May Project rules enforced more strictly for seniors

BY EMMA TRONE
ASSOCIATE EDITOR

Rules dictating participation in the annual tradition of May Project, where seniors spend several weeks in May off campus creating experiential projects, have been streamlined among departments. Despite protests from seniors, existing rules also have been reinforced.

May Project has been a fixture of the U-High experience for over 40 years. Although few students dismissed the idea of spending their class’s time at May Project, the procedure had previously been an unwritten, unstructured experience. It is now outlined in rules and regulations, with clear expectations for participation and completion.

Former principal Stephanie Weber stated that the purpose of May Project has not changed since its creation, but the process of May Project has. This year, May Project has been clarified, not hazy, and the procedures have been restructured among departments.

According to Principal Weber, many of the rules regarding May Project have been created, not recreated, for this year’s May Project. “There seemed to be rules that were saying the same things for different academic disciplines, so we consolidated them,” Ms. Weber said.

The only official change made to the May Project rules was the decision by the history and science departments to officially end AT class curricula for seniors by the start of May Project, rather than letting individual teachers make the decision to continue the class or not, she said. These courses will still continue for juniors.

Previously, students who had a disciplinary infraction or were on academic probation were barred from participating in May Project. However, those rules have been loosened this year, according to Ms. Weber. "If you were a student and you were struggling academically in the fall quarter, say, and you were placed on academic probation, clearly something was preventing you from doing your best," Ms. Weber said.

A source of contention among students is the fulfillment of graduation requirements, including art, music and physical education credits, which would necessitate attending those classes during May Project. According to senior Jonathan Lippman, many seniors were under the impression that arrangements could be made separately with the teachers of those classes, and so planned their high school schedules accordingly.

Brian Brady, who plans to build a house in his senior year, held off on taking an art class until senior year because he participated in Jazz Band as an underclassman.

Brian said he wasn’t aware until winter quarter that he would be required to fulfill his Sculpture class during May Project. "It used to be that it depended on the art teacher that you were assigned to. So most of them would make you do, say, a project worth so many hours as you would be making progress toward, you wouldn’t make you do anything at all," Brian said.

"So I had assumed going through freshman, sophomore and junior year that I wouldn’t have to stay for May Project." May Project Coordinator Dinah D’Antoni believes that despite the inconvenience of attending just one or two classes during May Project, May Project is still a choice, not a right.

"It’s not a vacation. It’s a lot of work. They don’t get to go on May Project if they don’t want to. That’s life," Ms. D’Antoni said. "When they go to college, they’ll be grumbling about things they have to do and when they walk, there are still deadling to deadlines they have to complete. They have to observe all of their deadlines. It is what it is.”

May Project rules enforced more strictly for seniors
Peer Leading Program will be limited to 24 students

By D vie n Unni

The number of students in the peer leadership program will be reduced to 24, for the 2016-17 school year, next year, and Meghan Janda, who is the role model this year, will be the sole teacher. The change is part of the collective bargaining agreement between the teachers' union and the union, which limits the number of students per teacher to 24.

The decision was made after last year's successful Peer Leading program. Last summer, new principal Stephanie Weber learned that peer leaders were in demand for the 2016-17 school year, but allowing Service Learning Coordinator Hannah Roche to act as the coordinator and limited the number of students per advisor to 24. Ms. Roche had been designated as the role model for the 2016-17 school year. Last summer, new principal Stephanie Weber learned that peer leaders were in demand for the 2016-17 school year, but allowing Service Learning Coordinator Hannah Roche to act as the coordinator and limited the number of students per advisor to 24. Ms. Roche had been designated as the role model for the 2016-17 school year.

Labbies inspired by Obama speech on political and social engagement

By Michael Rubin

On April 24, five U-High students attended the first speech given by former President Barack Obama since he left office, which was at the Logan Center for the Arts on the U. C. campus and intended to address the role young people have in civic engagement and community organization.

Principal Stephanie Weber selected freshman Franziska Wild, sophomores Mohammad Alausa and Jordan Mahome, and junior Olivia Issa and Elizabeth Van Ha on their engagement and leadership in the areas of social justice, cultural clubs, Student Council, athletics and community engagement.

“The hope was that they would share President Obama’s message with their peers, gain inspiration to continue their work at U-High and within the broader community and work with other students,” said Ms. Weber. “I asked them to have the administration to forward our commitment to leadership, kindness and service.” Ms. Weber wrote an email. “Olivia said Obama’s main focus was engaging young people in politics and current events. And she really loved how he got all of these thoughtful young people to come together for his panel,” she said, “and then really listened to them and how they and their peers engaged with politics and how we, as a society, can improve that engagement.”

With the former president back on University of Chicago campus, the atmosphere at the speech was a culmination of excitement, nerves and passion from youth leaders.

“The environment was amazing. The room was buzzing with energy, and everyone seemed so excited and honored to see the former president,” Mohammad said. “My main takeaway was the different views people had on why they continued to not to vote and now having a public life can be very difficult and how it is not for everyone.”

After attending the speech, students believed the lessons and topics that Mr. Obama addressed would have a lasting impact on their identities as community members.

