plan to start the search process in Fall 2017 or January 2018.

Ms. Graham said, "We know it's coming, so we can plan and be prepared for when we are ready to start the hiring process."



Tracy Graham said that the counselor will be hired in the spring.

Search for new director will begin again

BY EMMA TRONE
ASSISTANT EDITOR

The search for Lab's new director will be extended despite two finalists visiting on Feb. 13-14. Finalist James Calleroz White withdrew from consideration after the visit, and the search advisory committee declined to pursue the candidacy of finalist Scott Fech.

Going forward, the search advisory committee, led by University of Chicago Executive Vice President David Fithian and Lab Board Chair David Kistenbroker, will continue to work with search firm Isaacson, Miller to attract a new set of applicants or reach out again to previous candidates who withdrew due to the July 2017 start date.

The renewal of the search does not yet have a defined timeline, but the earliest date for a new director to take office would be July 2018. Interim director Beth Harris will continue to serve in the role until a new director can be selected and installed.

According to Mr. Fithian, the committee and the Lab community should take more into account both sides of the search — that of the school choosing a leader, and of a candidate choosing a job.

"As much as we're interviewing them, they're interviewing us. So I think it's important to understand that just because we're excited about a candidate, doesn't mean they're guaranteed to be excited about us after they visit," Mr. Fithian said. "So in terms of adjustments that we make going forward, one would be making sure candidates have ample time even before public campus visits, to get to know more about us and various constituents across the Lab community."

According to Mr. Fithian, the next 18 months will not be idly spent.

"We're eager to not think of this period of time as a time to stand still," he said. "We're all eager to get on with the business of improving our educational offerings, putting the school's facilities to better and best use, and really using this time."

Health fest provides self-care options

BY SAMIRA GLAESER-KHAN
ASSISTANT EDITOR

Free spinal screening, celiac disease education and hands-on CPR training — the 2017 Lab-sponsored health fest at Earl Shapiro Hall tonight aims to educate students about the options they have to take care of themselves.

"The health fest is a great opportunity to get educated about your options in a fun way," health fest coordinator Diane Taylor, a P.E. teacher, said. "You're going from booth to booth and doing either a hands-on activity, reading a pamphlet, hearing a short presentation, or getting a free screening."

According to Ms. Taylor, many of the booths cater to younger students since few high schoolers and middle schoolers attend. Nonetheless, there is a place for high schoolers at the health fair.

"It's kind of a gradient," she said. "We have the most lower schoolers, a few middle schoolers, and not many high schoolers. High schoolers are just so busy with school that they don't have time to attend, which is a shame since everybody should be able to make time for their health."

Last year, U-High's Red Cross Club and Green Team both did a presentation at the fest, which helped increase high schoolers' attendance.

This year, however, high schoolers are not giving any presentations, and are not expected to attend.

"It helped because other students wanted to support their friends who are in the clubs," Ms. Taylor said, "but this year we don't have any high school clubs presenting, so we're expecting to have mainly students from the younger grades there."

Health fair vendors:

- A10/ Yusho
- Enso Karate
- Medulla/Chiro One Wellness Centers
- Hyde Park School of Dance
- U. of C. Celiac Disease Center
- U. of C. Medicine Transplant info
- U. of C. Dermatology
- U. of C. Police: street safety
- Dental check ups
- Student Health, EpiPen, hygiene, concussion, blood donation
- Vertical Adventure guides: rock climbing, kayaking
- Bodhi & Sage: Chinese medicine /health screening
- New York Life: free Child ID cards

Fiction *becomes* reality

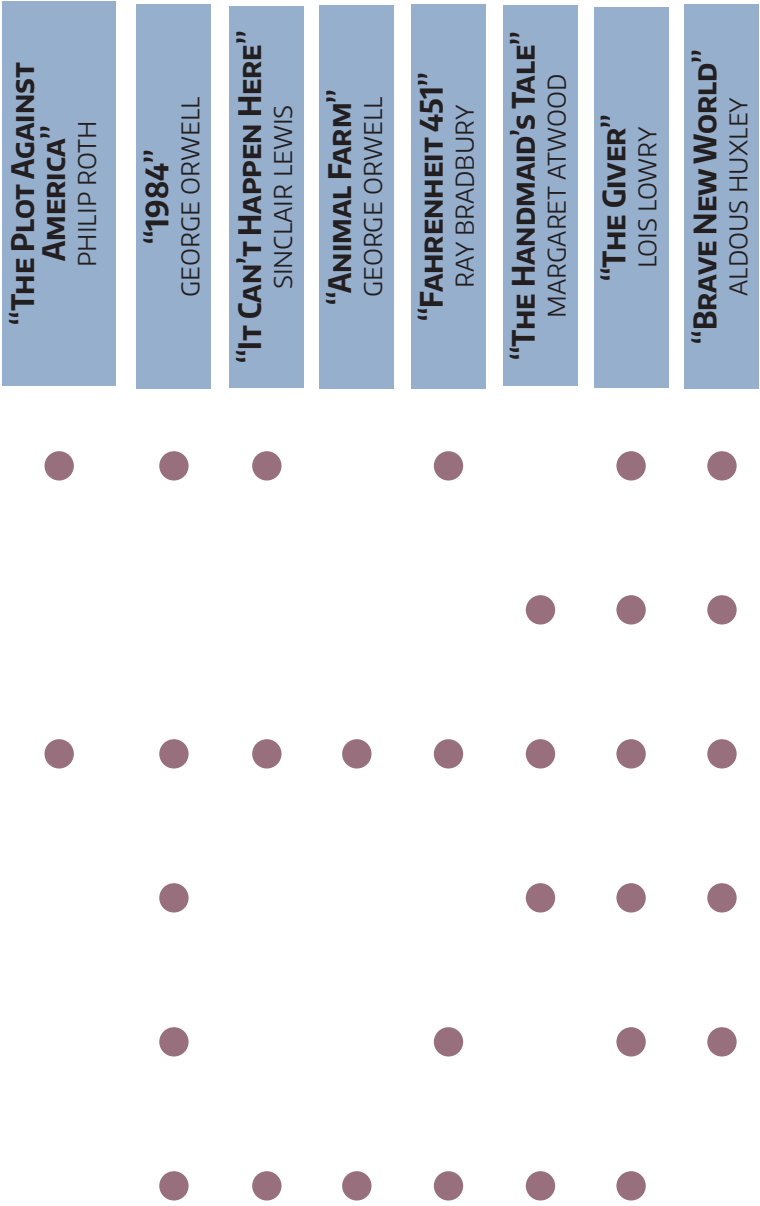
VITAL COMPONENTS

In analyzing eight dystopian novels, six common themes emerged, demonstrating the timelessness of the themes and the continued relevance of these novels.

Women are still fighting for their right to plan a pregnancy. With the current feud between President Trump and the media, the threat of censorship is becoming ever more likely. The president has taken to Twitter multiple times, saying that many news outlets generate “fake news.”

— Graphic by Natalie Glick, Priyanka Shrijay and Liza Edwards-Levin

Government Control & Oppression The government controls what citizens do and say.
Reproductive Rights The government limits and controls women's reproductive choice.
Propaganda The government promotes biased opinions through the government-controlled media.
Violence is a normal action Within the society it is normal to be attacked phically, by either the government or fellow citizens.
Brainwashing Through medication or shots, the government physically changes how people think.
Censorship The government prohibits parts of books, film, news or TV that they deem to be unacceptable within the society.



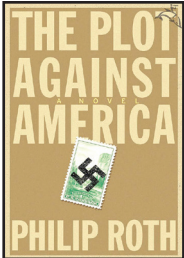
Dystopian novels parallel current events

"THE PLOT AGAINST AMERICA" • 2004
PHILIP ROTH

What if the United States had elected isolationist Charles Lindbergh as president in 1940 and stayed out of World War II? What if that same president signed a cordial understanding with Hitler in his first month of office and began systematically dissolving Jewish communities through forced resettlement?

In "The Plot Against America," Philip Roth imagines a detailed answer to each of those what ifs, taking the reader inside the intimate everyday life of a Jewish family in Newark through the perspective of Phil Roth, 7 year old boy. In many ways, this book feels less like a dystopian novel and more like an eerily plausible version of American history. President Lindbergh's support base includes members of the KKK and American Nazi Party, and hate crimes spike along with his success. The morning after Lindbergh's victory, shocking to Democrats and Republicans alike, "disbelief prevailed, especially among the pollsters. Sound familiar?"

— LIZA EDWARDS-LEVIN

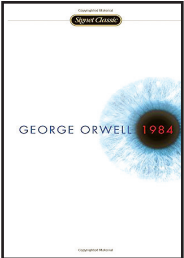


"1984" • 1949
GEORGE ORWELL

"1984" tells the tale of Winston, a citizen of Oceania, who rewrites history for the Ministry of Truth of the Party. As he rewrites history, he finds himself disgusted by the Party's selfish and power-hungry nature. Reappearing throughout history, the theme of propaganda and government control has always been relevant. Now that the Trump presidency has taken started, readers find themselves seeing similarities between the world of "1984" and the modern state of 2017. The Party's watchdog, Big Brother, is always monitoring the citizens of Oceania, just as people fear the government may be doing to us to a smaller degree and "1984's" two minutes every day during which citizens must watch a film depicting the Party's hatred for foreign regions has been coupled with Trump's travel ban.

Not only is Orwell's novel a poignant and influential classic, it is a gripping novel more so now that the similar elements of their society touch readers in a more personal way.

— PRIYANKA SHRIJAY

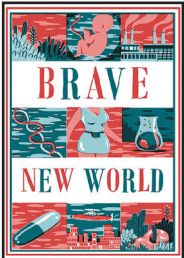


"BRAVE NEW WORLD" • 1932
ALDOUS HUXLEY

A complex dystopian classic, "Brave New World," creates a terrifying and technologically supreme landscape of a world in which humans are genetically bred to satisfy their totalitarian ruling order. These humans are in predetermined castes, and are bred such that they are uglier and weaker as the caste level decreases. Each person's emotions, personal and individuality are stripped away by government-provided drugs.

Bernard Marx, a man who feels isolated from his society, longs to break from the superficial world he knows. Unlike the typical dystopian novel in which a government oppresses its people by taking away its freedom, Huxley writes about a government that controls its people by giving them exactly what they want. Huxley's prophetic is sugar-coated by the idea that the people are provided with what they want, but underneath this, the "Brave New World" society is decayed by the sheer lack of humanity.

— PRIYANKA SHRIJAY



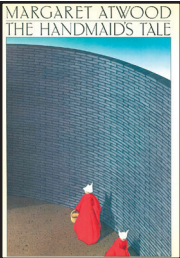
"THE HANDMAID'S TALE" • 1985
MARGARET ATWOOD

In "The Handmaid's Tale," Offred, a young woman, narrates the story of a society where race and reproductive status alone determine a woman's fate. Some women, like Offred, are designated "handmaids", birth vessels for couples who cannot conceive children. Others are domestic slaves.

But unlike most dystopian novels, Offred was born into a world familiar to readers — and witnessed the change firsthand. The flashbacks of her past life are just as chilling as the violence, suppression and loneliness that define her present. She is now left with no choice but to "adapt" to a new, forced routine. Details like this anchor the story, making it feel all the more relevant-and possible.

Each page of "The Handmaid's Tale" is filled with lyrical imagery, often powerful and sometimes heavy-handed. But the novel's unique construction makes it a worthwhile read, reminding readers of how rapidly history can change — and the power of reflecting on it.

— LIZA EDWARDS-LEVIN



QUICK Q

What is the importance of dystopian literature in today's societies?

IAN TAYLOR, ENGLISH TEACHER:

 "There are truths to those metaphors that can help us to more clearly see the structures of our government, the reasons why they might do things, and I think it's always necessary to listen to the people who are trying to tell us something. I think it's always in our best interest to monitor the way that things are now and to listen to the cautionary tales from the people who have come before us and who are telling us things now in order to not be caught by surprise."


CHRISTINE HIMMELFARB, ENGLISH TEACHER:

 "In times of transition, people often turn to art, whether for escapism, answers, options, or common language. While dystopian novels might feel right to some readers in this political landscape, I can also imagine in increased interest in books about the history of our country's founding or those that give voice to American values."

SHIRLEY VOLK, LIBARIAN:

 "People are reading about these scenarios and may think, 'Whoa these parallels and these exaggerations are kind of happening now.' Seeing that kind of prompts you to some action. You may think 'Oh my goodness, what could the outcome be? How can I, as one person, protect the environment, or protect the process of our democracy?'"

KEVIN ELLIOT, MANAGER OF 57TH STREET BOOKS:

 "I think people are confused and scared right now and are looking to these kinds of books for a couple of reasons. One is to look for the root causes and signs that our world might be going in the direction of these novels' narratives. Another is perhaps to make them feel like things aren't as bad as they might seem at the moment."

COLIN RENNERT-MAY, ENGLISH TEACHER

 "While it would be easy to jump on a book that would be 'perfect' for looking at the Trump era, it's important to read works that are 'for all time' and think about what they have to say about right now."

'I Am Not Your Negro' starts conversation

Through Baldwin's writings, film sheds light on race in U.S.

BY SAM FLEMING
MIDWAY REPORTER

"The story of the negro in america is the story of America," Samuel L. Jackson narrates over a distant slave hymn in Raoul Peck's powerful documentary "I Am Not Your Negro." People like Martin Luther King Jr. and Malcolm X are remembered as leading the 1960s civil rights movement, however, from an ideological perspective, author, essayist and playwright James Baldwin challenged the nation's ideas of race in America.

"I Am Not Your Negro" reinforces the relevance of Baldwin's views on race today and directly addresses this country's failure to achieve Baldwin's ideals. The film is not solely an exploration of what it means to be black in America but is an exploration of the pride and guilt that comes with being American.

In 1979 Baldwin wrote a letter to his agent describing an "unavoidable endeavour," which he was to tackle. He described a novel he had begun about the lives of Martin Luther King Jr., Malcolm X and Medgar Evers, which he would work on until his death in 1987. "I Am Not Your Negro" acts as a collaboration between Peck and Baldwin to complete this novel in documentary form, extending Baldwin's writings to a new generation and connecting the lives of well-known victims of gun violence to anonymous everyday black Americans.

"I Am Not Your Negro" does not take the form of a typical biographical documentary. It attempts to tell the story of America today,

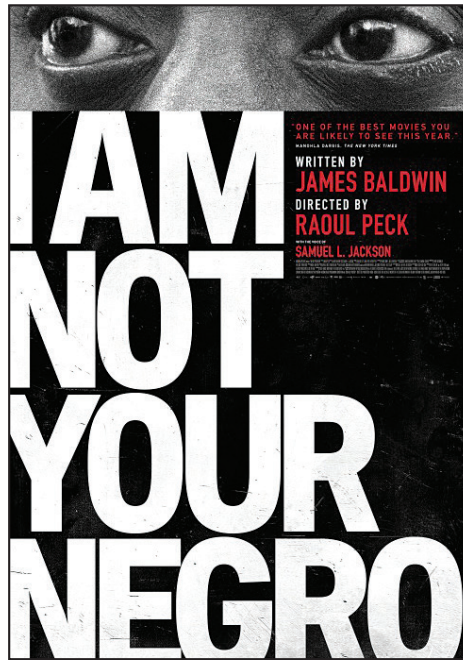
"This documentary is just as much about this nation's present as our past. Everything that Baldwin says in the film is immediately relevant to our country today. Nothing in the film reassures or soothes."

rather than present facts about the past. The film delves into the lives of King, X and Evers, while exploring the deep and complex relationships Baldwin had with each of them and their ideas. Clips of Baldwin speaking are interspersed with videos of police shootings, or with audio from the 2012 shooting of Trayvon Martin, bringing his ideas to life for a new generation.

This is part of what makes "I Am Not Your Negro" so intriguing. This documentary is just as much about this nation's present as our past. Everything that Baldwin says in the film is immediately relevant to our country today. Nothing in the film reassures or soothes. If anything desperation and urgency are at the core of the movie.

In a time where so many ask the question, "Why does everything have to do with race?" "I Am Not Your Negro" offers a perfect explanation. In one of the most intense scenes in the movie, Baldwin goes off on a searing tirade to answer that exact question. He tears apart the guise of unity which he believes that White America portrays and asks, "you want me to risk my life... on some idealism that you assure me exists in America that I have never seen?"

Baldwin was able to cut through the idealistic facade of this nation to expose our darker core. Fifty years ago, he had the answers to so many of the racial problems which America now faces and this film highlights that these problems have not disappeared.



SOURCE: IMBD

SEARCHING FOR CHANGE. "I Am Not Your Negro," an Academy Award-nominated film directed by Raoul Peck about the life of civil rights activist James Baldwin, uses Baldwin's own writing to explore the history of America's racial tensions and discrimination. The idea was sparked from a letter that Baldwin wrote to his agent in 1979.

"I Am Not Your Negro" is a crushing evaluation of America which hides absolutely nothing. Even after death, Baldwin continues to be one of the most insightful voices on race in generations. His ideas continue to influence American race consciousness and the movie feels like an extension of his wisdom.

Exhibit in school gallery highlights political issues

BY KATERINA LOPEZ
MIDWAY REPORTER

"Constellations" by Paul Chan reflects his concern of the government through naming previous drawings from 2005. The 10 large inkjet prints show Chan's worries of democracy, for things such as freedom of the press and are now on display in the Corvus Gallery in Gordon Parks Arts Hall.

Chan created these pieces to give viewers a sense of hope and comfort.

"When we are worried, we reach to the heavens for hope," Gina Alicea, fine arts department chair, said, "so he decided to research the actual constellation maps, make 10 prints, and rename each one as parts of the Constitution."

Chan was born in 1973 in Hong Kong. In 1980, he moved to the United States and attended school at the Art Institute of Chicago from 1992-1996. He then continued his work as an artist, creating many provocative pieces.

Chan's works are normally extremely provocative, they are different and make people question his pieces. They also tend to pose philosophical questions in order to promote awareness and debate over his works, according to the exhibit materials.

The gallery committee of parents and board members chose this exhibition because it relates to current national events.

"Years ago when Paul Chan created this artwork, he was concerned about the president who was in office at the time, and that he wouldn't uphold the Constitution," Ms. Alicea said.

Next month, the gallery will feature the Senior Exhibition, followed by another student art exhibit at the end of the year.

Photo exhibit showcases social change in '70s Japan

BY NATALIE GLICK
ARTS EDITOR

It was 1969.

In Japan, the consequences of World War II were still alive. The country was youth dominated and increasingly western. Protests and the tension and uncertainty of change sent long ripples through Japanese culture. In other words, the future was uncertain.

All of this was captured by Provoke, a magazine, a movement, a moment in Japanese history, which is getting a revival at The Art Institute of Chicago.

This the first, and only time, this collection will be seen within North America. This exhibit will give you a new insight into today's politics and how photography can capture history, drawing a straight line back to World War II.

For three issues, which were published in between November 1968 and August 1969, Provoke featured photographs that tell stories of the cultural changes that occurred in Japan in the late 1960's. The Provoke staff was made up of visionaries who each had a different photography background but the same drive to create a change through art and start a conversation about social changes occurring throughout Japan.

The artists Daidō Moriyama, Takuma Nakahira, Takahiko Okada, Yutaka Takanashi and Kōji Taki were the visionaries behind Provoke. The exhibit, which takes up three of four available photography galleries, as well as a good portion of the Art Institute's basement lobby. The photos are snapshots of people protesting government. Some show single people standing strong and others show groups of people defending their values.