“I believe my biggest takeaway from this is something that Obama said when he talked about one of the ways that social media is detrimental to the legislative process and how it divides people as a whole,” Jordan said. “And so for my takeaway, I’m going to start follow both media outlets that agree with my opinions and media outlets that oppose that my opinions.”

Rites of May returns after a one-year hiatus

To establish a sense of community among both current and former students, the Parents Association has brought back Rites of May, which is in its 48th year and is one of the most highly anticipated events of the year.

“Rites of May will be held on Kenwood Mall on Saturday, May 20, from 11:30 a.m. to 4 p.m. Students in all grades are invited to attend,” said Ms. Weber. “This year will include bouncy houses, sports games, water slides, human foosball, food trucks and all the activities that we’ve had in the past.”

“The event is a sign the school is coming to a close, and it provides an opportunity to hang out with friends,” said sophomore Aly Latherow.

“We want to see all of the school reflected, we want to see everyone engaged in fun activities, connections made across the different grades. The whole thing is about engaging in the school community,” Tracy Cole, Middle School Council co-chair, said.

The Parents Association especially encourages high school students to go to Rites of May. “We want to see that the future of Lab is reflected in all of the students here and not just the youngest children. It’s also a way to celebrate the end of the year,” Mrs. Cole said.

High school students are encouraged to volunteer to set up a role model for younger kids. Mrs. Cole said that if older kids go, it will set an example and make younger kids want to follow their lead.

Howard-John Wesley will speak at graduation

Howard-John Wesley, the captivating voice filled the Gordon Parks Auditorium at the October alumni speaker that resonated with the group originally pitched Wesley to the Senior Class because the event is a sign the school is coming to a close, and it provides an opportunity to hang out with friends. “I’m excited that it’s back because it has been so fun and it was refreshing to know that summer was near,” sophomore Aly Latherow.

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But that was a one-year solution.

“Ms. Janda is the peer leading coordinator and Ms. Roche’s job is to be the service learning coordinator,” Ms. Weber said. “They are really important that they can dedicate themselves to their job.”

Ms. Weber said Ms. Roche has done a lot of work for the middle and high schools as the service learning coordinator, and it’s important for her to have the time to do that work.

“Doing more than the service learning coordinator,” Ms. Weber said, “she asked to do and continue to have that program thrive.” Ms. Weber then went on to say that she did not know whether a one-to-one ratio would be possible.

“The peer leadership program has done a lot of work through the advisory program,” Ms. Weber said. “I think the roles of peer leadership and advisory have changed over the course of the last few years. We’re still looking to have a very strong peer leadership program. I don’t know how many advisors we’ll have for next year, but we’re trying to decide in order to maximize the potential of that program.”

According to Cole, current junior peer leader have been promised that none of them will be cut next year, though that would mean only eight new peer leaders. Ms. Weber noted that there is no an even split of juniors and seniors this year and said the decision on how many of each grade in the future would be determined with Ms. Janda.

“The question will be what’s best for the program,” Ms. Weber said. According to Ms. Janda, it could prove difficult to uphold the program’s previous standards with fewer people.

“A challenge will be to restructure the program to make sure it’s just as impactful as it has been,” she said.

Peer Leading Program- 16 peer leaders: 10 with Meghan Janda and Hannah Roche as teachers.

Next year: Service learning will require Ms. Roche’s full attention.

2017-18 peer leaders: 36 with Ms. Janda as sole teacher, with at least five new peer leaders selected, fewer than in past years.

Ms. Janda said. “Previous, we had a one-to-one relationship between peer leaders and advisors, and with the new parameters we just want to make sure that peer leaders, advisors and students continue to have the same strong connection.”

The board is also looking into making a website where people can submit their poems, music and other non visual arts, according to Rachel. The website is not likely to come out this year, but they are planning on implementing it in the future.

Max Garvinkle

Midway editors selected

The new Midway editors have been chosen. Talia Garkoon-Rurn and Dheven Unni will lead the newspaper as editors-in-chief for 2017.

Natalie Glick and Sonny Lee will be deputy editors, and Michael Rubin will serve as managing editor.

Other editors include Samina Claes-Hahn, news; Jacob Posner, features; Emma Trone, sports and recreation; Priyanka Shriraj, opinion; Leah Emanuel, arts; and Sam Fleming, Chicago Life.

The Midway is submitted, and the board is currently in the process of deciding what artwork is going to be featured.

The Midway is an independently published newspaper saved by students, for students, and other non visual arts, according to Rachel. The website is not likely to come out this year, but they are planning on implementing it in the future.

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New café opens to foster social justice

Sanctuary Café brings art to Hyde Park

BY SAMIRI GLAESSER-KHAN

WEDNESDAY, MAY 17, 2017 • U-High Midway • University High School, Chicago

If you want your coffee and muffin with a side of social awareness, just head to the Sanctuary Café. In early April, a new café opened in the University Church, 5655 S. University Ave., with the mission to foster art, social justice and unity.

The cafe is sponsored by the nonprofit organizations Stories Connected and Blue Gargoyle, both of which promote art from people of color and LGBTQ people.