Rather than publish their photos right after protests, the magazine staff would compile photos after the protests occurred in order to share the most powerful stories possible. Together, the collection of images captured a time and mood and places it in a context of history.

Looking into the eyes of desperation the Japanese people went through shines a light on what many Americans are experiencing right now. The photos that show students



PHOTO PROVIDED BY THE ART INSTITUTE OF CHICAGO

STANDING STRONG. A protester stands among a group of students speaking against the building of an airport in Tokyo. This photo and the rest of the collection are part of an exhibit called "Provoke," on display at the Art Institute of Chicago through April 30.

standing head-to-head with the police mirror images from recent protests across the nation. The photos strike close to home, making viewers see the parallels of life then and now.

Many of the protest images tell the story of the anger created after the war and the distance many sought to draw between Japanese culture and the Western world, a sentiment that helped create a new generation of artists.

As a companion to the larger "Provoke" exhibit, an entirely gallery on the first floor of the modern wing is filled with a recreation of photos by Japanese photographer Takuma Nakahira.

Mr. Nakamura's photos show the power art is able to carry, reflecting the same ideas of protest and change younger generations wanted. The messages "Don't forget" and "Never again" shine bright in the two-part photography exhibit. This is an exhibit that all should see and learn from.

S.E.T. 2017: A NEW HOPE



MIDWAY PHOTO BY CHAVON HUSSY

INSPIRING PERFORMANCE. In preparation for the annual show, junior Olivia Cheng and sophomore Derek De Jong, practice their parts in "Almost, Maine: This Hurts." The scene was one piece of the student-produced, student-directed show, Student Experimental Theater, which took place in the Sherry Lansing Theater Feb. 23-25. Directed by sophomore Alex Billingsley, "Almost, Maine: This Hurts" centered around two neighbors and their relationships to pain.

TURNING A NEW LEAF

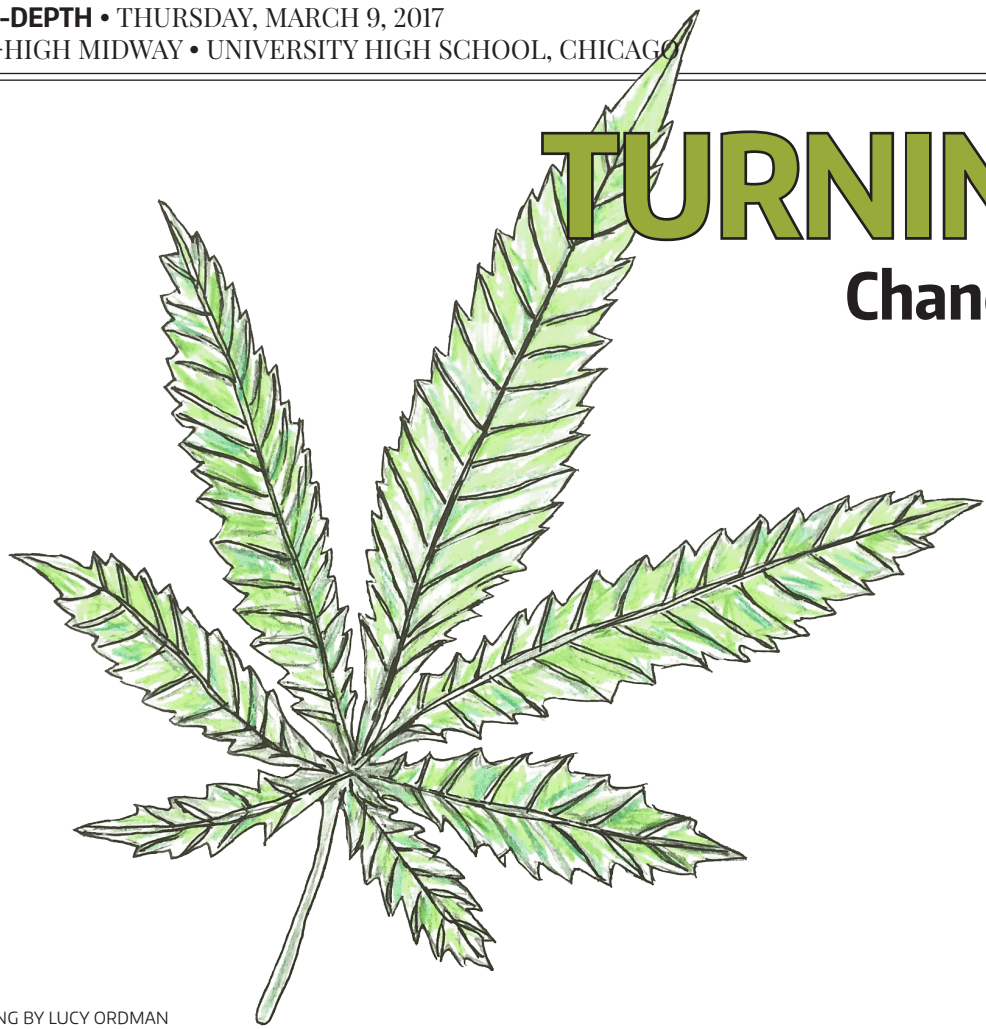
Changing attitudes toward marijuana

Since Colorado and Washington legalized recreational marijuana in 2012, marijuana has come to the forefront of national politics, causing divisive conflicts over state’s rights.

In a Feb. 28 speech, U.S. Attorney General Jeff Sessions made it clear he strictly opposes the usage and sale of marijuana. While the fight over pot has become a prominent issue in our politics, its identity is just as potent in our culture.

It’s also no secret: there’s pot at U-High.

Students are a part of changing social attitudes toward marijuana in our school, state and country. Its effects, dangers and uses remain relevant to life here.



DRAWING BY LUCY ORDMAN

Students say drug usage is now normalized

BY MICHAEL RUBIN
ASSISTANT EDITOR

Editor’s note: Names have been withheld at students’ request.

Due to U-High’s highly competitive, academically rigorous environment, students’ opinions on drug use have changed. Smoking marijuana has become normalized for many students in the school community — for some, it has even become a part of the daily routine.

“I think I first wanted to start smoking because of what I saw on TV in middle school. You always see people smoking weed and laughing a lot, but you don’t really see the adverse effects of it at all.”

— Student A

of U-High students toward drug use. “I think I first wanted to start smoking because of what I saw on TV in middle school,” Student A said. “You always see people smoking weed and laughing a lot, but you don’t really see the adverse effects of it at all.”

“Whenever I’m at a party, there’s always a point in the night where people go out to smoke. If you’re not one of those people, you don’t really fit in. You aren’t part of the ‘in crowd.’”

— Student C

[smoking] weed was the thing to do.” Although not all students have had a change of heart, one junior remarked on the changing opinions due to peer pressure and feelings of “FOMO” — the “fear of missing out.”

“Whenever I’m at a party, there’s always a point in the night where people

go out to smoke,” Student C, a senior girl, said. “If you’re not one of those people, you don’t really fit in. You aren’t part of the ‘in crowd.’”

According to the 2012 Illinois Youth Survey, conducted by the Illinois Department of Public Health, 38.5 percent of high school seniors reported having tried marijuana in that previous year, comparing to 36 percent of seniors nationally.

With drug use among high schoolers in Illinois already above the national average, Student D believes Lab school’s prestigious reputation has led to more students finding an escape through drugs. While the level of rigor and difficulty varies widely among the grade levels, and even between students in the same class, most U-High students have one thing in common: constant, never-ending stress.

“I think I smoke because I just enjoy the feeling of it,” Student D, a junior boy, said. “It’s a fun experience and if you do it safely and in moderation, you can pretty much stay out of trouble.”

This attitude is exactly what Student Council officers and peer leaders are trying to combat. These designated student-leaders want to create a group of drug-conscious role models within the school, promoting drug and alcohol abstinence.

“I choose not to drink or do drugs for a couple of reasons,” Ilana Emanuel, a senior peer leader and student council member said. “First off, it’s illegal. More importantly, I feel as if I can have just as much fun without drugs or alcohol, and that it is important for someone to be sober in case of an emergency.”

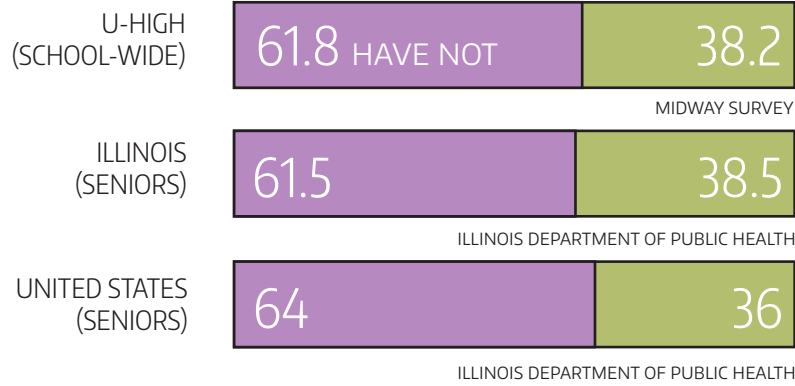
Drug abstinence is not limited to school-recognized student leaders. Some students refrain from drug use due for personal reasons.

“I don’t feel the need to smoke weed,” Student E, a junior girl who asked for her name to be withheld, said. “None of my close friends do it and I think the act of smoking is really gross.”

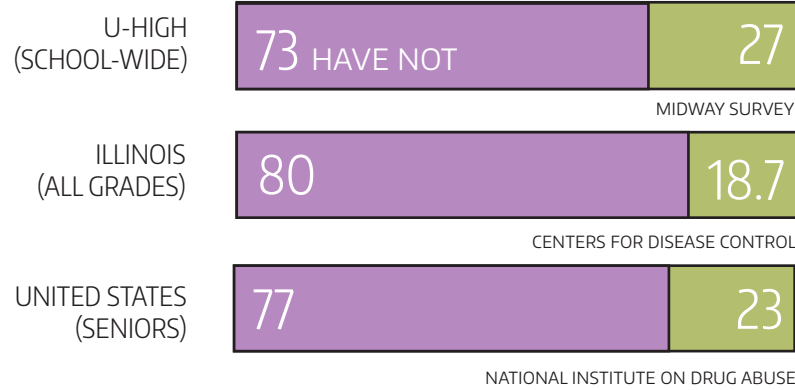
U-High vs. National Averages

U-High results came from 89 randomly selected respondents to an anonymous survey March 1-6. National statistics compiled by Michael Rubin and Dheven Unni.

Have you ever used marijuana?



Have you smoked within the last 30 days?



While this student has never smoked marijuana, its illegality according to Illinois state law is not the primary factor preventing her from experimenting with this drug.

“It doesn’t really bother me that it’s illegal. I just haven’t really wanted to do it,” she said. “I drink [alcohol] with my friends, and I could probably see myself considering smoking in my near future.”

Illinois may legalize recreational marijuana — someday

Current drug laws are too harsh, need reform, state senator says

BY JACOB POSNER
ASSISTANT EDITOR

Recreational marijuana probably won’t be legalized in Illinois in the next couple years, according to Illinois Sen. Kwame Raoul, but it may not be too far off.

Only last year did the Illinois General Assembly reduce the penalty of possessing 10 grams or fewer of marijuana to a simple civil violation with a \$100-200 fine. Sen. Raoul feels that the decriminalization needs a few years to “sink in” before legislators will be open to further legalization.

Once this decriminalization has been in place for a few more years, and, if it proves to be beneficial, Sen. Raoul said, conversation within the legislature might move to full legalization of recreational marijuana.

In fact, he said he would be open to beginning that discussion himself.

Sen. Raoul is exploring how all drug crimes are treated by the Illinois justice system.

“I believe, comprehensively, that we’re treating most, if not all, drugs too strictly. And our penalties are too heavy for people who are drug users and not necessarily drug dealers,” he said.

The federal government has a harsh policy on marijuana: it is classified as a “Schedule I drug,” according to the Drug Enforcement Administration website, meaning that it does not have a “currently accepted medical use” and has a high “potential for abuse.” During the Obama Administration, this classification was not harshly enforced and distribu-

tion was allowed in states that had legalized the drug.

New U.S. Attorney General Jeff Sessions said during his confirmation hearings that he will enforce all United States laws, and if Congress wants the distribution and possession of marijuana to be legal, they should make a law.

Additionally, on Feb. 28, while speaking to a collection of state attorney generals, Sessions said, “States can pass whatever laws they choose, but I’m not sure we’re going to be a better, healthier nation if we have marijuana being sold at every corner grocery store.”

He continued to say, “My best view is that we don’t need to be legalizing marijuana and we need to crack down more effectively on heroin and fentanyl and other drugs.”

However, Sen. Raoul does not think the Trump Administration is organized or consistent enough to make good on this threat.

Contrary to Sen. Raoul’s claim, on Feb. 23, White House Press Secretary Sean Spicer said, “There is still a federal law that we need to abide by when it comes to recreational marijuana and other drugs of that nature.” The federal government had not taken action as of press time.

According to Sen. Raoul, a major benefit to the state for legalizing recreational marijuana would be tax revenue. Of the 28 states that have legalized medical marijuana, eight have legalized recreational marijuana as well. In Colorado, medical marijuana has the same state sales tax as other purchases, 2.9 percent, whereas recreational marijuana costs customers an extra 10 percent sales tax and an excise tax similar to tobacco and alcohol. The State of Colorado generated \$135 million in tax revenue off of marijuana sales in 2015.

In 2013 Illinois became the 21st state to legalize the posses-

sion and sale of medical marijuana for 40 chronic illnesses, such as cancer and post-traumatic stress disorder. A person with a prescription can purchase as much as 2.5 ounces of marijuana at a dispensary,

according to the Illinois Department of Health. Two months after legalization, Illinois made more than \$107,000 on medical marijuana taxation.

Sen. Raoul believes that the decriminalization process progresses in increments, and that the federal government will ultimately legalize marijuana in some form.

“Eventually,” he said, “as the vast majorities of states take it on — customarily that’s how federal law changes.”

“I believe, comprehensively, that we’re treating most, if not all, drugs too strictly. And our penalties are too heavy for people who are drug users and not necessarily drug dealers.”

—Illinois Sen. Kwame Raoul

Consequences continue in social, academic, psychological areas

BY TALIA GOERGE-KARRON
NEWS EDITOR

Even with the legalization of marijuana in eight states as well as the decriminalization of marijuana in Illinois, not all attitudes and consequences at U-High have changed, nor have the plant’s effects on a young person’s body and mind. For many students, the ramifications of smoking marijuana may be unknown, but smoking has clear effects on their life: school, social and physiological.

According to the U-High student handbook, the dean of students and the principal determine a response to a violation of the drug policy which includes drug possession or usage, and may end in suspension or expulsion. When a student is found using drugs or possessing them at school or at school-sponsored events or activities, the first conversation is with the student, the student’s parents, their school counselor and Dean of Students Ana Campos.

Final disciplinary actions are decided by the principal and the dean, but the ultimate goal of the school is to get the student help, according to Ms. Campos.

“We always look at the facts and make decisions and determinations based on the facts,” Ms. Campos said. “If I put that in the context of drugs, we have suspended students for using drugs on campus or possessing them. We have typically required an assessment for drug use. Our goal is to not only be punitive.”

School counselors play a different role in supporting a student who is found using or in possession of drugs, and aim to get the student long-term help. School counselor Ronald Tunis said that if a friend of a student using drugs informs a counselor that a student is using or they are nervous about their friend’s drug usage, Mr. Tunis would ask that student to come to his office. In addition, parents would be involved to get the student help, and administration would evaluate the situation.

“As a support [for the students], the policy of the school is not to get the student in trouble, but to get the student help,” Mr. Tunis said.

nis said. “When parents are involved, we ask that the student get some kind of testing or therapy to help them through their circumstances. That is our main goal: to get the student help.”

In terms of physiological effects, recent research suggests that constant marijuana usage will result in a decreasing number of receptors, inability assess a situation, constant uneasiness when smoking, and a loss in learning or memory recall.

Science teacher Sharon Housinger said long-term usage of marijuana can have negative effects on students.

One of these effects is that a marijuana user’s brain receptors regress, so feelings of anxiety increase. People do not only feel uneasy as they smoke substances more frequently, but they also do not know where those feelings are coming from.

“The second thing is that there has been documented loss in the hippocampus,” Ms. Housinger said, “which is the part of the brain responsible for memory storage and recall, so long-term use does not shut down these pathways temporarily, but it causes these neurons to regress. There’s long-term repercussions of learning and memory recall.”

Marijuana may help those who have social anxiety, but that effect comes from harsh chemicals. While social anxiety might decrease when people smoke marijuana, those who smoke must start smoking with an idea of how they are going to feel. Usually, the idea of how they are going to feel gets fulfilled.

Ms. Housinger said, “A lot of the good feeling with pot is socially dependent, meaning people feel very different based on the context and how they expect to feel because they are generating those good feelings themselves in the absence of that feeling and anxiety.”

“A lot of the good feeling with pot is socially dependent, meaning people feel very different based on the context and how they expect to feel.”

— Sharon Housinger, science teacher

A History of Pot

1600s — 1890

HEMP GROWTH BEGINS
A variation of the cannabis plant, hemp was used for production of rope and clothing through government encouraged production

1890

MEDICINE USAGE
Cannabis becomes a popular ingredient in home remedies sold at public pharmacies.

1920s

ANTI-IMMIGRATION
After the Mexican Revolution, Mexican immigrants bring recreational marijuana. The drug becomes strongly negatively associated with them. Many warn of the “marijuana menace.”

1930

OUTLAWING POT
The Federal Bureau of Narcotics is established. By 1931, 29 states had outlawed the drug. Research tied it to crime, violence and socially deviant behaviors.

1936

‘REEFER MADNESS’
Louis Gasnier produces the propaganda film “Reefer Madness,” in which a group of teenagers try marijuana and commit a series of crimes.

1937

EARLY CRIMINALIZATION
Congress passes the Marijuana Tax Act, which effectively criminalizes marijuana.

1951 — 1956

STRICTER SENTENCES
Several federal laws set mandatory minimum sentences as 2-10 years and a fine of up to \$20,000 for drug-related offenses, including marijuana.

1960s

COUNTERCULTURE
Marijuana use in America’s counterculture movement grows, becoming more prevalent in the upper classes. Bands such as the Grateful Dead, Jimi Hendrix and the Doors were part of hippie culture.

1977

FIRST WAR ON DRUGS
President Jimmy Carter was elected on a platform that included marijuana decriminalization. Meanwhile, the Senate removed consequences for possession of up to an ounce for personal use.

1978

CHEECH AND CHONG
Comedy duo Cheech and Chong came produced their movie “Up in Smoke,” and gained widespread national popularity for their love for cannabis, as well as public commentary on drug use and hippie culture.

1986

SECOND WAR ON DRUGS
President Ronald Reagan promises to be tough on marijuana, introducing new federal minimum mandatory sentences. He signs the Anti-Drug Abuse Act and the Comprehensive Crime Control Act.

1986 — 2012

MEDICAL MARIJUANA
Fourteen states, beginning with California, legalize medicinal marijuana and decriminalize possession of the drug.