“Coming from the art world as a queer Latinx person, I saw a lot of my brown and black brothers and sisters leave because they couldn’t afford to maintain their careers in these white-supremacist industries,” Ms. Lunte said. “So with this space we are trying to give them a chance to earn a living wage so they can continue to work their craft.”

Currently, Mr. Cabral and his staff members are working on making food creations that deal with a political message.

The cafe offers locally-sourced ingredients for their creations, with eggs and butter from Wisconsin and a growing corn flour and sugar.

“Each day we have a vanilla cake with whipped fresh strawberry buttercream saying ‘the future is female’ on top,” Mr. Cabral said.

For next month, we have a skull-shaped honey cake planned, which will represent the mass exaction of honey-bees all over the world.”

Not only is the kitchen staff composed mainly of artists, but the cafe also displays the work of a featured artist each month. The artists receive a base salary from the cafe and also earn additional revenue from sales of their pieces. This month’s feature artist, muralist Charlie Harris, hopes to unify people through his work “You can see, I paint kind of like a child,” Mr. Harris said. “I want to teach more about reading and not offend anyone, and I’m thinking that everyone can relate to this style of art with bright colors and bold shapes.”

Promoting Arts and Social Justice

Artistic Raleigh Harris paints one of his installation paintings for the cafe. Mr. Harris’ installation is the first exhibit of many at the newly opened café.

“I don’t want to shut anyone out or offend anyone, and I’m thinking that everyone can relate to this style of art with bright colors and bold shapes.” — Charlie Harris, artist

Science Team places first at state Envirothon

On May 6, the Math Team earned third place overall at the state contest at the University of Illinois Urbana-Champaign, exceeding expectations for this year’s competition.

Due to an increase in the school’s size, this year U-High’s math team has been competing in the A3A division, which consists of schools with a student body from 500 to 2,000 students.

“We were up against some schools that because of their sheer size we didn’t have a realistic chance of beating as we are on the lower end of our divisions size range,” Shaunak Puri, a senior and captain, said.

According to Shaunak, the Math Team’s success at State is unparalleled to results in past years.

He said students at all grade levels performed well, but praised freshmen and juniors in particular. He also singled out ostealt Emma Mueller and Jeremy Chizewer, who placed third.

The competition came down to only four points, leaving the Math Team in third place rather than second.

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Kendrick Lamar’s DAMN shines light on childhood

**R&B** The Civil Rights Movement of the 1960s and 70s lived through R&B. Artists like Aretha Franklin, Marvin Gaye, and James Brown spread support for the movement and actively participated in protests and rallies. So many R&B and gospel classics are rooted in the civil rights movement. Today, artists like D’Angelo, Solange, and Janelle Monae continue the tradition but like D’Angelo, Solange and Janelle Monae continue the tradition but made them fit to contemporary issues, growing popular on college campuses and with younger generations.

**FOLK** Folk music, an overcooked genre of music, plays a large role in social movements like the civil rights era or during the Vietnam War. Due to their association with working-class issues, folk music captured the need for political reform in terms of social status. The genre is characterized by artists who reinvented traditional folk songs and made them fit to contemporary issues, growing popular on college campuses and with younger generations.

**JAZZ** Jazz was birthed by black oppression. Jazz greats have always demanded freedom through their music, but it came to a head in the late ’60s to early ’70s from Nina Simone, to John Coltrane to Ornette Coleman, jazz and protest went hand in hand. Songs like “Strange Fruit” by Billie Holiday and “Alabama” by John Coltrane have become relics of their time, reminding listners how real the oppression they felt was. Artists like Vijay Iyer and Christian Scott continue this tradition today.

**RAP** Rappers like Tupac Shakur, Nas, Public Enemy, N.W.A. made politically conscious songs well into the late 1980s, often referring to events from earlier movements in the ’60s and ’70s. While there was a shift in rap towards pop in the 2000s, artists continued to speak about political issues such as living in crime-infested neighborhoods, problems with violence and government failures. As the political climate changed, rappers began to produce more conscious music again.

**POP** Pop is supposed to appeal to the greatest amount of people possible, which has given it a complicated history with protest music. Many protest songs exist on the edges of popularity, but few artists like Beyoncé are popular enough to get away with saying whatever they want in their music. Pop music throughout the 90s strayed away from any poignant political messages, however, artists like Prince unashamedly challenged the norm with their music.

Music defines generations, encapsulating crucial moments in history and making them relevant to listeners anywhere at any time. As we experience a new political climate, a new wave of protest music is rising. Politically centered music is moving back into the mainstream and as a result artists have become more willing to make their voices heard.

Check out our Spotify playlist at tinyurl.com/m62bc9x

**BLESS UP.** "DAMN is Kendrick Lamar’s newest album that was released on April 14. "FEAR," the listener follows Lamar's anxieties from the age of 7 through 27. He brings the listener into the growing complexity of his fears as he ages. At 7, only fearing the possibility of a beating, at 17 the fear of imminent death, and finally at 27 fearing "losing it all." It is one of the best songs he has ever released and a clear standout on the album. His thoughts are contradictory and disorganized, but the disorganization only makes the project more organic. Standout track "LOVE." shows him struggling to reconcile the royalty he feels in his DNA with the violence that he is told lies there also. "Got war and peace inside my mind," Lamar raps over a head-banging beat. Samples of Fox News hosts play throughout the song, saying "hip-hop has done more damage to black people than racism in recent years." It is an assemblage of the, a perfect song to dance to or to get lost trying to decode. The contradictions on "DAMN." do not stop there. On "XXX.", Lamar chants, "if somebody kill my son, that mean somebody gettin' killed," before going to speak to a class of children about gun control. These contradictions are what make "DAMN." shine. They add a powerful human element to an album, playing perfectly into the theme of self-reflection.