2012 — 2016

LEGALIZE IT
Colorado, Washington, Alaska, Oregon, Maine, Nevada and Massachusetts legalize marijuana for recreational use.

As the Midway sees it...

Free speech essential to democracy

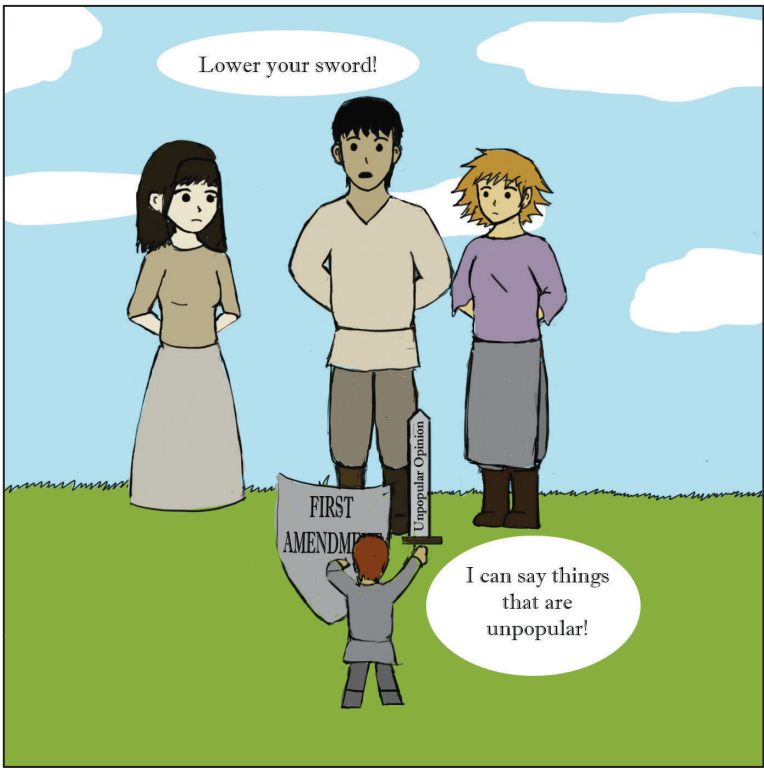
It would be impossible to debate on any issue without our democracy's crown jewel: the First Amendment.

Familiar issues dredged up by the 2016 election — immigration, the economy, socioeconomic inequality, women's rights — ignited intense discussions across the country. Whether inspiring debate in classrooms or protests in city streets, the American people have proven that they are determined take advantage of their First Amendment rights.

What offends one person may seem neutral to another, and vice versa. Today, people feel emboldened to share their opinions with little regard for consequence. Hate speech is defined as speech that attacks a person or group on the basis of attributes such as gender, race or religion. If it includes threats to one's safety, or "fighting" words to provoke an individual, it is not protected by law.

It is more essential now than ever for us all to understand the subtle differences between "hate speech" or unpopular speech, which may be unsavory yet legal, and "threats" or "fighting words," which are not protected by the Constitution.

A survey of nearly 13,000 students and teachers conducted by the Knight Foundation found that less than half supported the right to express hateful or discriminatory opinions in regards to ac-



ARTWORK BY NEENA DHANOA

ceptable free speech and the First Amendment. At U-High, a Midway survey of 80 students showed just one in four supported this right. It is surprising and disheartening that only a minority of students at U-High, a school where debate and discourse is so highly valued, would support this right.

No matter how offensive speech may be, the right to declare un-

popular opinions is still protected under law. Albeit uncomfortable, it is a fair reality. Hatfulness should not be excused, nor ignored. Rather, it should serve as a reminder that just as one has the right to offend, one has the equal right to defend.

The First Amendment serves as a safety net for all kinds of speech. This is crucial, as democracy re-

quires diverse perspectives and disagreement in order to function in its fullest capacity and reach its greatest potential. It can be messy, confusing and oftentimes hurtful. At other times it can be powerful, inclusive and redeeming. Like humans, it is imperfect.

U-High students are quick to call an opinion hateful and prioritize an individual's sensitivity over someone else's ability and right to express uncomfortable opinions. We need to be open to allowing unpopular ideas to be heard that contradict Lab's prevailing ideologies. Dealing with them in the open provides an opportunity to test the validity of opposing arguments and is productive in facilitating intellectual growth.

If individuals in our community feel like they can't voice their minority opinions, then this speaks to a bigger issue within our school that should continue to be questioned. Lab prides itself for being a nucleus of productive discourse and debate. Therefore, we should make more of an effort to ensure both minority and majority opinions within our community are not invalidated before they are presented — discussing in an informed, intelligent and respectful manner.

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

Service requires more than basic tutoring

BY SAMIRA GLAESER-KHAN
ASSISTANT EDITOR

A worksheet of 10 long division problems sat in front of a little fourth grade boy. To him, it was as if the worksheet silently taunted him, reminding him with each passing minute that he was a failure at school. As his tutor, I wanted so badly to make his misery go away, but I just didn't know how I could rebuild his confidence and help him catch up from years of falling behind in school — all in only an hour.



This is not a one-time scenario at the Bret Harte Elementary School after-school tutoring program. In my two years of experience as a volunteer tutor, I have constantly had to face the reality that I am often not able to fix the academic problems my students face. The

tutoring program I volunteered for failed to address several deeper-rooted problems that limited both me as a tutor and most importantly, my students' ability to benefit from the program.

A lack of connection between my students and me was one of the biggest problems I had to face. I only saw them twice a week for an hour, the better half of which I had to spend keeping them off their phones. My students had to trust me enough to try their best when I was helping them with homework, but I simply did not have enough time to build this kind strong of relationship with them. I needed time to get to know my students personally before they could fully commit to working with me.

Not only were my students reluctant to work with a tutor with whom they didn't have a strong relationship, but they were also emotionally and physically exhausted from school. Most public schools in Chicago run from 8 a.m.

until 3:45 p.m. — one and a half hours longer than a lower-school day at Lab. Many tutoring programs start immediately or only shortly after the school day is over, leaving my students with no time to be with their friends or unwind after a stressful day.

Seeing my students struggle with their homework week after week due to a persistent lack of fundamental skills made me feel like they were caught in a cycle of failure. How could my first graders understand addition and subtraction of large numbers when they still struggled with simple addition of one-digit numbers? Having been instructed to focus mainly on the students' homework, I had no space to work with them on fundamental concepts.

Because they lacked the opportunity to develop fundamental skills from an early age, many of my students lost confidence in their academic abilities. I was shocked at the number of times

my students began to cry and tell me that they weren't smart as soon as they worked even briefly on a problem they didn't understand. In my tutoring program, there was no focus on the emotional aspect of succeeding in school.

Through hearing stories from my friends, I realized that many of the problems I experienced are present in other tutoring programs. If U-High students think that their current tutoring program is not serving their students well, then there are ways to circumvent this. Small things such as staying with a student for 10 minutes after the official program ends to work on basic skills can be helpful. Even letting students get water before starting their homework can help with their exhaustion.

Hopefully, if enough student tutors become aware of the problems in their programs, the heads of these programs might consider serious changes.

Artsfest tradition facilitates individual growth

BY DHEVEN UNNI
SPORTS EDITOR

With another Artsfest over, its critics maintain the same questions. Some teachers question the need to cancel classes, while some students question its necessity. This view ignores the power of the creativity that ArtsFest fosters.



In a time when many public schools continue to slash their arts budgets in favor of more "practical" classes that prepare students for standardized testing, Artsfest takes on special relevance to the U-High environment. Stripping curricula to nothing more than memorization makes school

little more than a competition. The school's mission statement prioritizes a "spirit of scholarship, curiosity, creativity and confidence." Preserving Artsfest allows us to retain the creative spirit that Lab purports to value.

In the rigorously structured environment of Lab academics, Artsfest provides a spontaneous outlet for innovation, allowing students to cook, paint and sing. While some feel that the school already has enough of a focus on the arts, even our non-STEM English and history classes remain highly focused on curricula and grades. Writing an essay requires creativity, but when it is preceded by weeks of study and pre-work it can easily become rote.

The break from the school-day format is equally vital to Artsfest. Students can feel that confined by the

"Creativity is a prerequisite to success in almost any profession, and the ability to think on one's feet or act spontaneously is highly coveted in the real world. Artsfest helps to build those qualities..."

rigid structure of the daily routine, transforming active learning into a chore. Artsfest breaks up the monotony of the school day, which is vital in order to take students out of their element and give them inspiration that can't come from their regular routine. While some feel the day isn't "serious enough," or that students simply use it to mess around, this ignores that the same kind of off-the-cuff learning often yields innovation.

If U-High is supposed to prepare its students for the real world, we need Artsfest. Creativ-

ity is a prerequisite to success in almost any profession, and the ability to think on one's feet or act spontaneously is highly coveted in the real world. Artsfest helps to build those qualities by encouraging students to embrace unusual activities. If parents wanted to raise their children to be robots who one-dimensionally apply themselves to their schoolwork, they would send their kids to a different school. The unique opportunities for innovation Artsfest allows are one of the most important benefits of going to Lab, and it would be a mistake to end it.

U-HIGH MIDWAY

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CORRECTIONS • ISSUE 6, FEB. 16, 2017:

• Page 1: Alex Stamatakos' name was misspelled.

QUICK Q

Should hate speech be protected by the First Amendment?

SAMUEL ADELMAN, SENIOR:



"Yes, the problem is that when you start saying hate speech should be banned you have the question of what hate speech is, which could potentially lead to further restrictions on free speech."

ILEANA MINOR, JUNIOR:



"Yes, everyone has the right to share their opinion, and I think it's important to always hear both sides. Even though it can be hurtful and I often disagree with it, it's important to know what you're up against."

TOMER KEYSAR, JUNIOR:



"Whether hate speech is protected, or not, we have to always refer back to our values and base what we say on what we believe."