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**SAY. IT. LOUD!** by Sam Fleming

A good story usually has a clear beginning, middle and end. Kendrick Lamar’s newest album DAMN.” has none of those, but it still manages to be one of his most enthralling projects yet. It cycles through emotions while Lamar desperately tries to get a grasp of himself through music. While popular hip-hop is continually moving away from lyricism, Lamar has become a shining example of the power of storytelling. On “DAMN.”, he weaves his most complex tale yet.

Kendrick Lamar has become a staple in hip-hop over the course of the last decade. He burst on the scene with his debut “Section.80” in 2011, where he displayed intense lyrical ability and knack for concepts. Both 2012’s “Good Kid M.A.A.D. City” and 2015’s “To Pimp A Butterfly” were meticulously constructed conceptual albums, which showed Lamar struggling to figure out his place in the world. “DAMN.” is a departure from this. On “DAMN.”, Lamar looks inside himself and explores his own positive and destructive qualities. The album exists somewhere between pop and hip-hop, features unconventional guests, and has no clear-cut concept which all contributes to “DAMN.” being one of the best albums he has ever created.

Fan theories go on for days about what narrative runs through the album. "DAMN." but ultimately what makes the album incredible is that Lamar gives listeners a glimpse into his personal struggle with identity. On the 7-minute epic "Good Kid M.A.A.D. City," and 2015’s “To Pimp A Butterfly,” were meticulously constructed conceptual albums, which showed Lamar struggling to figure out his place in the world. “DAMN.” is a departure from this. On “DAMN.”, Lamar looks inside himself and explores his own positive and destructive qualities. The album exists somewhere between pop and hip-hop, features unconventional guests, and has no clear-cut concept which all contributes to "DAMN." being one of the best albums he has ever created.

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Light heart, heavy topics

‘It’s All Absolutely Fine’ takes on mental illness with brutally honest essays and humorous cartoons

BY EMMA TRONE
ASSISTANT EDITOR

The bright, sunny yellow cover of “It’s All Absolutely Fine” seems to both mock author and cartoonist Ruby Elliot’s volatile emotional state and to illuminate it with a sense of hope. Although there is no color in between the covers, the looming mood of self-deprecation and the tiniest grain of happiness in the hands of another author or artist, but her humor is more universal situations, from smudging your nails to the hardest of bra shopping. From more universal situations, like making “emotional smoothies” out of a “good works” of fear in hilariously sad fashion, like darkest aspects of her mental illness, and the occasional Lirot’s signature, simplistic render of the 251 pages are filled with Elliot’s humor is measured out in that one weird spoon everyone has that doesn’t match the rest of the cutlery, or alternative self-care that involves smashing a croissant into a wall. Elliot also draws inspiration from more universal situations, from smudging your nails to the difficulties of bra shopping. However, she refuses to mince words (or drawings) when it comes to the often taboo realities of therapy, self-harm and bipolar disorder, and makes a point to present her more structured feel to each other, which is probably better suited for the Tumblr format, where she has gained her voice. Overall, “It’s All Absolutely Fine” bursts with authenticity and the charm of the author. Elliot never attempts to make her book about much more than her own personal experience, and it fits her medium squarely. This book is probably best enjoyed by someone who has similarly experienced the crushing weight of mental illness, but any one who both has a sense of humor and an open mind will likely enjoy it. It is light-hearted, well-acted, and a wonderful book, as well, “taking jazzy lizard steps” right along with Elliot as she tells her story. “The weight of Elliot’s experience would be unbearable somber in the hands of another author or artist, but her humor is the book’s greatest strengths, second only to her honesty.”

New Goodman play explores a refugee’s resettlement

BY SONNY LEE
FILM CRITIC

More than 65 million individuals were forced to leave their homes worldwide in 2013, according to the United Nations Refugee Agency. For many of these refugees, displacement and relocation is just the beginning of the story. The rest follows with sacrifices for assimilation and restarting lives, while they cope with leaving their past behind them. Some of these stories are told in “Objects in the Mirror,” a play which had its world premiere at Chicago’s Goodman Theatre April 29.

Inspired by a true story, the play follows the story of Shedrick Yarkpat, played by Breon Arzell, as he struggles with bipolar disorder, while they cope with leaving their past behind them. Some of these stories are told in “Objects in the Mirror,” a play which had its world premiere at Chicago’s Goodman Theatre April 29.