JOANA ROSE, FRESHMAN:



"I'm not against the First Amendment because everyone has the right to free speech, but I definitely think there should be restrictions on hate speech."

BRIDGEPORT: Tradition to trendy



Neighborhood connects old, new cultures

BY CLYDE SHWAB
EDITOR-IN-CHIEF

Across from Bridgeport Coffee House, and next to Maria's Packaged Goods, a bar known as a community favorite, sits a funky but simple storefront with a small seating area. Kinski, an extension of Maria's, serves a Polish-Korean street food style fusion. On warm, spring days and evening, the bustling, renovated patio of the aged building captures the core of the neighborhood: home.

Once a small, otherwise unassuming residential and industrial neighborhood, Bridgeport now stands as a historic, geographical and, increasingly, cultural heart of Chicago.

Bordered on the north by the Chicago River, on the west by Bubbly Creek, on the south by Pershing Road and on the east by the Union Pacific Railroad tracks, the neighborhood is accessible by the CTA Red Line train and the #62 bus, though parking is plentiful and cycling paths criss-cross the neighborhood.

One of Chicago's oldest neighborhoods, Bridgeport began in the 1800s as an enclave for Irish immigrants, site of stockyards and factories alongside working class residential homes. The neighborhood's streets reflect this — diners, community bars like Schaller's Pump or Maria's Packaged Goods, and old-school coin laundromats adorned with neon signs line the busy streets, namely 31st. However, the neighborhood has grown into a diverse patchwork of groups of Italian, Lithuanian and Asian immigrants with younger artists taking advantage of the low rents in recent years.

The neighborhood is far from obsolete. Alongside old bars and churches, new coffee shops such as the Bridgeport Coffee House and Jackalope Coffee buzz with activity. In Palmisano Park, a new jewel of the neighborhood, elderly couples stroll as out-of-breath joggers speed up and down its hills.

A familiar face to many in the neighborhood is Peter, who, with his unmistakable long, dark beard and expansive colorful grass hat, cruises around the neighborhood on a tricycle. Peter was born in Bridgeport, and has been riding around the neighborhood for 15 years. He said the neighborhood is stable despite the fluctuating ethnic groups.

"You have some infusion coming and going. For example you have the Latinos moving in and moving out," Peter said.

He described the strength of community in Bridgeport, which started from the original Irish immigrants who transformed the neighborhood from a poor, industrial neighborhood into a political stronghold of Chicago. Peter said that now, the neighborhood certainly seemed on the "way up."



VIEWS. Across from McGuane Park, along Halsted Street between 27th and 29th streets, lies Palmisano Park. A large field of grass sits atop the hill, from which visitors can see across the neighborhood toward the downtown skyline.

WALK IN THE PARK. With a long walkway spanning one end of the hill to the other, the park's greenery provides a great setting for a lazy Sunday afternoon stroll. Visitors can follow the path down the north end of the hill to a beautiful pond and fishing area with amphitheater-like seating on rocks that lead into the water. Originally a quarry, the park represents the changing face of Bridgeport as the neighborhood changes from industrial, to up-and-coming hip.



TEMPLE TIME. Established in 1992, the Ling Shen Ching Tze Buddhist Temple shows visitors the diversity of Bridgeport's religious and ethnic groups. Originally a Presbyterian church, the building was converted to a Buddhist temple as Bridgeport's population changed. Lian Hao Fa Shi, a monk at the temple, explained that the building attracts and welcomes all different demographics and religious individuals, not just Buddhists. Upon entering, the size and amount of open space are

second only to the beautiful display of a multitude of deity statues placed on steps that reach to the top of the 20-foot ceiling. Two worship areas flank the deity display. The small rooms toward the back of the building are dedicated to worshipping the deceased and Cheng Huang, the Earth deity. The temple provides a relaxed, quiet atmosphere amidst the busy neighborhood. Even non-Buddhist visitors can appreciate the beautiful statues and artwork within the temple.



GOOD ROASTS. At the corner of Morgan and 31st Street, Bridgeport Coffee brings great roasts into an old-style cafe setting. With old wooden bar stools, chairs and counters lining turquoise walls covered with framed artwork, Bridgeport Coffee makes customers feel at home with its relaxed vibes. The rich, dark coffee has just the right amount of bitterness. For customers looking for more than just coffee, the shop also offers light snacks, including sandwiches and wraps. With a separate, quieter work space in the back, Bridgeport Coffee is the perfect place to start a day wandering the streets of the neighborhood or spend time studying.

Palmisano Park
2700 S. Halsted St.
Hours: Mon.-Sun.: 6 a.m.-11 p.m.

Ling Shen Ching Tze Buddhist Temple
1035 W. 31st St.
Hours: Mon.-Sun.: 10 a.m.-4 p.m.

Bridgeport Coffee
3101 S. Morgan St.
Hours: Mon.-Fri.: 6 a.m.-9 p.m.
Sat.: 7 a.m.-9 p.m.
Sun.: 7 a.m.-8 p.m.

PHOTOS AND CAPTIONS
BY SONNY LEE

Dedicated boxers find new passion

Boxing bobs and weaves its way into academics while improving health

BY MICHAEL RUBIN
ASSISTANT EDITOR

Muhammad Ali. Mike Tyson. Manny Pacquiao. These figures, all internationally renowned for their boxing proficiency, have affected students at Lab, encouraging them to move outside their comfort zones to explore and become passionate about this physically rigorous activity.

Despite her anti-violence perspective, senior Gabby Conforti experienced an ideological shift last year, in which she realized the benefits of boxing in terms of stress relief.

"I immediately fell in love with boxing," Gabby said. "The fast-paced nature didn't allow me time to mull over homework and chores. During my boxing sessions, I had a one-track mind: hit or get hit."

Gabby's passion for boxing developed more recently, but she believes it is a product of generations of fascination with the sport.

"Boxing must run in my family's blood, because my father and grandfather were passionate about the sport long before I was born," Gabby said. "When I was younger, my grandfather would persuade me to watch clips of Pacquiao's previous fights or video highlights of Saturday night's big match by bribing



Sophia Campbell

"I immediately fell in love with boxing. The fast-paced nature didn't allow me time to mull over homework and chores. During my boxing sessions, I had a one-track mind: hit or be hit."

— Gabby Conforti, senior

me with chocolates."

Though she was rather indifferent about boxing while growing up, Gabby has gained a retroactive appreciation for its long-term appearance in her life.

"My dad had a punching bag in our backyard, and would always ask me to try a jab or a hook," Gabby said. "I always refused, for a combination of reasons including my distaste for the violence and my lack of enthusiasm for working out."

Unlike Gabby, junior Sophia Campbell's relationship to boxing was minimal growing up, but in recent years, the sport has become a prevalent factor in her life.

"I started officially in the beginning of last summer," Sophia said. "Growing up, I always really liked watching boxing on TV, and I knew a few people who had tried it, so I went ahead and tried it myself."

According to Harvard Health Publications at Harvard Medical School, although there is no proof that fitness boxing is superior to any other types of exercise, the



MIDWAY PHOTO BY LILLIAN NEMETH

READY FOR A FIGHT. Senior Gabby Conforti shadowboxes in the mirror of the fitness center. Boxing is a new passion for Gabby, as she took it up last year with encouragement from her father and grandfather. While she may have started recently, boxing has quickly become indispensable to her.

aerobic exercise of fitness boxing has actually been proven to improve certain brain functions and to lower the risk of high blood pressure.

Although boxing has evident health and recreational benefits, making it a priority can be difficult.

"I try to do it at least twice a week," Sophia said, "but with my schedule getting crazier every day, it can be tough to make it to the gym."

Gabby shares this sentiment, but she believes the benefits of the activity are enough to motivate her into training.

"As much as I love boxing, there are definitely days when I drag my feet to the gym," Gabby said. "Boxing has become an essential in my life, though, because it does so much for me, physically and mentally. And this thought propels me every time I try to think of an excuse not to train."

Rowers discover competition, stress relief on river

Chicago Rowing Foundation builds confidence while still having fun



PHOTO SUBMITTED BY SARAH POLSON

PREPARED TO ROW. The team rows up to the start line at the Clark Park Boathouse for their only home regatta. While rowing can be physically difficult, the members of the team see it as a benefit. According to sophomore Olivia Jarard, the rigor of the activity allows competitors to completely focus while they row.

BY TALIA GOERGE-KARRON
NEWS EDITOR

To sync or sink? This is the question for six current Lab rowers as they try to balance homework, social life and rowing.

The Chicago Rowing Foundation, founded in 1991, allows U-High rowers to compete on the Chicago River. The activity cultivates a competitive, dedication-based and challenging bond.

Sarah Polson, a sophomore, has been rowing with the Chicago Rowing Foundation for almost two years. After her older brother took up the sport in college, she decided to give it a try as well. Rowing has since become a way for her to leave her stresses behind on the water.

"I think it's a really good way for me to mentally de-stress from school and put my mind into something else," Sarah said. "It's a place where I don't have to think about anything else. I just have to go there and practice."

Sarah's dedication gives her a heavy practice schedule, where she spends 10 hours a week on rowing during the winter. In the fall, it jumps to 12 hours, while spring practice can exceed 16. That fierce drive is part of the fun for Sarah, who sees rowing as a place where she can let her competitive side flourish.

"I think I've learned that I'm pretty competitive," Sarah said. "I knew that already because I did soccer before rowing, but it has definitely affirmed that fact."

For more than a year and a half, Celia Garb, a sophomore, has served as a coxswain, the person

"It's something that I can get my anger out with, and whenever I row I do not have to think about anything else. It's time for me to think for myself, and time to not have to worry about school, or friends or family."

— Olivia Jarard, sophomore

who motivates and directs while on the boat. To be a coxswain, one has to be confident enough in their ideas and their strategies to motivate their teammates while they maintain morale, speed and conditions of the boat.