Inspired by a true story, the play follows the story of Shedrick Yarkpat, Daniel Kyri as he reconnects with the family he left behind during his escape from war-torn Liberia. Leaving everything he knows for the possibility of safety and refuge. Through many news outlets, cover the travels of refugees fleeing from counties ridden with medicine, hunger and chaos, they rarely follow the refugees once they relocate and the many diffi- culties refugees face when assimilating to their new home. "Objects in the Mirror," a play about how his character should be true to how his character should be measured out in that one weird spoon everyone has that doesn’t match the rest of the cutlery, or alternative self-care that involves smashing a croissant into a wall. Elliot also draws inspiration from more universal situations, from smudging your nails to the difficulties of bra shopping. However, she refuses to mince words (or drawings) when it comes to the often taboo realities of therapy, self-harm and bipolar disorder, and makes a point to present her more structured feel to each other, which is probably better suited for the Tumblr format, where she has gained her voice. Overall, “It’s All Absolutely Fine” bursts with authenticity and the charm of the author. Elliot never attempts to make her book about much more than her own personal experience, and it fits her medium squarely. This book is probably best enjoyed by someone who has similarly experienced the crushing weight of mental illness, but any one who both has a sense of humor and an open mind will likely enjoy it. It is light-hearted, well-acted, and a wonderful book, as well, “taking jazzy lizard steps” right along with Elliot as she tells her story. “The weight of Elliot’s experience would be unbearable somber in the hands of another author or artist, but her humor is the book’s greatest strengths, second only to her honesty.”

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More than 65 million individuals were forced to leave their homes worldwide in 2013, according to the United Nations Refugee Agency. For many of these refugees, displacement and relocation is just the beginning of the story. The rest follows with sacrifices for assimilation and restarting lives, while they cope with leaving their past behind them. Some of these stories are told in “Objects in the Mirror,” a play which had its world premiere at Chicago’s Goodman Theatre April 29.

Inspired by a true story, the play follows the story of Shedrick Yarkpat, Daniel Kyri as he reconnects with the family he left behind during his escape from war-torn Liberia. Leaving everything he knows for the possibility of safety and refuge. Through many news outlets, cover the travels of refugees fleeing from counties ridden with medicine, hunger and chaos, they rarely follow the refugees once they relocate and the many diffi- culties refugees face when assimilating to their new home. "Objects in the Mirror," a play about how his character should be true to how his character should be measured out in that one weird spoon everyone has that doesn’t match the rest of the cutlery, or alternative self-care that involves smashing a croissant into a wall. Elliot also draws inspiration from more universal situations, from smudging your nails to the difficulties of bra shopping. However, she refuses to mince words (or drawings) when it comes to the often taboo realities of therapy, self-harm and bipolar disorder, and makes a point to present her more structured feel to each other, which is probably better suited for the Tumblr format, where she has gained her voice. Overall, “It’s All Absolutely Fine” bursts with authenticity and the charm of the author. Elliot never attempts to make her book about much more than her own personal experience, and it fits her medium squarely. This book is probably best enjoyed by someone who has similarly experienced the crushing weight of mental illness, but any one who both has a sense of humor and an open mind will likely enjoy it. It is light-hearted, well-acted, and a wonderful book, as well, “taking jazzy lizard steps” right along with Elliot as she tells her story. “The weight of Elliot’s experience would be unbearable somber in the hands of another author or artist, but her humor is one book’s greatest strengths, second only to her honesty.”
What role does a school have in steering students of different genders and subjects to classes and subjects that defy stereotypes? What is it for students and teachers who pursue their passion while being exceptions to the rule?

_____

Facility take on challenge of class diversity

Students need to be able to identify with curriculum, teachers say

A survey of U-High students, taught at the school by a diverse faculty, reflects and challenges the experiences of a growing number of students and faculty of color who are pushing back against the status quo of traditional educational systems.

By Elena Schriver

It is unfortunately the case that the vast majority of students who pursue STEM in high school will not see someone who looks like them in these classes, and that is an issue that the U-High community is actively working to address.

According to a survey of U-High students, conducted by a school official, only 16% of students in math and science courses are women, and only 9% of students in math and science courses are African American. This disparity is even more pronounced in subjects such as psychology, where only 6% of students are women and 1% are African American.

The school is trying to address this issue by increasing the number of female and minority faculty members and by providing more opportunities for students to explore STEM fields.

“Many students have expressed interest in pursuing STEM careers, but they don’t see anyone who looks like them in the classroom, which can be intimidating,” said one student.

The school is also working to increase diversity in its faculty, with plans to hire more women and minority faculty members in the near future.

“Mentors and role models are critical in helping students see themselves as capable of pursuing STEM careers,” said the student.

The school is also working to increase diversity in its curriculum, with plans to add more courses that focus on issues of race, gender, and identity.

“We want to provide our students with a wide range of courses that will help them explore their interests and find their passion,” said the student.

The school is also working to increase diversity in its student body, with plans to attract more students from underrepresented groups.

“We want to make sure that all students feel welcome and supported in our school,” said the student.

The school is also working to increase diversity in its funding, with plans to seek out more grants and scholarships that support students from underrepresented groups.

“We want to make sure that all students have the opportunity to pursue their dreams,” said the student.

The school is also working to increase diversity in its policies, with plans to address issues of bias and discrimination.

“We want to make sure that all students feel safe and included in our school,” said the student.

The school is also working to increase diversity in its research, with plans to study issues of race, gender, and identity.

“We want to make sure that all students are represented in our research,” said the student.

The school is also working to increase diversity in its community outreach, with plans to reach out to underrepresented groups.

“We want to make sure that all students feel connected to our school,” said the student.

The school is also working to increase diversity in its leadership, with plans to hire more women and minority leaders.

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Privilege must be recognized and used for good

BY TALIA GOERGE-KARRON
NEWS EDITOR

In summer 2016, I went to Maine as part of the Chicago Delegation to Seeds of Peace. The camp split the delegations from Chicago, Los Angeles, New York City and Syracuse into two dialogue groups. Through Seeds of Peace, I am trying to understand the consequences and benefits of having privilege and how it affects the people who have it.

Seeds of Peace is an organization that brings together American and Palestinian youth to learn about each other’s cultures and to combat anti-Semitism and hate in the United States. The organization believes that it is crucial to bring together people of different backgrounds to work together for peace.

I was there for five weeks and during that time, I had the opportunity to meet many people from different cultures and backgrounds. I learned about their experiences and how they relate to my own experiences as a person of privilege. It was a very eye-opening experience for me.

Be genuine in high school: colleges notice you

BY ALEX ABBEY, OPINION EDITOR

If you're looking for advice on how to succeed in high school, here are a few tips that might be helpful:

1. Be genuine in high school. Colleges notice people who are honest and true to themselves. If you don't be yourself, it's even more important to leave high school with a strong sense of self and a developing idea of who you are.

2. Look for students who are consistent. If you see a pattern of behavior, it's likely that this is how you think.

3. Be dynamic for colleges by being genuine. More important, be yourself. You will turn off in the end.

4. Recognize your interests naturally: they will change as well. But be open to exploring new things.

5. Don't get caught up in seeing where other people are going to college with. Don't get obsessed with going somewhere prestigious — find the best fit for you.

Whatever you do, enjoy this time. It will be hectic years, and you don't want to feel like you're in a never-ending cycle of trying to fit into the role you believe you should be playing.
**Tackling life transitions**

As seniors close their final year of high school, students discuss how they handle major transitions.

BY PRINAVISHA SHIRLEY
ASSOCIATE EDITOR

"So in September, everything is going to stop and change at the exact same time, which is kind of terrifying. There's a lot to be excited about with college, but not being able to see my family..." — Shukrul Puri, senior

"I've graduated from U-High in 2016, moved to California for college. It was really sad when she left because it was right when we were getting really close," she said. "There were some things that I would normally talk to her about and she wouldn't be there for me, and now that she wasn't there, I didn't necessarily have someone to talk to. Normally we would be talking all the time, but when she left, it was just me and my parents. But we make sure to call every once in a while and we text whenever something happens, so we keep in contact."

Tackling life transitions means letting go of normalization.

"I'm thinking about the communication that can happen with a family and I guess the healing that can come from just talking about one's concerns and feelings, just identifying what their own individual concerns and fears might be, and just talking through those with someone." — ARAGCE WAPNER, COLLEGE COUNSELOR

"Mostly what we try to do is help people put things in perspective. Helping them to take stock of strengths and areas of skills that they've mastered and realize that those have gotten them this far and certainly will be great foundations to start their new experience." — KEVIN VAN ERL, LEARNING COORDINATOR

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**HEADSPACE**

Headspace offers personalized guided meditation and mindfulness sessions that combat anxiety and manage stress. It teaches meditation techniques for self-guided meditation and mindfulness techniques.

**PACIFICA**

Pacifica provides audio lessons and activities related to cognitive behavioral therapy and mindfulness, it also tracks daily goal-reaching challenges and tracks progress over time as well as relaxation techniques.

**STUDIOPRO**

Feeling organized and thorough with scheduling can significantly reduce stress. (Studiopro offers a dashboard with an overview of the day's assignments and schedule, a grade tracker and planner for each class and GPA tracker.)

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**MEDITATION AND PRODUCTIVITY APPS REDUCE STRESS**

**TIPS FOR DEALING WITH ANXIETY**

Speak with a counselor, parent, trusted adult, friend, sibling, or physician.

Strictly set aside time to unwind and rest.

Push yourself to socialize.

Indulge in hobbies and outlets (physical or mental).

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Michael Autrey teaches, writes, encourages hard work.

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Michael Autrey edits and talks through a paper with sophomore Mia Palmer. Mr. Autrey helps students refine their writing skills and inspires them to express themselves.
Yoga provides outlet for stressed students

Enthusiasts combine intense workouts with meditative yoga

BY SAMIRI GLEESON-KHOAN
ASSOCIATE EDITOR

Senior Genevieve Liu settles down on her rubber yoga mat. She crosses her legs, closes her eyes and begins to breathe. It seems that with each exhale, she releases some of her anxiety. Outside of the yoga studio, she is tenacious and ambitious, but right now the only thing that exists is her breath.

“My yoga mat is my rubber lane of control,” Genevieve said. During her senior year, Genevieve said she spent over 10 hours in the yoga studio each week in order to complete the 200 hours necessary to get certified. She says that while getting her license, she became very connected with the yoga community.