Celia said her experience as a coxswain has taught her to be more confident in her own opinions and not let other girls sway her.

"To be a coxswain, you have to have a lot of confidence in your opinion and your talent," Celia said. "You are yelling your personal thoughts and opinion to a boat of eight girls. You have to have a lot of confidence in what you have to say. That was probably something I didn't have a lot of when I started doing this. I built that confidence from there. It's taught me to believe in what I say and not second guess myself."

Rowing gave Celia a drive to win that she had never had before, turning her more competitive.

"I was never a very competitive person," Celia said. "I used to do

competitive swimming in middle school, but I hated it. I felt like I was being forced to do that in sports, and then I started rowing. Instantly, that aggressive part of me kicked in."

Sophomore Olivia Jarard has been rowing for more than three years, though a recent knee injury has stopped her. While she is unsure whether she will be able to return to the long, intense training hours that rowing requires, Olivia has found more than competition in rowing. For her, rowing is a challenge to persevere through weaknesses and pain.

"I think it's extremely mentally challenging because all my coaches tell me that it is all mental, so when you are rowing you have to tell yourself to keep going as hard as it is," Olivia said. "You can keep going as long as you tell yourself to keep going."

With the Chicago Rowing Foundation, Olivia's first-place-finish at the Midwest Championships has become her most treasured memory from rowing. While Olivia does love the competitive aspect of rowing, she also uses her time on the water as a break from her life and as a way to understand her current problems.

"What I love about rowing is, even though it is extremely difficult and takes a lot of time and a lot of energy," Olivia said, "It's something that I can get my anger out with, and whenever I row I do not have to think about anything else. It's time for me to think for myself, and time to not have to worry about school, or friends or family."

In off-season, athletes like training with same coach

Some coaches work for both school teams and independent clubs

BY CLYDE SCHWAB
EDITOR-IN-CHIEF

For elite U-High athletes and coaches, the end of the quarter rarely means the end of the season.

From swimming, fencing and squash to golf and sailing, many varsity athletes continue working with these same coaches outside of school for club teams, contributing valuable additions to the athlete's ability and a creating more seamless transition into the school-season.

While much of this out-of-school contact occurs outside the season in a student-athlete's off-time, continuous contact with a single coach can have a powerful impact on athlete's performance. This contact is often before school sports, but when it continues into the U-High season, it can have powerful effects. According to U-High Athletics Director David Ribbens—while instances where coaches came to U-High after training a student were coincidental and student driven—sharing coaches for high school and club seasons has had a positive impact on athletes and teams alike, allowing for continuity in training.

"A lot of time, the outside coaches' and kids' decision will be student driven, as opposed to institutional driven. We wouldn't require our students to join the University Club and take lessons there," Mr. Ribbens said.

Citing senior Eamonn Keenan's success inside and outside of high school swimming, Mr. Ribbens noted, "He benefitted from his participation as a student,

and that's why I would encourage other students to participate in the high school experience. I think that's just different than a club experience."

However, according to Mr. Ribbens, the decision to coach for a high school team in addition to club sports is regulated by the Illinois High School Association to prevent conflicts of interest. However, Mr. Ribbens also noted that at times, athletes will be compelled to continue with a club team during U-High season in order to continue with the same coach, thus forcing athletes to choose between staying with their school or their club coach.

The notion of continuity was emphasized by the head coach for the U-High girls swim team and Midway Aquatics, Kate Chronic. Saying that the largest benefit of coaching year-round was the ability to train with the whole year's schedule in mind, rather than just the 12-week high school season, working at U-High gave her the chance to make sure swimmers improved at a steady rate throughout the year.

"At the beginning of the year, we set up a calendar to set up a program for the year-round kids," Coach Chronic said. "There's macrocycles, based around long periods of time, then microcycles, based around when we want to rest kids, when they should have to race when they're tired, what their end of the season championship meet is going to be. What could happen is that you get somebody who isn't familiar with the bigger picture of the year-round plan and

"It's really better for everybody. There are a lot of friendships made, and it fosters a great sense of camaraderie and competition."

— Katie Tinder, sailing coach

only looks at 12 weeks and swimming fast two days a week at dual meets, because that record is what matters to them."

For junior John Grissom, captain of the squash team, the addition of his personal coach, Mark Heather, as the school's assistant coach not only enhanced his personal training but gave the team a boost in intensity and experience. Mr. Heather had previously worked as the head squash coach at the University Club of Chicago and toured as a professional squash player for 11 years.

"It's pretty exciting stuff. We've progressed past the age of your run-of-the-mill, beginner squash coach and really stepped it up to having a full time professional squash coach. And he's definitely made the squash team a lot more serious," John said. Beyond an extra set of eyes to look after players on the courts, Mark's presence on the court gave John and the rest of the team further constructive feedback in practice and after matches.

Katie Tinder, U-High's sailing team coach, said coaching students in the high school season and offseason contributes positively to the team dynamic.

"It's really better for everybody. There are a lot of friendships made, and it fosters a great sense

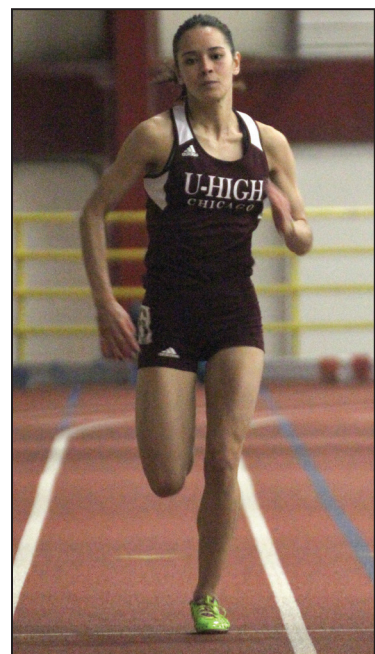


MIDWAY PHOTO BY ELENA LIAO

SQUASHING PLAYERS' DOUBTS. Assistant squash coach Mark Heather gives team members pointers at the Beacon Tri Meet Feb. 25. While he now coaches U-High, he began as the personal coach for the team's two captains.

of camaraderie and competition," Ms. Tinder said. "The camaraderie and relationships built between coaches and sailors is a big deal. You work with and see what they

need as athletes and humans, physically and mentally. You can help them with keeping the right diet, exercise, studying and keeping your head in the game."



MIDWAY PHOTO BY ALEC WYERS

SPRINTING TO SUCCESS. Lilia Wilson races at U-High Chicago Midway Miles Feb. 24, where the team placed third.

Team finds motivation, unity during indoor season

BY PRIYANKA SHRIJAY
ASSISTANT EDITOR

As the indoor track and field team begins its season, Lab runners find motivation in celebrating their team dynamic and each other. The track season started in mid-January, and the first meet was Feb. 5.

Distance captain Elsa Erling, a senior, explained the track team often relied on distance events during meets, but the increase in sprint runners this year has resulted in the strong and promising improvement of their events.

Distance coach Deborah Ribbens also noted that the indoor track team will focus on technique, speed and jumping events for the sprinters and milage for the distance runners.

According to Elsa, the indoor track season offers preparation for the spring quarter's outdoor track

and field season. She said runners peak during the outdoor season, often meeting their year-long goals. The less intense indoor track season helps them prepare for the spring season and offers chances for experimentation.

"It's definitely a different team than it's been in previous years. I think people are excited," Elsa said. "Right now, it's this period when everyone is trying out different events to see what they would be good at."

The indoor team also has a great track record with very few injuries, high morale within the team and more support from the Lab com-



Elsa Erling

"It's definitely a different team than it's been in previous years. I think people are excited. Right now, it's this period when everyone is trying out different events to see what they would be good at."

— Elsa Erling, distance captain

munity. This is partially because they host more meets at the University of Chicago's Henry Crown indoor track than they have in previous seasons.

Bringing the team together has been a goal of team captains, according to Ms. Ribbens. Because the distance and sprint subgroups of the track team train differently, they often train separately. However, spending as much time to-

gether as possible has become a priority.

"We try to do core and stretching and things like that together so that they get to mesh," she said. "We always meet together at the beginning of practice."

The entire team also spends time together outside of school and before meets.

The goal of cultivating a track community has been successful in Elsa's eyes. Reflecting on her four years of running track and the reasons behind doing so, she found that she loves the friends she made through the track team.

"I've been doing track since middle school, and part of it is that it feels good to work at something and see yourself improve," Elsa said. "But also the people that I've met through track, I've really really liked spending time with those people."

TEAM RESULTS

BOYS BASKETBALL, VARSITY

Notable: The team defeated the number one-seeded Leo Lions 45-41 to win the 2A Regional Championship. Nick Telman contributed 10 points, Jameel Alausa 9, and Mohammed Alausa 7. Their playoff run ended with a close 49-50 loss on a buzzer-beater three-pointer to Providence St. Mel School, in the Sectional semi-final. Senior Jameel Alausa was named Player of the Year along with a player from Francis W. Parker School.

Recent Results: Beat Leo High School at the 2A Regional Championships on Feb. 25, 45-41; beat UCCS Woodlawn at the IHSA 2A regional semi-final on Feb. 22, 74-

36; beat Morgan Park Academy on Feb. 16, 85-47; beat Latin School of Chicago on Feb. 14, 50-35.

BOYS BASKETBALL, JUNIOR VARSITY

Recent Results: Beat Elgin Academy at the ISL JV Championships on Feb. 18, 40-26; lost to Latin School of Chicago on Feb. 14, 43-51.

GIRLS BASKETBALL

Recent Results: Lost to Illiana Christian at the IHSA Sectional Championships on Feb. 14, 28-60.

DANCE TROUPE

Notable: Dance Troupe had

its last performance this season during the closing ceremony at Artsfest. They also have attended a workshop at the University of Chicago in preparation for next season.

INDOOR TRACK

Notable: The girls team finished second and the boys finished third at the first Midway Indoor Track and Field Race in Henry Crown Fieldhouse. At the ICOPS invitational on Feb. 26, senior Charlie Marks posted a 51.41 in the 400 meter event, the fifth fastest time in Illinois to date. He finished second at the meet. Freshman Ismael Figueroa also medaled in the 400 meter event, finishing fourth with

54.05.

Recent Results: Placed 11th at the ICOPS Invitational on Feb. 26; placed 3rd at the U-High Chicago Midway Miles #1 on Feb. 24; placed 5th at the HF Girl Quad #2 on Feb. 15; placed 3rd at the De La Salle Blue Invite on Feb. 5.

SQUASH

Notable: The team overcame being down two players to pull off a win at the Metrosquash, Beacon and U-High tri match.

Recent Results: Second annual U-High/Metrosquash high school championship invitational was cancelled; won at the Metrosquash, Beacon, U-High tri match on Feb. 25; placed second at the

four-team Round Robin tournament on Feb. 18.

BOYS SWIMMING

Notable: Senior Eamonn Keenan set an IHSA and school record in the 200-yard individual medley event with a time of 1:54.43, the ninth highest IHSA state-championship qualifying time in Illinois. He also competed at the state championships on Feb. 24, where he placed twelfth in the 200-yard-individual medley event. This is the first boys swim state medal for Lab in 65 years.

Recent Results: Placed 4th at the IHSA sectional championship on Feb. 18.

— COMPILED BY SAMIRA GLAESER-KHAN



IN FULL COLOR. Mixed students at Lab have occasionally struggled with their racial and cultural identity in a primarily appearance-based system, that doesn't necessarily reflect the full extent of their racial backgrounds. While membership in their respective racial communities may be questioned externally and internally based on their physical appearance and the presence of other racial identities, they emphasize their wholeness as a mixed person rather than their segmented ethnicities.

BY **MARISSA MARTINEZ**
EDITOR-IN-CHIEF

AND **EMMA TRONE**
ASSISTANT EDITOR

Senior Ariel Toole is black, Lao and Italian, though she admits that that order changes day to day, interaction to interaction. Although she said she's always considered Lab and Hyde Park a welcoming community, she couldn't help but feel shame when a student calculated her racial background in middle school.

"I was just a child, like everyone else, until someone pointed it out in a class," Ariel said. "They were like 'You're half Asian, you're a quarter black and a quarter Italian,' and I was kind of ashamed after that. I felt like I needed to hide who I was."

According to a 2015 study by the Pew Research Center, about 7 percent of all Americans are multiracial, and that number is growing rapidly.

At Lab, students who are mixed race are bound together by the shared experience of not quite fitting into one census bubble or one racial community, and perhaps not being fully accepted by either.

Sophomore Abraham Zelchenko said he sometimes feels a disconnect between himself and the Filipino community, as well as the white community.

"When I'm around Asian people I feel too white, and when I'm around white people, I feel like I'm too dark," Abraham said. "Since I'm half white, I feel like it somehow makes me less of a person of color. Like, I'm only half, but I have brown skin and people treat me as someone who has brown skin rather than white skin."

Similarly, racial identity and appearance

MIXED YET WHOLE

Multiracial students say that despite their mixed heritage, they shouldn't be forced to choose a side

are hard to untangle, said senior Ben Grobman, who is black and white. Because race is historically tied up with appearance, he said the way someone looks matters and affects how they carry themselves.

Junior Nathan Blevins, who is white and black, agreed and said it bothers him when something as unimportant as the length of his hair affects how people view him.

"I definitely get asked what race I am much more often when my hair is longer as opposed to when it's short," Nathan said. "I don't think it's really ok for people on the street to ask me what race I am. I think that's just none of their business."

"I'm clearly very white, but I'm still a

quarter black," he continued. "In a sense, the white takes priority because of the way I look, but I'm still very proud of the fact that I'm mixed."

This association of race and culture with appearance isn't just an American phenomenon. Sarah Markovitz, a senior who is half white and half Chinese, recounted some difficulties connecting to people while traveling in China due to her half-white appearance, despite speaking Mandarin fluently and being well versed in cultural traditions.

"In Chinese, there's this expression 'lao wai' and it's like foreigner, but slang," Sarah said. "I've literally been walking down the street and they're saying, 'Foreigner!'" She

said it ends up being funny when she responds in Chinese — much to their surprise.

Ariel said she faced similar problems in Laos because of her curly hair.

"I do not look like I'm 100 percent Lao, and I'm walking with my mom, and clearly they know that she had some mixing going on," Ariel said. "They'll be, like, 'falang,' which is their word for foreigner, and they'll literally point at me and say, 'falang' and start laughing. Especially in Laos, where it's so small and they don't really see anyone else, I definitely stick out like a sore thumb."

Sophomore Quinn Davis, who is Korean, white and black, said that although sometimes his other cultures have been disregarded because of his appearance, he has been able to find firmer footing in terms of his racial identity.

"Because of my appearance, a lot of people think only of my Asian side, but I definitely take into account all of my other races," he said. "At Lab, when I was younger, people would only really comment on my Asian side, but as I've gotten more mature, I've taken it upon myself to equalize it. Being mixed is awesome, because you can be a part of so many different cultures and identify with a lot of different things and that's really cool, and it really makes me happy."

"Since I'm half white, I feel like it somehow makes me less of a person of color. Like, I'm only half, but I have brown skin and people treat me as someone who has brown skin rather than white skin."

— Abraham Zelchenko

Nurse heals, supports, connects

BY **MARISSA MARTINEZ**
EDITOR-IN-CHIEF

After leading one student to a bed and giving another some Advil, Nurse Mary Toledo-Treviño sits back down to send emails to parents and administrators alike. After working at Lab for three years, Nurse Toledo-Treviño is a familiar face to many, and has moved to the new high school office.

What do you wish people understood about your position/department?

The trickiest part is understanding that it's one person for, sometimes, the whole school. We're lucky to have two nurses the majority of the time, but that can be tricky, to just remind people that there's one nurse. Some students get a little antsy about waiting here, but again, it's just remembering that I'm one nurse, tending to you guys as well as I can.

What's your favorite part of the job?

What's been the best part about it is finding a way to connect with the students. I feel very honored

Behind the scenes

to be able to get to know students on another level, to know you guys not only for medical necessities but when you guys need support in other ways. Watching you guys grow coming from middle school to high school, it allows us on our end to see what you can accomplish as you get older.

What's the most difficult part of your job?

What's most challenging is making sure we do right by everyone. Making sure we're tending to all the needs the student has, and following through with them. Especially now that we have this [high school] office, making sure that we make ourselves as accessible as possible.

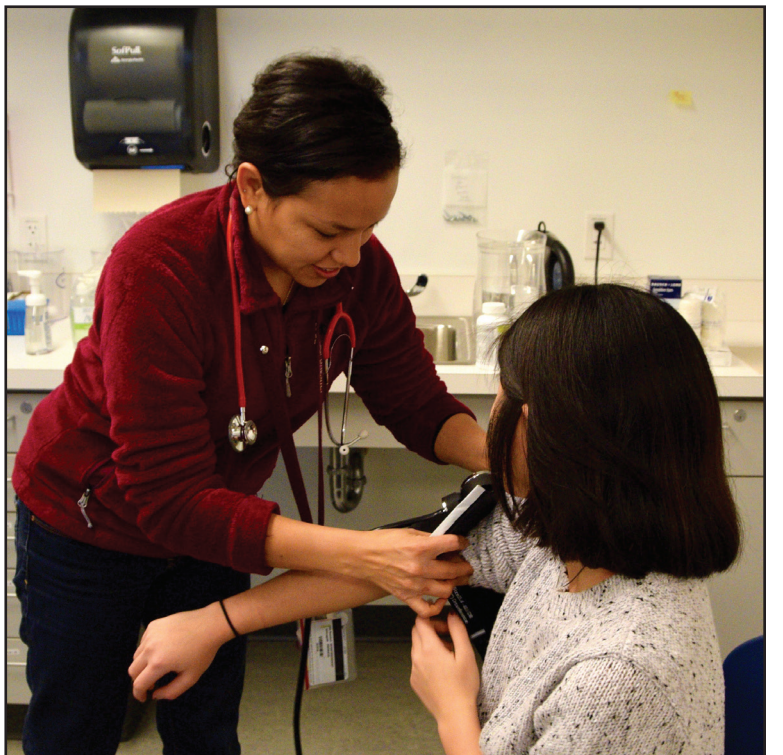
What's some things that you do in your free time?

I'm a foodie. I love trying all different types of foods and trying new restaurants. My favorites are

Middle Eastern, Indian, Thai, any Latin-American food. Those are my go-to's. Being Latina, I wish I could handle spicy food as well as I should, but I'm trying to get better, bit by bit. Of course I love being fed, but I'm trying to cook more often at home and try different things, and I've been trying to get cookbooks to work with.

What's one piece of advice you have for students our age?

Breathe. I feel like a second mom. I worry about you guys a lot. I see a lot of the anxiety, sleep-deprivation, the worry and the stress that you guys go through. That's my one wish for you guys. That is the one reason why I love seeing you guys at retreats, to see the absolute calmness and happiness and tranquility you have. My wish is that you are able to find a good balance between life and school in general so you guys take care of yourselves. If you don't take care of your mind as well as you do your body, it's not in sync. It's really important that you take care of yourself as a whole.



MIDWAY PHOTO BY SAM FLEMING

CALM UNDER PRESSURE. Nurse Mary Toledo-Treviño takes the blood pressure of junior Teresa Xie. Besides spending much of the school day tending to students in the new high school nurse's office, Nurse Toledo-Treviño is an avid foodie.