“The yoga community is just very non-judgmental,” Genevieve said. “I think that comes from yoga itself, being a very personal and individual journey. It’s not defined by benchmarks or metrics of success.”

Genevieve says that the supportive atmosphere of the yoga community motivated her to continue training and finish her hours. “The cohort that I trained with was the most anti-competitive and supportive environment I’ve ever been in,” Genevieve said. “Every moment I felt welcomed, every moment I felt challenged.”

Amanda Levitt, can release their stress and find moments of clarity.

“Each moment I felt welcomed, each moment I felt challenged,” said Genevieve. “They really make an effort to calm us down and care about us.”

The accepting nature of the yoga community has spilled over into a newfound spirituality for Genevieve. While she isn’t strictly religious, Genevieve says that she can relate to many aspects of Buddhism, the religion from which yoga originated.

“There are a lot of aspects of the yoga philosophy which are about being a good person and instilling kindness and respect for other people,” Genevieve said. “There’s this idea of the right-limbed yoga path, and each path is a moral observance.”

“A lot of religions are very definite, but in Buddhism, I’m able to draw my own conclusions about yoga and life and hopefully pass that on through teaching,” she said.

In this atmosphere of kindness, Amanda has been able to find a mental release through yoga.

“It gives me an escape from all the pressures that I have around me. I like that it’s a mix between exercising and relaxing,” Amanda said. “Yoga allows me to take a break and forget what’s going on.”

For Genevieve, yoga not only offered a release from external pressures, but it helped her put less pressure on herself. While she started by taking high-intensity yoga classes, Genevieve ultimately discovered Vinyasa yoga from a mental release. This style focuses on breath, flowing movement, and meditation as opposed to providing a cardiovascular workout.

“When I do yoga, I just breathe through the space and am focused on my mind,” Genevieve said. “I think I just really needed that junior year because I was just so in my own head with the college process. It wasn’t even familial pressure or peer pressure for me, but thoughts about college were just constantly in my head.”

Equestrians learn discipline, responsibility in saddle

Horses offer both calming influence and thrill of winning the race

BY SONNY LEE
FEATURES EDITOR

Alicia Haydon grips the reins on her horse. As she recalls the moments before entering the arena, she explains the anticipation, the burden of the possibility of messing up. She patiently waits for the bell to indicate the start of her routine. As she waits, Alicia’s head clears — on many of the specifics of the course — the jumps, the strides in between, the flow of the course. Relying on muscle memory and practice, she focuses her attention to the first jump and the last jump, the jumps in between blurring before her eyes.

“Alicia, a junior who has been riding horses competitively for 10 years, finds the process of building a relationship with the horse to be one of her favorite parts of equestrianism.

“For me, it’s different that any other sport. Obviously, with soccer you have a soccer ball, but with riding it’s an animal, and they have emotions,” Alicia said. “For me, I really like the process of learning how to communicate to the animal what you want it to do.”

Senior Jackie Walker, who rode competitively from ages 9 to 13, explained the trust needed from not only the horse, but also the rider in order for the work to get done.

“Horses are giant dogs that don’t judge you,” Jackie said. “You learn to trust them, you learn to trust you and you create a relationship with them, especially once you work with them a lot.

And that is something that I really enjoyed doing. It was just having a giant dog who was always there for you and would always listen to you. You could relax and it was just really soothing.”

With horses being able to move rhythmically at a slow gait, shifting riders’ hips and mimicking a normal walk, horses have also proven to be useful in therapy for people with mobility disorders, cerebral palsy and other neurological diseases.

Alicia explained that her barn, Littlewood Farm, offers programs promoting equine therapy and helping children with autism through horseback riding, which calls for skills like coordination and focus.

However, these aren’t the only benefits of riding and caring for horses. Jackie explained that from her riding experience, she gained self-control as well as other important skills.

“Discipline, responsibility and a sense of good form,” Jackie said. “With discipline, you have to do things on time because the horse relies on you when you’re actually riding and you have to follow the rhythm. With responsibility, you’re caring for this animal that is relying on you to do that. This animal will help you get over the jump or get what you need done, but you also need to care for it in the same way.”

As Alicia described the movements of the horse and rider, she noted the feeling of weightlessness, the feeling of flight. This feeling of weightlessness and brief flight, along with the relationship built between rider and horse, discipline and responsibility are only some of the benefits of equestrianism that riders have been able to experience.

NOT JUST HORSEPLAY

BY SAMIRI GLEESON-KHOAN
ASSOCIATE EDITOR

Senior Alicia Haydon sits atop her horse, McLain, at her barn, Littlewood Farm. Alicia has been riding horses competitively for over 10 years and feels a special connection to both her horse and equestrianism as a whole.

EQUINE THERAPY

Recreational Therapy offers programs promoting equine therapy and helping children with autism through horseback riding.
Three freshmen athletes stand out among other varsity teammates

Arjun Asokumar
Achievements: Unbeaten in all singles and doubles matches

Ismail Figueroa
Achievements: 1000 meter: 3:06.2; 800 meter: 2:30.25; 400 meter: 52.60 sec.

Zach Leslie
Achievements: 100 meter: 11.7 sec; 200 meter: 22.6 sec; 400 meter: 52.5 sec.

REPPIN’ U-HIGH. Freshmen Ismael Figueuroa, Arjun Asokumar and Zach Leslie are on varsity sports teams — Ismael on track, Arjun on tennis and Zach on baseball. They all excel in their respective sports, bringing U-High teams to another level of talent and expertise while contributing to expanding the strong but inclusive community that U-High is known for.

“arjun said. “and we do have tons of problems. But working together to fix problems helps us in the long run. It makes us better together and better friends.”

While his personal goals remain unclear, Ismael hopes that he can improve his performance in the coming years.

“Some of the practices are tough, but that’s how track is. It’s all about overcoming the frustration of not doing as well as I hoped at some of my meets,” Ismael said. “But my main goal is to get faster and get in as good a physical shape before I graduate.”

“Being part of the same community my whole life has affected the success of the team. It’s just great for the school environment,” Talib felt the same sense of community during his transition to be the catcher on both varsity and junior varsity baseball.

“Being in Florida as a team during spring break really helped,” Zach said. “All the freshmen get at least a few plays with varsity.”

Boys Tennis, Junior Varsity

Notable: David Ribbens earned his way onto the varsity while competing in the junior varsity. Ribbens is expected to be one of the team’s top performers.

Boys Tennis, Varsity

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**Mangia! Mangia!**

Little Italy offers culture, food, history

BY GRACE ZHANG

A waitress masterfully balances four plates of pizza and pasta as she weaves through pillars, setting them down in front of a family. Terra cotta, parchment and olive green-colored walls are adorned in photos of the Pompei restaurant’s extraordinary history replicative Italian architecture. The smell of marinara sauce wafts through the restaurant as customers gaze at a display of 20 pizzas and sandwiches.

Pompei is just one of the wonders in Chicago’s Little Italy neighborhood. Little Italy, today surrounded by University Village, is bordered by scattered University of Illinois at Chicago facilities just west of the downtown and the Chicago River.

Pompei, an Italian restaurant, holds a lot of history in its food and its connection to Little Italy. Established by the Davino Family in 1909, Pompei is still a family business, now owned by one of the sons, Ralph Davino. They have a variety of handmade pastas, salads, “pizza strudels,” and sandwiches. You can enjoy popular selections such as the baked mostaccioli pasta, all-veggie pizza and chicken-parmesan strudel.

“There’s definitely a lot of families and regulars who’ve lived in the area for years and still come,” Tony, a worker at Pompei, said. “It’s like it grew up eating the food, as well. It’s sort of been a staple for the neighborhood.”

After a fill on Italian cuisine, walk one block southwest to arrive at Our Lady of Pompei Church. A big circular window graces the church exterior over heavy bronze arches standing on gilded pillars.

Little Italy has been home to many Italian family businesses, many of which still stand on Taylor Street, Little Italy’s downtown.

“little Italy offers culture and cuisine, with a little history too,” said Grace Zhang, midway reporter by Emma Trone.

**Tasty** cooking videos don’t quite live up to the hype

This is basically a quiche. Despite how long it took to make, it’s still pretty hands-off, and more waiting for the eggs to set in the crust. However, after the hour in total that it took to cook, it was really delicious. The crust was flaky, the eggs were fluffy and the crust. However, after the hour in total that it took to cook, it was really delicious. The crust was flaky, the eggs were fluffy and pepper could be altered without much of an effect on how the quiche cooks.

Separating eggs and whipping the whites separately made these pancakes super fluffy. But the ricotta also made the pancakes a little more hearty, and the centers were almost custard-like after cooking. The pan-cakes were also well flavored with the lemon but not particularly sweet. The blueberry compote is a necessary complement to the pancakes, adding sweetness and texture to the dish. Like most pancakes, there is some difficulty in keeping them warm. While the video depicts making the compote after the pancakes, it makes more sense to make them simultaneously.

EXPERIMENT

REality

**PIZZA PIZZAZZ**

From pizza and pasta to ornate shrines, Little Italy offers culture and cuisine, with a little history as well. Pictured above is all-veggie pizza, with a chicken-parmesan pizza strudel from Pompei. On the right is a cold cup of shaved ice from Mario’s Italian Lemonade, quick and easy for a warm summer day.

Whether in search of food or history, Little Italy has a variety of activities and sites to visit.

**Pizazz**

Pizza and pasta to ornate shrines

Pizza and pasta to ornate shrines

**CINNAMON ROLL FRENCH TOAST BAKE**

2 tubes refrigerated cinnamon rolls with icing
4 Tbsp butter, melted
6 eggs
1 tsp vanilla
2 cups maple syrup

**LEMON RICOTTA PANCAKES**

1 cup ricotta cheese
2 egg yolks
1/4 cup milk
1/4 tsp vanilla extract
2 Tbsp lemon zest
1 cup flour
1 tsp baking powder
2 tsp Blueberry Compote
2 cups blueberries
1/2 cup sugar
1/2 cup water
1 Tbsp lemon juice

**CINNAMON ROLL FRENCH TOAST BAKE**

2 tubes refrigerated cinnamon rolls with icing
4 Tbsp butter, melted
6 eggs
1 tsp vanilla
2 cups maple syrup